

# **Croydon Agreed Syllabus for Religious Education**

# 2013

## Foreword to the Croydon Agreed Syllabus 2013

We are pleased to present the new Croydon Agreed Syllabus 2013. This replaces the previous Agreed Syllabus of 2001 and the update of the Foundation stage and Assessment in 2006.

It is pleasing that the Right Hon Michael Gove MP, Secretary of State for Education, has continued to say that, 'the government is committed to maintaining the status of religious education as a compulsory subject that all pupils must study throughout their schooling, unless withdrawn by parents' and that this also applies to pupils in Academies.

This new Croydon Syllabus places greater emphasis on enquiry based learning and there are many opportunities for pupils to pose questions and undertake research of their own. Also incorporated are a number of resource sheets and suggestions for resources to be used which can be borrowed from the Croydon Faith Education Resource library, (CFER).

In this syllabus the six main world faiths are covered through the key stages and teachers have the opportunity to incorporate other religions represented in their schools.

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

Thanks are due to representatives of the major faith communities in our borough, teachers and representatives from SACRE and the Education Authority who have consulted together at all stages of its completion.

Religious education in Croydon has gone from strength to strength and we are sure that this new syllabus will contribute towards further success in our schools.

*Sinéad M Namara*

Director of Education

*Richard Chatterjee*

Chair of SACRE

## Acknowledgements

**For the Croydon Agreed Syllabus 2013, the Teacher's Working Party Members were;**

**Lorna John** (Coulston Oasis)

**Ann Rowlands** (Addington High School)

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**Claire McKenzie**  
(Woodside Nursery and Infants)

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**The Agreed Syllabus Conference Members were:**

Councillor **Richard Chatterjee**

Cllr **Janet Marshall**

Cllr **Lynne Hale**

Cllr **Cathy Bee**

Mrs **Jane Savill** (Anglican Christian)

Reverend **Nathan Asmouche** (Judaism)

Lt Col **Morag Rowlanes** (Salvation Army)

Mrs **Ruth Tayler** (Methodist)

Mr **David Hemp**  
(British Humanist Association)

Miss **Mayura Patel** (Hindu)

Mrs **Sue Bolton** (Buddhist)

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Adviser to the Working party and SACRE Conference Penny Smith-Orr (SACRE Officer for Croydon Council)

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## Standing Advisory Council on Religious Education (SACRE)

The 1988 Education Reform Act made it the duty of all Local Education Authorities to set up a SACRE (standing advisory council on religious education).

As religious education is required by law to be taught but is not part of the National curriculum it is the responsibility of the SACRE to oversee RE and collective worship in schools throughout the borough.

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

### The SACRE is composed of four groups:

#### **Committee A;**

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

#### **Committee B;**

Church of England Representatives;

#### **Committee C;**

Representatives of teachers associations;

#### **Committee D;**

Local Authority representatives; Each of these committees has one vote with the Chair having a deciding vote if necessary.

The law says that the LEA must institute a review of its locally Agreed Syllabus every five years, the SACRE then convenes a conference which 'must agree upon a syllabus of religious instruction to be recommended for adoption by the Local Authority'.

The statutory duty is reaffirmed in the *Religious Education Guidance in English schools: Non-statutory guidance 2010* which states, "An LA should fund and support a SACRE and an ASC satisfactorily in line with the duty to constitute or convene each of these bodies and to enable them effectively to carry out their function."

Croydon SACRE meets three times a year and publishes an annual report which can be found on Fronter.

## Legal Requirements of the 1988 Education Act for Religious Education

In the 1988 Education Reform Act it is stated that 'Every maintained school is required by law to provide a basic curriculum, which is 'broad and balanced', consisting of: a] religious education and b] the National Curriculum.

The curriculum provided must 'promote the spiritual, moral, cultural, social, mental, and physical development of pupils' and 'prepare pupils for the opportunities, responsibilities and experiences of adult life'.

For all pupils, including sixth form colleges but excepting those in nursery classes and nursery schools, it is the duty of the Head teacher to secure the provision of religious education and the responsibility of the Local Authority and school governing body to act with a view to securing it.

Under the act, special schools are expected to enable pupils to receive Religious Education, 'as far as is practicable.'

All agreed syllabuses must 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practises of the other principal religions represented in Great Britain.'

The agreed syllabus must be non-denominational, however, pupils can learn about different denominations during their comparative studies.

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

**Teachers** may also withdraw from teaching religious education or attending collective worship by reasons of their religious conscience.

In Croydon we have a large number of different faith groups and our syllabus is designed to give teachers the opportunity to bring in faiths which are represented in the classroom which may not be the focus faiths of the key stage. It is very important for the self-esteem of a child who comes from a strong faith background to hear their faith mentioned and valued.

Pupils, whether they have a faith or not, need to be given an awareness of what life is like from a religious point of view. A knowledge and understanding of the features, ideas and practices of the focused religions in each key stage is important, so that the pupil can distinguish between the religions and understand what religion entails.

There is a need to appreciate the values and attitudes which individuals in a faith group hold true and the effects that these have on the community. Schools have a duty to promote the spiritual, moral, social and cultural education of pupils and, although it is important that the school ethos and all subjects to contribute towards this, religious education has a large part to play.

## The Aim of Religious Education

### The principal aim of religious education is to:

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

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

- **Attainment target 1:** Learning about Religion;
- **Attainment target 2:** Learning from Religion and Human Experience

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

- Authority and Worship
- Sacred and Inspirational writings
- Lifestyle and Celebrations
- Challenge units

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

- **KS1** Christianity, Hinduism, Islam and Judaism;
- **KS2** Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism;
- **KS3** Christianity, Hinduism, Islam and either Buddhism, Judaism or Sikhism;
- **KS4** Christianity and at least one other religion.

At every key stage other religions and those which reflect the school community may also be studied using the challenge units.

Whether we are religious or not there are signs of religion all around, the landscape is full of churches and of other places of worship. Belonging to an organised religion has an effect on many aspects of a person's life. Any of these may show the rest of the world that we are members of a belief tradition, clothes, food, names, times and ways of celebration and what is considered important in life.

Religious education promotes pupils' understanding of the multicultural and multi faith society that we live in today by enabling them to explore issues of belief and issues between faiths. Having learned about different faiths and beliefs, pupils are then encouraged to understand how we can interact with each other and explore inter faith issues of contemporary society.

## Attitudes in Religious Education

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

### Children should be encouraged to develop

#### **Commitment – this includes:**

- understanding the importance of commitment to a set of values by which to live;
- willingness to develop a positive approach to life;
- the ability to learn, while living with certainty and uncertainty.

#### **Open mindedness – this includes:**

- listening to the views of others without prejudging the response;
- careful consideration of the views of others;
- willingness to consider evidence and argument;
- readiness to look beyond superficial impressions or stereotypes;
- being prepared to reconsider existing views.

#### **Respect – this includes developing respect for:**

- one's own beliefs, values and traditions;
  - those who have different beliefs and customs;
  - the rights of others to hold their own views without embarrassment, ridicule and intimidation;
  - caring for each other, the environment and the needs and concerns of others.
- #### **Self Esteem – this includes:**
- affirming the uniqueness of each person;
  - developing a mature sense of self-worth and value;
  - developing the confidence to ask important questions of meaning;
  - developing the ability to reflect.

#### **Appreciation and Wonder – this includes:**

- developing a personal interest in ultimate questions;
- the desire to search for the meaning of life.
- developing a sense of awe, wonder and appreciation;
- willingness to ask questions and to explore;
- curiosity and a desire to seek after the truth;
- developing a personal interest in ultimate questions;
- the desire to search for the meaning of life.

## The Skills Relevant to Religious Education

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

Skill	Examples of Activities
<p><b>Enquiry;</b> Plan what to do and what research is needed. Decide on relevant questions. Hypothesise, predict and anticipate. Test conclusions and improve on your ideas.</p>	<ul style="list-style-type: none"> <li>• Always start from first-hand experience – visits, visitors, artefacts encourage questioning by pupils</li> <li>• Agree on lines of enquiry by identifying the key questions.</li> <li>• Introduce and use a variety of activities and structure the discussions e.g. P4C materials and thinking skills strategies, pair and share, jigsaw discussion, snowball discussion.</li> <li>• Encourage home /school links.</li> </ul>
<p><b>Investigating;</b> Ask relevant questions in a sensitive manner Develop a sense of curiosity. Use different types of sources to gather information. Investigate the use of sacred texts. Know what may be appropriate information for an understanding of religion(s).</p>	<ul style="list-style-type: none"> <li>• Prepare and select questions e.g. in order to interview a visitor/conduct a survey.</li> <li>• Identify and highlight important information.</li> <li>• Gather, select and organise information using a range of sources e.g. multimedia presentation, represent using maths e.g. Venn diagram.</li> <li>• Watch, listen and make notes from a presentation.</li> </ul>
<p><b>Interpreting;</b> Draw meaning from artefacts, symbols, stories, works of art and poetry. Interpret and understand religious language. Derive and understand meanings of religious texts.</p>	<ul style="list-style-type: none"> <li>• Use artefacts, works of art, extracts from religious texts as a starting point to stimulate response and enquiry.</li> <li>• Give children opportunities to interpret religious ideas and language by beginning with their own experiences.</li> <li>• Create role play to show meaning of teachings from religious texts including parables.</li> <li>• Use puppets to understand religious language and ideas.</li> </ul>

## The Skills Relevant to Religious Education

Skill	Examples of Activities
<p><b>Reflecting;</b>            Reflect on one's own feelings, thoughts, experiences and relationships            Consider the importance of the environment and natural world            Recognise the significance of special moments            Explore questions of meaning            Understand the significance of people, place, object, story and experience            Reflect upon one's own beliefs, values and attitudes and those of others and on feelings, relationships, ultimate questions, beliefs and practices            Think and speak sensitively about values, religious and spiritual topics recognising the significance of special moments</p>	<ul style="list-style-type: none"> <li>• Non-denominational sacred space available for the children to use e.g. labyrinth, spiritual trail, sensory garden</li> <li>• Communicate feelings in a reflective poem or prayer e.g. prayer tree</li> <li>• Create an atmosphere for reflection</li> <li>• Visit places in the local community to use the senses in a way which evokes a sense of spiritual space</li> <li>• Use natural habitats within the school grounds and the locality to develop a sense of awe and wonder</li> </ul>
<p><b>Empathising;</b>            Listen with care and respect            Consider the thoughts, feelings, experiences, beliefs and values of others            See the world through the eyes of others and appreciate issues from their point of view            Develop the power of imagination to identify feelings such as love, forgiveness, sorrow, joy, compassion</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for the children to be part of councils and be proactive in the work of both their community and the global community e.g. a peace council, response to an international disaster, Eco Council</li> <li>• Use feelings graph or emotions fans from SEAL resources e.g. tracking the feelings of a character in a faith story</li> <li>• Use puppets to express feelings</li> </ul>

## The Skills Relevant to Religious Education

Skill	Examples of Activities
<p><b>Analysing;</b> Distinguish between essential ideas, opinions, belief and fact Distinguish between key features of different faiths and belief systems Identify similarities and differences</p>	<ul style="list-style-type: none"> <li>• Play odd one out games</li> <li>• Use sorting diagrams e.g. using a matrix, Carroll diagrams, Diamond 9</li> <li>• Explore why the “Golden Rule” is a key teaching of all faiths and non-faiths</li> </ul>
<p><b>Synthesising;</b> Recognise similarities and differences Link coherently feature(s) of religious groups / belief systems Make links between religion and human experience (AT2)</p>	<ul style="list-style-type: none"> <li>• Use a thematic approach to explore ideas e.g. rites of passage, symbols across a range of faiths</li> <li>• Use children’s own learning / experiences to make sense of religious ideas and draw conclusions</li> </ul>
<p><b>Expressing;</b> Identify, interpret and explain religious language, symbols and rituals. Communicate their responses to their learning in RE through different modes of expression such as oral and written work, art, drama, role play, music and video. Respond to ultimate questions and religious issues through a variety of media Identify and articulate matters of deep conviction and concern</p>	<ul style="list-style-type: none"> <li>• Encourage responses through the means of various media as described in the activities column e.g. drama, role-play, hot- seat, mime, dance, add percussion or actions to religious story or song; make a game, create a special place, use of collage, colour, charts, diagrams , video, photos, multimedia presentations, look at works of art</li> <li>• Recordings, presentation or debate, poetry, reflective diary, letter, e-mail, story, newspaper report etc.</li> </ul>

## The Skills Relevant to Religious Education

Skill	Examples of Activities
<p><b>Applying;</b> Apply what has been learnt from a religion or belief system to a new situation Apply their own beliefs and values to situations and concepts in their own and other people's lives making the association between religion, the individual, local community, national and international life. Recognise the rights and responsibilities of the individual</p>	<ul style="list-style-type: none"> <li>• Design games, rules for life, symbols e.g. snakes and ladders representation of karma (see resources)</li> <li>• Use of role play and drama to show the meaning of a faith story or teaching</li> <li>• Discuss similarities and differences</li> </ul>
<p><b>Evaluating;</b> Look at different viewpoints before making up their own mind. Justify a viewpoint relating to ultimate questions and religious issues Debate issues of religious significance with reference to experience, evidence and argument Draw conclusions by reference to experience, evidence and individual belief using a range of reasoned arguments</p>	<ul style="list-style-type: none"> <li>• Use of learning journals</li> <li>• Respond to points of view on a scale of 1 – 10. Hold different types of debate</li> <li>• Order using a hierarchy</li> <li>• Peer assessment of work</li> <li>• Thinking Wall and Mind mapping - What do I want to know next?</li> </ul>
<p><b>Key Skills</b></p>	<ul style="list-style-type: none"> <li>• Opportunities throughout the key stages should include:</li> </ul>

## The Skills Relevant to Religious Education

Skill	Examples of Activities
<p><b>Communication and literacy</b></p> <p>Many excellent fiction books have been produced which offer perspectives on a particular religious or ethical stance. Throughout the programmes of study and Challenge Units, reference is frequently made to such resources, these are only suggestions and other material may be used. Resources of all kinds can be borrowed from CFER library.</p> <p>It is important that pupils gain a knowledge and understanding of the distinctive key words and concepts connected with the study of religions.</p> <p>These are clearly indicated in each programme of study.</p>	<ul style="list-style-type: none"> <li>• speaking and listening</li> <li>• circle time activities</li> <li>• reading and writing</li> <li>• drama and role-play</li> <li>• encountering a range of written language including sacred texts, stories, poetry and creeds</li> <li>• discussions and debates concerning questions of life and ultimate issues</li> <li>• reflections concerning life experiences</li> </ul>
<p><b>Application of number</b></p> <p>Some units will provide specific opportunities for pupils to develop mathematical skills. It is expected that particularly from Key Stage Three pupils will be working with numerical data that relates to real situations.</p>	<ul style="list-style-type: none"> <li>• using dates from a range of different calendars</li> <li>• use of graphs, Venn diagrams and pie-charts</li> <li>• interpretation of numerical data</li> <li>• maps, distance and scale</li> </ul>
<p><b>Information and communication technology</b></p> <p><b>Pupils should be expected to use research skills to find out information to support their enquiry.</b></p>	<ul style="list-style-type: none"> <li>• investigating information concerning beliefs, values and traditions and their impact on individuals, communities and cultures</li> <li>• awareness, respect, understanding controversy and evaluating religious responses and use of E-mail and internet to share ideas and news</li> <li>• the use of appropriate web sites for research purposes</li> </ul>

## The Skills Relevant to Religious Education

Skill	Examples of Activities
<p><b>Cooperation with others</b></p> <p>The very nature of the subject demands that pupils learn about a variety of ways of life and different practices in order to give an appreciation of why and how people live and work together</p>	<ul style="list-style-type: none"> <li>• the introduction of speakers from a range of beliefs, values and traditions</li> <li>• Visits to places of worship</li> <li>• Working in pairs and groups to follow through an enquiry a range of activities requiring co-operative learning</li> </ul>
<p><b>Thinking skills</b></p> <p>Thinking skills encourage transfer and the making of connections</p> <p>Philosophical enquiry aims to help children develop the basic skills and dispositions that will enable them to contribute to a pluralistic society</p> <p>It can boost children's self-esteem and intellectual confidence and create a caring classroom situation where children</p>	<ul style="list-style-type: none"> <li>• the use of thinking skills to focus on the how as well as knowing about the what</li> <li>• the need to make judgements and decisions informed by reasons and/or evidence</li> <li>• the development of asking relevant questions and testing hypotheses</li> <li>• the development of evaluation skills supported by knowledge and understanding</li> </ul>

## Sensitive Issues in the Classroom

**Children in our classrooms come from a large variety of faith traditions, or none, and live in a multi-cultural and multi-racial society.**

**Sensitivity to the differences of faith, culture and practise within our schools leads to an atmosphere of tolerance to others and good will. An attitude of respect towards others and willingness to consult are more important than a detailed knowledge of every practise.**

**This advice is given so that the very good inter-faith understanding within Croydon will continue to flourish.**

People who belong to the same faith may not practise their faith in the same way. There are many denominations of faith groups, to speak to the class as if we all belong to the same faith and have the same practises would be offensive to many. Statements which start with 'All Sikhs...' or 'All Buddhists...' or even 'As Christians we...' are generally wrong. Much better is 'Some Sikhs', 'Many Buddhists', or 'Speaking as a Christian I...'.

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

Religious education teachers should try to find out the faith background of every pupil in the school. This will give them an understanding of the needs of the pupil and knowledge of when they might, for instance, be celebrating a festival or fasting. When a pupil is fasting for religious reasons excessive exercise should be avoided and a topic on food planned for a different time of year. You will also want to know if any child has suffered bereavement before embarking on some of the programmes of study. A pupil who is recently bereaved may need to be excused from discussions on loss, change, memorials. Generally if the pupil is warned in advance they will be able to cope and participate. Children often want to discuss the ideas of heaven, rebirth or afterlife and the teacher needs to be ready for these questions.

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

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

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

## Assessment for Croydon Schools

### Key Stages 1, 2 and 3

In 2004 the QCA brought out a non- statutory guidance on religious education. Within the guidance are nine levels which relate to the attainment targets. While the non statutory QCA levels are a professional tool, the following pages contain a set of assessment sentences, worked out by the RE consultant and a group of Croydon teachers, which match the statutory learning objectives found in the Croydon Agreed Syllabus and are based on the 'I can' model. These are the sentences which should be used for assessment in Croydon Schools.

Assessment for the Foundation Stage can be found in the Foundation Stage section. Pupils should be assessed using the 'I can' assessments statements from level 1, unless the pupil has special needs in which case the P levels should be used.

Each attainment target represents an ongoing process and not a fixed point of achievement. Each one will be visited at several times during a key stage. The programme of study for each key stage in the Croydon Agreed Syllabus suggests what pupils should be considering. At the beginning of each religion section is a synopsis of what should be taught to ensure progression through the key stages.

Teachers should arrive at judgments by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time, rather than focusing on a single piece of work.

A variety of evidence and examples of achievement should be examined before a broad judgment of attainment can be made.

#### Key Stage 1

**1-3** At age 7 the majority of pupils will be working at level 2

#### Key Stage 2

**2-5** At age 11 the majority of pupils will be working at level 4

#### Key Stage 3

**3-7** At age 14 the majority of pupils will be working at level 5/6

Not all aspects of religious education are suitable for assessment. For instance disclosures of personal or private information which pupils may want to keep to themselves. Religious education should be open to pupils of any religious persuasion or none, so pupils own beliefs and values are not appropriate for formal assessment.

The skills required by pupils to progress through the levels are illustrated below:

Level	AT 1 Learning about religions	AT2 Learning from religion and human experience
1	Name	Talk About
2	Retell	Respond Sensitively
3	Describe	Make Links
4	Show Understanding	Apply Ideas
5	Explain	Express their Views
6	Interpret	Express Insights
7	Show Coherent Understanding	Evaluate
8	Analyse and Contextualise	Synthesise and Justify views
9	See Exceptional Performance.....	

# Assessment for Croydon Schools

## The principles of assessment

### Making Assessment Manageable

Teachers should remember that,

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

At the beginning of a half term unit it is a good idea to do a mind mapping exercise of some sort to gauge what the pupils already know. A more formal assessment which takes place before the end of the unit gives the teacher time to follow up any misconceptions.

At the end of this section has some grids for teachers to use for recording information which can inform the planning of the unit. According to the individual school assessment policy teachers can indicate on the class list those pupils who have achieved in line with expectations, those who need further reinforcement, and those who have shown exceptional performance. There is also a grid for pupils self-evaluation purposes, this is particularly useful for recording achievement in Attainment Target 2.

### Reporting

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

### Collecting evidence

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

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

In addition it is important to remember that evidence of achievement is not confined to written work.

Children have different styles of learning and these should be catered for. Evidence can take many forms, taking photographs of work or activity is a useful reinforcement of learning for pupils, when the photographs are made into an RE display, and can also be kept as evidence.

# Assessment for Croydon Schools

## The principles of assessment

### Assessment should...

- Be conducted according to commonly agreed purposes.
- Raise an expectation of success rather than failure.
- Take place in a familiar, supportive environment.
- Be preceded by equal access to the learning programme for all pupils.
- Take into account the way pupils learn in collaboration with others.
- Ensure that pupils understand clearly what is required of them.
- Encourage the involvement of pupils through review and negotiation.
- Be conducted according to agreed criteria.

### The purpose of assessment

#### Assessment...

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

It is important to remember that the prime purpose of teaching is to bring about learning and a teacher can only assess what has been taught. Nothing improves because we assess it, pupil's understanding only improves if assessment leads to some action which brings about growth or development, there is no point in assessment unless it has a useful outcome.

### Assessment

There are different types of assessment for different audiences.

#### Formative

Regular and continuous judgments made by the teacher about each pupil's progress. These judgments are shared with pupils and are for their benefit and for the benefit of others involved in helping them to learn.

#### Diagnostic

Occasional judgments made on the basis of particular 'tests' to identify strengths and weaknesses and to assist in planning next steps. These judgments are not shared with pupils and are for the benefit of the teachers and others involved in planning.

#### Summative

Judgments made which grade or identify overall achievement in relation to established criteria at the end of a period of education. These judgments are not shared with pupils but are for reporting the overall achievements of individual pupils, or a group of pupils to the next teacher or parents.

While some learning experiences are appropriate for teacher assessment, others can be assessed by peers and, as a major part of religious education is about self-knowledge, self-assessment is also an important part in the process.

The involvement of pupils through reflection and self-evaluation is an essential part not only of good assessment practice but also of reaching a deeper understanding of religious education.

### Making assessment manageable

There are two attainment targets in the Croydon Agreed Syllabus 2013 and both of these attainment targets need to be addressed when assessing the pupils learning.

**Attainment Target 1:** Learning about religions

**Attainment Target 2:** Learning from religion and human experience.

The choice of assessment method must be valid so that it provides information which is appropriate for the purpose and the specific learning objectives and assesses what was exactly intended and not a related aspect. As the Learning Objectives which are in the syllabus are statutory there is a built in progression throughout the key stages for evaluative on-going assessment. Using the suggested activities in the syllabus will lead back to the learning objective, the teacher can then assess whether further activities need to be planned or whether the pupil has achieved the learning objective.

# Assessment Statements for Croydon Schools

## Key Stages 1, 2 and 3

Attainment Target 1	Attainment Target 2
<b>Level 1</b>	<b>Level 1</b>
<b>Name/recall/recognise</b>	<b>Talk about</b>
<ul style="list-style-type: none"> <li>• I can name a place of worship from the religion being studied.</li> <li>• I can name some artefacts from a given set and suggest how they are used.</li> <li>• I can name and talk about at least one festival.</li> <li>• I can sequence pictures of events from a religious story.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about a place that is special to me.</li> <li>• Talk about communities that I belong to.</li> <li>• I can talk about a time I have celebrated something.</li> <li>• I can talk about an important person from a religious story.</li> <li>• I can talk about things that are puzzling in RE.</li> </ul>
<b>Level 2</b>	<b>Level 2</b>
<b>Show awareness/identify/recognise</b>	<b>Respond sensitively/ask questions</b>
<ul style="list-style-type: none"> <li>• I can recognise and name key artefacts and symbols from the faith I have been studying and say how some are used.</li> <li>• I can suggest why a Holy book is treated in a special way.</li> <li>• I can recognise that there are similarities between the different religions I have studied.</li> <li>• I can identify two reasons why a place of worship might be special or important to a believer.</li> </ul>	<ul style="list-style-type: none"> <li>• I can retell a religious story and I can empathise with the main character.</li> <li>• I can talk about behaviour and actions that I like or don't like.</li> <li>• I can ask questions and suggest answers about the different values that people of different faiths have.</li> <li>• I can talk about how I feel when I visit a place of worship.</li> </ul>

## Assessment Statements for Croydon Schools

### Key Stages 1, 2 and 3

Attainment Target 1	Attainment Target 2
<b>Level 3</b>	<b>Level 3</b>
<b>Describe/use developing religious vocabulary</b>	<b>Make links/reflect/ask religious questions</b>
<ul style="list-style-type: none"> <li>• I can describe similarities and differences between the ways that different people pray.</li> <li>• I can describe how a believer uses their Sacred text/Holy Book in their life.</li> <li>• I can describe what happens at a religious ceremony from a faith I have studied.</li> <li>• I can describe a person who inspires me and explain why they are inspirational.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify people or events that have had an effect on my life and actions.</li> <li>• I can identify what it means to say the church is a community of believers.</li> <li>• I can make links between the work of religious leaders from two faiths.</li> <li>• I can make links between the way different faith groups care for the environment.</li> </ul>
<b>Level 4</b>	<b>Level 4</b>
<b>Show understanding/describe similarities and differences</b>	<b>Apply ideas/refer to religions/show understanding</b>
<ul style="list-style-type: none"> <li>• Show understanding of the responsibilities of a religious leader.</li> <li>• Show awareness of the importance of the founder of a religion.</li> <li>• Describe and compare 2 different rites of passage from faith traditions.</li> <li>• Describe and understand the importance of a place of worship to the religious community.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a piece of art or poetry and explain why it is inspiring.</li> <li>• Show that I understand why Holy books are important to believers.</li> <li>• Describe how the home of a religious believer reflects their beliefs.</li> <li>• Show understanding of how going on a pilgrimage can strengthen a believer's faith.</li> </ul>

# Assessment Statements for Croydon Schools

## Key Stages 1, 2 and 3

Attainment Target 1	Attainment Target 2
<b>Level 5</b>	<b>Level 5</b>
<b>Explain the impact/describe why/recognise</b>	<b>Express views/explain influences</b>
<ul style="list-style-type: none"> <li>Recognise the main symbols found in a Christian or Hindu place of worship and explain their uses and significance to the faith.</li> <li>Express the significant events in two important religious festivals using key terms.</li> <li>Explain the significant events in the life of the founder of a religion using key terms.</li> <li>Explain the teachings concerning death, mourning and the after life from one religious tradition and express my own views on loss and change.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how features of a religion makes a difference to the life of a believer.</li> <li>Suggest reasons why Holy books are used as a source of authority for believers today.</li> <li>Suggest reasons why Holy books are treated as Sacred.</li> <li>Recognise the spiritual importance for the believer of taking part in a religious festival.</li> </ul>
<b>Level 6</b>	<b>Level 6</b>
<b>Interpret/give informed accounts/reasons for diversity</b>	<b>Express insights/evaluate/consider challenges</b>
<ul style="list-style-type: none"> <li>Interpret two contrasting religious Creation stories and identify the similarities and contrasts.</li> <li>Explain and give examples of how rules of religion found in Sacred texts affect the lifestyle of the believer.</li> <li>Explain three festivals in detail and express my insight into the beliefs expressed within the religion.</li> <li>Explain how Islam began and how it has changed and diversified since the death of Mohammad (pbuh).</li> </ul>	<ul style="list-style-type: none"> <li>Express insight into what is difficult or challenging about being a member of a religious faith group today.</li> <li>Illustrate, using key terms, a contemporary example of someone who has been inspired to express their faith in practise E.g. Mother Theresa, Steve Chalke, Dame Cecily Saunders, Bishop Desmond Tutu, Nelson Mandela, Gandhi, John Paul II.</li> <li>Consider the teaching of one faith on the importance of being able to give and receive.</li> <li>Consider the views of two religions on why people suffer and express my own views.</li> </ul>

## Assessment Statements for Croydon Schools

### Key Stages 1, 2 and 3

Attainment Target 1	Attainment Target 2
<b>Level 7</b>	<b>Level 7</b>
<b>Show coherent understanding/evaluate critically/account for influences</b>	<b>Evaluate using evidence and examples/articulate critical responses</b>
<ul style="list-style-type: none"> <li>• Use 2 religious stimuli to analyse and identify the religious practises of a faith linked to their historical and cultural context.</li> <li>• Analyse and account for the significance and religious importance of food in the religious life of believers.</li> <li>• Analyse the way in which religious believers explain their beliefs about their Sacred Scriptures as the word of God.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and analyse 2 different religious charitable agencies and give examples of how they show religious values in their concern for others.</li> <li>• Show understanding and give explanations of why religious practises and interpretations vary within a particular faith tradition.</li> <li>• Discuss some reasons why people adhere to their religious practices in an increasingly secular world, using evidence, examples and your own ideas Key.</li> </ul>
<b>Level 8</b>	<b>Level 8</b>
<b>Analyse and contextualise interpretations/critically evaluate</b>	<b>Synthesise and justify views/drawbalanced conclusions</b>
<ul style="list-style-type: none"> <li>• Find an article from the media of a controversial issue and interpret and evaluate the article using 2 religious view points to critically analyse the issues involved.</li> <li>• Analyse and put in context the source of the major influences on a believer and their religious community and evaluate the impact on society.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a critical and evaluative account of why religious believers pray when they live in a world of suffering and evil.</li> <li>• Analyse and justify why, when most religions have a Holy day, England has seen a major rise in Sunday shopping.</li> </ul>

# Special Needs Assessment for Religious Education

## P levels relevant to Religious Education

### P4

**Pupils express their feelings, likes and dislikes using simple elements of communication (words, gestures, signs or symbols). They begin to respond to the feelings of others.**

#### I can.....

- Show interest in a range of artefacts in a group led activity.
- Pass an artefact in an appropriate manner to a peer in an adult led group.
- Help hand out artefacts to others in group.
- Show anticipation when specific equipment/ artefacts are distributed.

### P5

**Pupils join in discussions by responding appropriately (words, gestures, signs or symbols) to simple questions about familiar events or experiences.**

#### I can...

- Show an awareness of the purpose of equipment/artefacts.
- Use artefact appropriately.
- Handle artefact appropriately.
- Release an artefact passed to another person.
- Play along side pupil in role play related to a religious activity.
- Show awareness of the feelings of others.

### P6

**Pupils respond to others in group situations, playing or working in a small group cooperatively. They may show concern for others and sympathy for others in distress and offer comfort.**

#### I can...

- Show an interest in new equipment/artefacts.
- Interact appropriately with other children.
- Pass an artefact when requested by someone.
- Show an appreciation of someone else's skill.
- Say sorry, please and thank you when reminded.

### P6

**Pupils respond to others in group situations, playing or working in a small group cooperatively. They may show concern for others and sympathy for others in distress and offer comfort.**

#### I can...

- Show an interest in new equipment/artefacts.
- Interact appropriately with other children.
- Pass an artefact when requested by someone.
- Show an appreciation of someone else's skill.
- Say sorry, please and thank you when reminded.
- Use knowledge of familiar equipment and artefacts when trying new equipment and artefacts.
- Respond appropriately to familiar equipment/ artefacts.

### P7

**Pupils communicate feelings and ideas in simple phrases. They judge right and wrong on the basis of the consequences of their actions. They show some consideration of the needs and feelings of other people and other living things.**

#### I can...

- Accept that I may have to wait to touch/use equipment/artefacts.
- Maintain attention during group role play.
- Assign roles in role play situation.
- Role play, cooperating with another child.
- Show pride when my own work is displayed on the RE board.
- Interacts while sharing equipment/artefact.
- Respond to other peoples ideas.
- Take part in a short adult led group discussion maintaining interest Use knowledge of familiar equipment and artefacts when trying new equipment and artefacts.
- Respond appropriately to familiar equipment/ artefacts.

# Special Needs Assessment for Religious Education

## P levels relevant to Religious Education

### P7

**Pupils communicate feelings and ideas in simple phrases. They judge right and wrong on the basis of the consequences of their actions. They show some consideration of the needs and feelings of other people and other living things.**

#### I can...

- Accept that I may have to wait to touch/use equipment/artefacts.
- Maintain attention during group role play.
- Assign roles in role play situation.
- Role play, cooperating with another child.
- Show pride when my own work is displayed on the RE board.
- Interacts while sharing equipment/artefact.
- Respond to other peoples ideas.
- Take part in a short adult led group discussion maintaining interest.

### P8

**Pupils join in a range of activities in a one-to-one situation and in small or large groups. They understand agreed codes of behaviour which help groups of people work together. They show 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.**

#### I can...

- Ask permission to use an object/artefact.
- Talk about my group/class/family.
- Discuss ownership.
- Show consideration towards others.
- Cooperate with other pupils using a single piece of equipment.
- Discuss roles in role play.
- Discuss an idea with a partner.
- Add to an idea of another person.
- levels relevant to Religious Education.

# QCA Level Descriptors

## Level 1

### Attainment target 1

Pupils use some religious words and phrases to recognise and name features of religious life and practice.

They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.

### Attainment target 2

Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.

## Level 2

### Attainment target 1

Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.

### Attainment target 2

Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.

## Level 3

### Attainment target 1

Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

### Attainment target 2

Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.

## Level 4

### Attainment target 1

Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.

### Attainment target 2

Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.

## Level 5

### Attainment target 1

Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this.

They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.

### Attainment target 2

Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

## QCA Level Descriptors

### Level 6

#### Attainment target 1

Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.

#### Attainment target 2

Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.

### Level 7

#### Attainment target 1

Pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issues, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition.

They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.

#### Attainment target 2

Pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.

### Level 8

#### Attainment target 1

Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualize interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression.

#### Attainment target 2

Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.

# QCA Level Descriptors

## Exceptional performance

### Attainment target 1

Pupils use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs. They evaluate in depth the importance of religious diversity in a pluralistic society. They clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time. They provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied. They synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression.

### Attainment target 2

Pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments. They give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing wellsubstantiated and balanced conclusions.



# Assessment Sheet for Croydon Schools

Name	Date
------	------

**We talked about...**

**At the end my opinion was...**





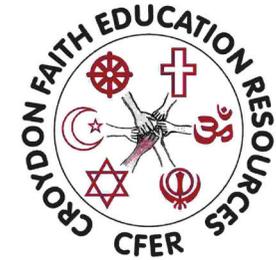
## An Ideal Set of Resources for Teaching the Croydon Syllabus

The majority of these can be borrowed from the Croydon Faith Education Resource (CFER) library, c/o Oasis Academy Shirley Park, Shirley Road, Croydon, CR9 7AL

**Tel/Fax: 020 8656 6535 Email: [resources@cferinfo.org.uk](mailto:resources@cferinfo.org.uk) Website: [www.cferinfo.org.uk](http://www.cferinfo.org.uk)**

CFER also have a vast range of books, DVDs and posters

Christianity	Judaism	Hinduism
<ul style="list-style-type: none"> <li>• Various versions of the Bible eg Good news, Lion Storyteller Bible, Children's Bible</li> <li>• Cross/crucifix, various types</li> <li>• Wafers</li> <li>• Icons</li> <li>• Candles (votive, Baptismal, Paschal)</li> <li>• Palm Cross</li> <li>• Rosary</li> <li>• Church service sheet, Baptism/Confirmation service sheet</li> <li>• Pictures and/or statues of Jesus and Virgin Mary</li> <li>• Advent ring</li> <li>• Trading games</li> <li>• Hymn book</li> <li>• Various baptism, confirmation, Easter and Christmas cards</li> </ul>	<ul style="list-style-type: none"> <li>• Mezuzah and a copy of the Shema</li> <li>• Hanukkiah and candles</li> <li>• Shabbat candlesticks and candles</li> <li>• Seder Plate</li> <li>• Matzos</li> <li>• Havdala candle</li> <li>• Memorial candle</li> <li>• Purim rattle</li> <li>• Miniature Torah Scroll and Yad</li> <li>• Tallit (prayer shawl)</li> <li>• Yamulka (cap)</li> <li>• Dreidle</li> <li>• Various cards ie Passover and Hannukah</li> </ul>	<ul style="list-style-type: none"> <li>• Puja Tray</li> <li>• Arti lamp</li> <li>• Divas</li> <li>• Garlands</li> <li>• Murtis (eg Rama &amp; Sita, Shiva, Lakshmi, Ganesh,</li> <li>• Krishna, Vishnu)</li> <li>• Bhagavad Gita</li> <li>• Rakhi and Rakhi cards</li> <li>• Diwali/celebration cards</li> <li>• Russian doll</li> <li>• Three faced puppet</li> </ul>



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CFER also have a vast range of books, DVDs and posters

Islam	Buddhism	Sikhism
<ul style="list-style-type: none"> <li>• Qur'an and cover and Qur'an Stand.</li> <li>• Prayer Mat</li> <li>• Compass</li> <li>• Prayer beads</li> <li>• Hijab (head covering)</li> <li>• Ihram</li> <li>• Hajj belt, visa permission form, prayer times sheet</li> <li>• Islamic patterns</li> <li>• Pictures of Mosques</li> <li>• Pictures of the Kabba</li> <li>• Halal soap, jelly, toothpaste</li> <li>• Water carrier</li> <li>• Eid cards</li> </ul>	<ul style="list-style-type: none"> <li>• Statues of the Buddha with different mudras</li> <li>• Prayer wheel</li> <li>• Prayer beads</li> <li>• Prayer bell/ cymbals</li> <li>• Prayer shawl</li> <li>• Pictures of the four sights</li> <li>• Bodhi leaf</li> </ul>	<p>The five Ks, the first three of which should be introduced with care and sensitivity;</p> <ul style="list-style-type: none"> <li>• Khanga, Kirpan, Kachs, Kara, Khanda</li> <li>• Turban length</li> <li>• Rumula (cloth for the Guru Granth Sahib)</li> <li>• Chauri</li> <li>• Pictures of Gurus, at least Guru Nanak and Guru Gobind Singh</li> <li>• Garlands</li> <li>• Pictures of Gurdwara and/or the Golden Temple</li> <li>• Nishan Sahib</li> <li>• Ik Onkar</li> <li>• Conch shell</li> </ul>

A visitor from the faith community being studied is always a good artefact to have and a visit to a place of worship allows the children to sample the atmosphere and ask questions.

## Useful Internet Resources

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

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

### General Sites

- **REOnline**; excellence in RE  
<http://www.reonline.org.uk>
- **People of faith**  
<http://pof.reonline.org.uk>
- **BBC Religion**  
<http://www.bbc.co.uk/religion>
- **Channel 4 religion**  
<http://www.channel4.com/religion>
- **Teachers TV**  
(now a list of other TV sites)  
<http://www.teachers.tv/home>
- **Better RE**  
<http://old.betterre.org.uk>
- **Woodlands Junior School**  
<http://resources.woodlands-junior.kent.sch.uk>
- **Teachers network**  
<http://www.teachersnetwork.org/>  
<http://www.teaching-resources-uk.com/resources>  
KS3/4
- **3 faiths Forum now incorporating all faiths**  
<http://www.3ff.org.uk/>
- **RwE Today**  
<http://www.retoday.org.uk/>
- **National Association of teachers of RE**  
<http://www.natre.org.uk/spiritedarts/>
- **Primary resources**  
<http://www.barnabasinschools.org.uk/>  
*This site leads to a variety of websites relating to the six world faiths.*  
<http://www.nelsonthornes.com/secondary/re/links>
- **Culham St Gabriel's**  
<http://www.cstg.org.uk/>
- **ISKCON**  
<http://www.iskcon.org.uk/ies>
- **The Vatican**  
<http://www.vatican.va>
- **The Quakers**  
<http://www.quaker.org/>
- **World Council of Churches**  
<http://www.wcc-coe.org/>
- **The Stapleford Centre**  
<http://www.stapleford-centre.org/>
- **The British Museum**  
<http://www.british-museum.ac.uk/>
- **The National Gallery**  
<http://www.nationalgallery.org.uk>
- **Greenpeace**  
<http://www.greenpeace.org/>
- **The United Nations**  
<http://www.un.org>
- **The British Film Institute**  
<http://www.bfi.org.uk>

### Aid Agencies

- **Amnesty International**  
<http://www.amnesty.org/>
- **Christian Aid**  
<http://www.christian-aid.org.uk/>
- **Cafod**  
<http://www.cafod.org.uk/>
- **Help The Aged**  
<http://www.helptheaged.org.uk>
- **Palestinian Relief**  
<http://www.interpal.org/>
- **Islamic Relief**  
<http://www.islamic-relief.com>
- **Muslim Aid**  
<http://www.muslimaid.org.uk>
- **Tearfund**  
<http://www.tearfund.org.uk>
- **Tzedek**  
<http://www.tzedek.org.uk>
- **Human Rights**  
<http://www.equalityhumanrights.com/>

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### Christianity

- **Southwark Diocese**  
<http://www.southwark.anglican.org/>
- **RE Quest**  
<http://www.request.org.uk/>
- **The Church of England**  
<http://www.cofe.anglican.org>
- **The Farmington Institute**  
<http://www.farmington.ac.uk>
- **The Bible Gateway**  
<http://www.gospelcom.net/bible/>
- **Educhurch (compare Christian churches)**  
<http://www.educhurch.org.uk>
- **Christian Aid Schools website**  
<http://www.globalgang.org.uk>
- **Taize**  
<http://www.taize.fr>
- **Damaris various films and other resources**  
<http://www.damaris.org>

### Buddhism

- **The Buddha Net**  
<http://www.buddhanet.net/>
- **Gateway to Buddhist websites**  
<http://dharmanet.org/>
- **Foundation for the preservation of the Mahayana Tradition**  
<http://www.fpmt.org/>
- **Tibet Key stage 4**  
<http://www.tibet.com>
- **Buddhist Dharma**  
<http://www.dharmaforkids.com>
- **Croydon Buddhist centre**  
<http://www.roydonbuddhistcentre.com>

### Hinduism

- **The Hindu Universe Resource Centre**  
<http://www.hindunet.org/home.shtml>
- **Hindu Resources on line**  
<http://www.hindu.org/>
- **Understanding Hinduism**  
<http://www.hinduism.co.za>
- **Hindu Kids pages**  
<http://www.hindukids.org>

### Islam

- **Information on Shia Islam**  
<http://www.shia.org/>
- **The Islamic Foundation**  
<http://www.islamic-foundation.org.uk/>
- **The Islam Page**  
<http://www.islam.org/>  
<http://islamicity.com/multimedia/radio/ch90/>
- **Islam inventions**  
<http://www.1001inventions.com>  
Islam
- **Islam World**  
<http://www.islamworld.net>
- **Islam information for schools**  
<http://www.mcb.org.uk/downloads/Schoolinfoguidance.pdf>
- **The Croydon Mosque**  
<http://www.croydonmosque.com>

## Useful Internet Resources

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### Judaism

**The Croydon Synagogue**  
<http://www.croydonsynagogue.org.uk>

**The Shamash Organisation**  
<http://www.shamash.org>

**Project Genesis**  
<http://www.torah.org/>

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

**The Torah**  
<http://Bible.ort.org>

**The Holocaust**  
<http://shamash.org/holocaust>  
<http://hmd.org.uk>  
<http://www.bethshalom.com/>

**Judaism 101**  
<http://www.jewfaq.org>

**British Jewish network**  
<http://www.brijnet.org/>

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### Sikhism

**The Croydon Gurdwara**  
<http://www.croydongurdwara.co.uk/>

**The Sikh Net**  
<http://www.sikhnet.com/>

**The Sikh Home Page**  
<http://www.sikhs.org/>

**General Sikh information**  
<http://www.sikhworld.co.uk/page1.html>

**Baisakhi**  
<http://www.123baisakhi.com>

**Sikh Kids Pages**  
<http://www.sikhkids.com>

**Sikhism**  
<http://www.sikhs.org/topics.htm>

## Special Needs Statement

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

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

The term 'Special Educational Needs' covers a whole range of learning difficulties, physical, emotional, or intellectual and has degrees from mild to profound.

It needs to be recognised that children with special needs, whether in a special school or within a main stream school, generally have a different base line of experience. Therefore the basic vocabulary used when teaching needs to be checked against understanding.

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

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

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

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

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

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

For all pupils the principle aims of religious education are:

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

These are met through the **learning objectives and suggested questions** and activities for each key stage, which incorporate the two attainment targets of Learning about Religion and Learning from Religion and Human Experience.

**Further help for teachers of pupils with special needs can be found on the Croydon SACRE Fronter room.**

## Early Years Foundation Stage

All children registered in school must be taught religious education. Therefore those pupils in the Foundation stage in a school, (not a nursery setting, although nursery children can be introduced to the ideas of religious education) must be given religious education. The Foundation Stage includes all children from their third birthday to the end of the Reception year. Religious Education in the Foundation Stage should be seen as a way to introduce pupils to the concept that many people have a religious belief and to some of the ways people express their beliefs. The following is an extract from the DFE statutory guidance 2012 for the Early Years Foundation Stage;

### Foundation the 7 areas

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

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

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

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

### The prime areas

1. **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
  - **Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

- **Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
  - **Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
2. **Physical development:** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
    - **Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
    - **Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## Early Years Foundation Stage

### 3. Personal, social and emotional development

- involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
  - **Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
  - **Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### The specific areas

#### 4. Literacy development

- involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
  - **Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
- #### 5. Mathematics
- involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

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

#### 6. Understanding the world:

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

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

- **The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
- **Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## Early Years Foundation Stage

- 7. Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.
- **Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
  - **Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

### It is clear that much of can be provided through the teaching of RE.

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

### Organisation

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

- Festivals and celebrations
- Growing Together
- Caring and Taking Care

Practitioners can group the themes into topics, forming either three of the six half term topics or each of the themes could cover a whole term linking in to topics already in place in the setting. The RE co-ordinator needs to liaise with the Foundation stage practitioners on the faiths that

will be introduced. In order to esteem each child in their own faith the experiences provided in each setting should be planned with the faiths of the group in mind while considering the faiths which will be studied in KS1 and KS2.

### Festivals and celebrations;

This theme should cover a number of different festivals bearing in mind that young children need to have opportunities to recognise their home life reflected in school, different festivals may be focussed on depending on the faith make-up of the class and the knowledge of the practitioners.

### Growing together;

This includes rules for living in harmony, consideration for others and consideration of one's own actions. Also experiencing the 'awe and wonder' of the natural world and some scientific experiments.

### Caring and taking care;

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

The following pages include a range of activities for each theme. The **Bold Numbers** in the tables relate to aspects of the 7 areas that can be achieved by taking part in the activities.

## Early Years Foundation Stage

### Festivals and celebrations

When planning to introduce children to the celebration of different faith festivals the following should be taken into consideration by each setting;

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

## Early Years Foundation Stage

### Theme; Festivals and Celebrations

Generic activities suitable for all festivals	Areas of learning and development
<ul style="list-style-type: none"> <li>• Discuss how the festival is celebrated using pictures/greetings cards.</li> <li>• Listen to the story behind the festival.</li> <li>• Act out the festival story.</li> <li>• Sequence events.</li> <li>• Use puppets.</li> <li>• Role play area.</li> <li>• Dressing up clothes.</li> <li>• Drawing favourite part of the story.</li> <li>• Looking at real artefacts.</li> <li>• Making own artefacts.</li> <li>• Making objects of significance to the festival, e.g. bracelets/lamps.</li> <li>• Painting.</li> <li>• Make a card.</li> <li>• Make a poster advertising the festival.</li> <li>• Cooking.</li> <li>• Listening to a visitor telling how they celebrate.</li> <li>• Learn a greeting.</li> <li>• Have a party or a parade.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to know about own culture and beliefs and those of other people <b>3/6</b></li> <li>• Responds to significant experiences <b>3.</b></li> <li>• Listens with enjoyment to stories <b>1.</b></li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events <b>1.</b></li> <li>• Retell narrative in the correct sequence <b>1.</b></li> <li>• Uses language to imagine and recreate roles and experiences <b>1/3.</b></li> <li>• Dresses and undresses <b>2.</b></li> <li>• Use imagination in art <b>7.</b></li> <li>• Investigate objects and materials by using all of their senses as appropriate <b>6/7</b></li> <li>• Identifies obvious similarities and differences when observing <b>6/7.</b></li> <li>• Identifies and names key features and properties <b>1.</b></li> <li>• Constructs in a purposeful way <b>7.</b></li> <li>• Tries to capture experiences using a variety of different media <b>7.</b></li> <li>• Mathematical development <b>5.</b></li> <li>• Finds out about past and present events in own life and other peoples <b>6.</b></li> <li>• Sensitive to the views and feelings of others <b>6.</b></li> <li>• Moves with confidence, imagination and in safety <b>2.</b></li> <li>• Works as part of a group or class <b>All.</b></li> </ul>

## Early Years Foundation Stage

### Theme; Festivals and Celebrations

Generic activities suitable for all festivals	Areas of learning and development
<ul style="list-style-type: none"> <li>• Listening to music.</li> <li>• Make and play some instruments.</li> <li>• Learn a song.</li> <li>• Make up a dance.</li> <li>• Talk about what someone of the faith learns to remember about the festival.</li> <li>• Count decorations.</li> <li>• Count the number of days to a celebration.</li> <li>• Count the days of a festival.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens with enjoyment to songs and music <b>7</b>.</li> <li>• Engages in music making <b>7</b>.</li> <li>• Sings simple songs from memory <b>7</b>.</li> <li>• Use imagination in dance <b>2</b>.</li> <li>• Expresses and communicates ideas, thoughts and feelings <b>1</b>.</li> <li>• Has a developing respect for own culture and beliefs and those of other people <b>6</b>.</li> <li>• Understands that others will treat his/her beliefs/views with respect <b>6</b>.</li> <li>• Counts reliably <b>5</b>.</li> <li>• Recognises, counts, orders, writes and uses numbers up to twenty <b>5</b>.</li> <li>• Orders numbers, up to ten <b>5</b>.</li> </ul>

## Early Years Foundation Stage

### Some specific festivals which may be celebrated

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

## Early Years Foundation Stage

### Some specific festivals which may be celebrated

Buddhist festival; Wesak	Sikh festival; Baisakhi
<ul style="list-style-type: none"> <li>• Make garlands, streamers, lotus flower decorations for the class.</li> <li>• Make a prayer flag with messages of hope/peace.</li> <li>• Talk about the eight fold path of 'rules' that Buddhists follow.</li> <li>• Make a mobile showing right ways.</li> <li>• Role play – Buddhist home.</li> <li>• Make candle holders out of an orange.</li> <li>• Make a cut out elephant procession and decorate.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the symbols we have to show we belong to those groups? Badge/uniform etc.</li> <li>• Look at the Five K's which are symbols of Sikhism.</li> <li>• Tell a simple version of story of Guru Gobind Singh introducing the Five K's.</li> <li>• Talk about the significance of a flag.</li> <li>• Make a flag for classroom.</li> <li>• Hold a parade.</li> <li>• Share food, a Sikh symbol of equality. E.g. Karah Prashad.</li> <li>• Role play area – Sikh Langar.</li> <li>• Talk about groups and communities that we belong to.</li> <li>• What does it mean to belong?</li> </ul>

## Early Years Foundation Stage

### Theme; Festivals and Celebrations

Christian festival; Christmas	Christian festival; Easter
<ul style="list-style-type: none"> <li>• Tell the story of the nativity.</li> <li>• Have a set of nativity puppets for children to retell the story with.</li> <li>• Talk about presents, what can we give that can't be bought.</li> <li>• Give a compliment to someone in the class.</li> <li>• Make a Christmas picture for another class to enjoy.</li> <li>• Talk about light as a symbol.</li> <li>• Learn a Christmas carol.</li> <li>• Make an advent calendar and count the days left until the end of term.</li> <li>• Make a class Christmas tree and use it for maths activities.</li> <li>• Cook star/angel shaped biscuits.</li> <li>• Role play area – a stable or Christian home.</li> <li>• What happens when a baby is born now? Think about the way Jesus came into the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrate Shrove Tuesday.</li> <li>• Discuss the way that Christians try to make a positive promise to keep during Lent.</li> <li>• Go on a visit to a church and look at the colours associated with Easter.</li> <li>• Look at a real Paschal candle then decorate a candle.</li> <li>• Plant an Easter garden.</li> <li>• Read 'The Very Hungry Caterpillar' Eric Carlisle.</li> <li>• Watch some chrysalis' hatch into butterflies.</li> <li>• Discuss the idea of Spring bringing new life Christians believe they have new life because of Jesus.</li> <li>• Talk about the joy of Easter Sunday.</li> </ul>

## Early Years Foundation Stage

### Theme; Festivals and Celebrations

Muslim festival; Eid-ul-Fitr	Harvest; A festival celebrated by many faith groups
<ul style="list-style-type: none"><li>• Learn Eider chant.</li><li>• Show Eid cards which open the other way.</li><li>• Make an Eid card decorated with flowers or patterns.</li><li>• Talk about the idea of fasting.</li><li>• Make stuffed dates talk about the end of fast.</li><li>• Decorate class with stars and moons.</li><li>• Role play – area Muslim home.</li><li>• Look at a prayer mat.</li><li>• Make a mat by paper weaving.</li><li>• Think about; what is a prayer? How do people pray?</li></ul>	<ul style="list-style-type: none"><li>• There are many festivals from different faith perspectives for celebrating Harvest. For information on resources use CFER.</li></ul>

## Early Years Foundation Stage

### Theme; Growing Together

Activities	Areas of learning and development
<ul style="list-style-type: none"> <li>• Listen to stories and talk about how different characters might be feeling.</li> <li>• Discuss the idea of 'rules' that different faith groups have.</li> <li>• Discuss Golden rules for class.</li> <li>• Children make up rules for classroom or for specific activities e.g. sand play/Lego.</li> <li>• Illustrate a rule for display.</li> <li>• Role play good and bad behaviour with puppets.</li> <li>• Teach the toys good and bad behaviour.</li> <li>• Discuss 'compliments' think of a compliment for a class mate.</li> <li>• Discuss being sorry for our actions.</li> <li>• Say sorry to others when necessary.</li> <li>• Listen to friendship stories.</li> <li>• Think about the different communities that we belong to.</li> <li>• Where do we go to be part of the communities we belong to.</li> <li>• Talk about places of worship, look at pictures, go on a visit to a local place of worship, draw pictures.</li> <li>• Talk about naming ceremonies.</li> <li>• Talk about Christian ceremony of Baptism, invite minister to Baptise a doll.</li> </ul>	<ul style="list-style-type: none"> <li>• Is sensitive to the needs, feelings and views of others <b>6</b>.</li> <li>• Know about own beliefs and those of others <b>6</b>.</li> <li>• Understands there need to be agreed values and codes of behaviour for groups of people <b>1/6</b>.</li> <li>• Understand what is right what is wrong and why <b>1/6</b>.</li> <li>• Interacts/negotiates taking turns in conversation <b>1/6</b>.</li> <li>• Considers the consequences of words and actions for self and others <b>1/6</b>.</li> <li>• Able to express emotion appropriately <b>1</b>.</li> <li>• Begins to explore what it means to belong to a variety of groups and communities <b>6</b>.</li> <li>• Understands that people have different needs, views, cultures and beliefs that need to be treated with respect <b>6</b>.</li> <li>• Begins to know about beliefs of own/other people <b>6</b>.</li> <li>• Creates simple representations of events <b>1/4/6/7</b>.</li> <li>• Use imagination in role play <b>7</b>.</li> <li>• Maintains attention and concentration <b>1</b>.</li> <li>• Writes own name from memory <b>4</b>.</li> <li>• Responds to own work and that of others when exploring and communicating ideas <b>1/6/4</b>.</li> </ul>

## Early Years Foundation Stage

### Theme; Growing Together

Activities	Areas of learning and development
<ul style="list-style-type: none"> <li>• Set up role play area as a Baptistery.</li> <li>• Listen to the Story of Jesus being baptised.</li> <li>• Make a paper chain of children, each child draws/colours themselves and writes name.</li> <li>• Write a friendly message to a class member and 'post' it.</li> <li>• Make a 'Be A Friend' badge.</li> <li>• Talk about favourite/special books.</li> <li>• Look at examples of Sacred books from different faiths.</li> <li>• Look at 'The Bible Through Art' Margaret Cooling.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to form simple sentences <b>4</b>.</li> <li>• Developing interest in books <b>4</b>.</li> <li>• Understands that information can be found in nonfiction texts <b>4</b>.</li> <li>• Express feelings in response to artwork <b>1/3/6</b></li> </ul>

## Early Years Foundation Stage

### Theme; Caring and Taking Care

Activities	Areas of learning and development
<ul style="list-style-type: none"> <li>• Listen to Creation stories from different faiths and discuss.</li> <li>• Creation story; dramatise/sequence/paint/ paint in groups for display/ create music/create dance.</li> <li>• Grow a plant and care for it, how does it make you feel?</li> <li>• Water plants in outside area.</li> <li>• Make something special. How does it feel to have completed it?</li> <li>• Look at the work of an artist.</li> <li>• Role play area- 'people who help us' police/fire station/airport/ hospital.</li> <li>• Invite a policeman/doctor/leader of faith to talk to class.</li> <li>• Talk about the importance of tidying up the classroom/playground/ bedroom.</li> <li>• Investigate the local High Street. Is it cared for/litter/flower baskets/ shop displays.</li> <li>• How do different faith groups care for others? Charity/recycling/ helpful information.</li> <li>• Invite a mother and baby into class. How are babies cared for?</li> <li>• Watch the baby being bathed.</li> <li>• How do we care for toys/babies in the role play area.</li> <li>• Who helps us in our lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that people have different cultures and beliefs that need to be treated with respect <b>6</b>.</li> <li>• Explore different media; recognise different sound patterns, match music to movement <b>7</b>.</li> <li>• Use imagination in art and design, music, dance, imaginative play and stories <b>7</b>.</li> <li>• Find out about and identify some features of living things. Makes simple evaluations, links different experiences and observations <b>6</b>.</li> <li>• Sustains involvement and perseveres <b>1/6</b>.</li> <li>• Takes into account the ideas of others <b>1/6/7</b>.</li> <li>• Express feelings and preferences in response to art work, responds to work of others <b>7</b>.</li> <li>• Forms good relationships with peers <b>3</b>.</li> <li>• Understands that there needs to be agreed values and codes of behaviour for groups of people including adults and children working together. Understand that people need to be treated with respect <b>3</b>.</li> <li>• Works as part of the group or class <b>3</b>.</li> <li>• Investigates places, identifies some features and talk about features they like/ dislike <b>1/6</b>.</li> </ul>

## Early Years Foundation Stage

### Theme; Caring and Taking Care

Activities	Areas of learning and development
<ul style="list-style-type: none"> <li>• Write a thank you card to someone who has helped you.</li> <li>• Talk about how some people believe their particular God helps them.</li> <li>• Talk about different sorts of prayers.</li> <li>• Who do children help? Brother/sister/grandparent/parent.</li> <li>• What can we do now that we couldn't do when younger?</li> <li>• Make a 'growing book' drawing things you can do now.</li> <li>• Bring in favourite toy/object from babyhood.</li> <li>• Is it still your favourite? Why? Have you changed?</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language to work out and clarify ideas <b>1/4/6</b>.</li> <li>• Ask questions about how things happen and how things work <b>1/6/7</b>.</li> <li>• Finds out about past events in own life <b>6</b>.</li> <li>• Considers the consequences of actions <b>3</b>.</li> <li>• Communicates freely about home and community <b>1/3/6</b>.</li> <li>• Has developing awareness of own needs <b>3</b>.</li> <li>• Attempts writing for a variety of purposes <b>4</b>.</li> <li>• Begins to find out about their own beliefs and cultures and those of others <b>6</b>.</li> <li>• Takes into account the ideas of others <b>3</b>.</li> <li>• Uses talk to clarify thinking, ideas, feelings <b>1</b>.</li> <li>• Finds out about past events in own/family members/ class mates life <b>6</b>.</li> <li>• Identifies significant personal events Displays a positive sense of self identity <b>1/6/7</b>.</li> <li>• Talks showing awareness of the listener by including relevant detail <b>1</b>.</li> </ul>

## Resources for the Foundation Stage

**This is not an exhaustive list and practitioners can also look at some of the resources for Key Stage 1**

There are also numerous resources, books and artefacts for the Foundation Stage at the Croydon Faith Education Resources library (CFER) which can be borrowed by schools and which are regularly updated as new books are published. Other resources can be found on Fronter and on the CFER subscribers site.

### **What I Believe**

Young person's guide to the religions of the world.  
Alan Browne & Andrew Langley 1-85613-468-7

### **Big Books of each faith which also come with a set of smaller books**

My Christian Faith, My Muslim Faith etc ISBN1852695404

**Eid ul Fitr Celebrations** Susheila Stone ISBN 780713630541

### **Homing In, a practical resource for religious education.**

Angela Wood ISBN 0948080876

**Sarah and Paul** BBC DVD and teachers book

**Water, Moon, Candle, Tree, Sword** Channel 4 DVD including teachers book

**Dottie and Buzz DVD Christianity issues**

**Teddy Horsley big books, DVD and small books available**

[www.scm-canterburypress.co.uk](http://www.scm-canterburypress.co.uk)

The stories are about a bear whose adventures introduce him to basic ideas underlying the major Christian Festivals and themes.

### **The Lion Story teller Bible**

**My Very First Prayers**

**My Very First Bible**

### **Bartimouse series:**

Aboard the Ark, The Harvest Garden, The Christmas Mystery.

Goodings and Dorsey

### **First Festivals:**

Harvest, Christmas, Easter

All about: God, Jesus, Bible, Prayer, Lois Rock and Anne Leplar

**Animated World Faiths** Channel 4 booklet and DVD

Muslim Festivals, Stories, Poems, Plays and Songs Kerena Marchant

**Song and Dance from Muslim** Rachna Gilmore ISBN 09 2900 563 5

**Lights for Gita** Rachna Gilmore and Alice Priestly ISBN 09 2900 5619

**Story Sacks; The Rainbow Fish.** Elmer

Rama and Sita wooden pieces

Synagogue playhouse

Sabbath dinner set

Wooden Christian symbols

Places of worship jigsaws

Photo packs for each religion

### **Artefact Boxes from every religion.**

### **The Infant Assembly Book**

Doreen Vause ISBN 0-356-11191-1

### **The Tinder Box Assembly book**

ISBN0-7136-2169-9

### **Also useful but not available from CFER**

- Espresso CDs on each religion. London Grid for Learning
- Fuzzy felt Bible stories. Little Folk Visuals. [standrewbookshops.co.uk](http://standrewbookshops.co.uk)
- Rabbi Doll
- Persona Dolls. A variety of dolls and resource information suitable for RE and PSHE

[www.persona-doll-training](http://www.persona-doll-training)

## Key Stage One Introduction

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

### Statutory requirements at Key Stage One

- The learning objectives of Christianity, Hinduism, Islam and Judaism for all pupils
- The Challenge Units
  - Year 1** Why are we Thankful?
  - Year 2** Why are some things special?
- Christmas and Easter in each year
- At least one visit to a place of worship during the key stage.

### Introduction to Key Stage One

The programmes of study for Key Stage One have been devised to encourage pupils to explore religion as a living community based way of life. The religious units may be taught at any time over the key stage either as discrete religion or in a thematic way.

There are also suggested plans for Christmas and Easter for KS1 pupils.

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

**AT1** – Learning about religions

**AT2** – Learning from religion and human experience.

Suggested examples/questions for both attainment targets are given within each programme of study to assist teachers' planning. Using the suggested activities, although these are not statutory, will achieve the statutory learning objectives.

It is expected that through Attainment Target Two opportunities and the Challenge Units teaching will be able to reflect the variety of faith traditions within the school and local community.

During Key Stage One pupils will also follow two of the Challenge Units over the equivalent of six hours each which may be taught at any time during the year they are designed for. It is expected that through Attainment Target Two opportunities and the Challenge Units teaching will be able to reflect the variety of faith traditions within the school and local community.

Resources are also suggested and '**Resource sheet**' indicates a document in the resources section.

All resources mentioned plus many others can be borrowed from Croydon Faith Education Resources (CFER) library Behind the Oasis Academy Shirley Park, Shirley Road, Croydon, CR9 7AL

**Tel/Fax:** 020 8656 6535

**Email:** [resources@cferinfo.org.uk](mailto:resources@cferinfo.org.uk)

**Website:** [www.cferinfo.org.uk](http://www.cferinfo.org.uk)

Subscribing schools will have access to a dedicated website with further resource sheets and ideas.

## KS 1 and 2 Teaching Points – All Religions

### Buddhism

The life and teachings of Siddhatha Gotama, subsequently known as the Buddha, are an important model for Buddhists.

The western order teaches that Buddha is not God and is not worshipped, some Buddhists do however worship Buddha.

Children should not role play the Buddha.

Buddhists do not pray to a supreme being, meditation is an important part of the way of life.

Visitors to a Buddhist place of worship may be asked to remove shoes and sit on the floor.

### Christianity

There are many different denominations with different practices. However all Christians believe in one God, who is the creator, and that Jesus was God's son.

Christianity is the principle religion of Great Britain and is a growing, living world faith. There are Christian communities in every country in the world.

The church is the community of believers and not just the building. The leaders of the church are deemed Gods representatives on earth.

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

### Hinduism

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

Religious Hindus believe in one God who has numerous manifestations.

The deities are used as the focus of worship, their images are known as murtis and should not be called idols or statues.

The home is important for worship and most homes will have a home shrine.

Visitors to the Mandir, or temple, must remove their shoes and sit on the floor.

Food, which has been offered to the deities, will be given to visitors.

## KS 1 and 2 Teaching Points – All Religions

### Islam

Muslims believe in one God, who is called Allah.

Allah sent his final message to us via Muhammad, peace be upon him, who is respected but not worshipped.

Children should not be asked to role-play Muhammad.

Children should not be asked to draw Muhammad and Muslim children may be uncomfortable if asked to draw any representation of people or animals.

The Qur'an, the holy writings, should not be left open if not being read. It should be kept on the highest shelf and wrapped in a cloth. Hands should be washed before touching it.

Visitors to the Mosque must remove their shoes and sit on the floor. Men and women are separated. Head covering is required for both sexes and women should have their arms and legs covered.

### Judaism

Jews believe in one God, who is the creator.

The synagogue is the place of worship but the home plays an essential part in religious observance of many festivals.

Family life is very important to followers of the Jewish faith.

There are orthodox Jews and liberal Jews. In an orthodox synagogue men and women sit separately.

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

### Sikhism

Sikhs believe in one God.

Central to the religion is the idea of equality

It is not necessary to study the lives of all of the Gurus

Children should not role-play the Gurus, but pictures of a Guru can be used with a narrator to tell a story.

The holy writing, the Guru Granth Sahib, is seen as the last living Guru and treated accordingly. It is not suitable to have one in the classroom, most Sikhs would not have a copy in their homes.

Care should be taken when introducing and discussing the 5Ks, particularly the Kirpan and Kachs.

Visitors to the Gurdwara must wash hands and remove their shoes. Seating is on the floor. Food which has been blessed as an offering will be given to visitors to eat.

# Christianity Key Stage 1

## Authority and Worship

<b>Learning Objectives</b>	<b>What do Christians believe about God?</b>	<b>Key words</b> • God • Carer • Forgiver • Creator • Authority
<b>AT1 Learning About</b>	• God is carer, forgiver, and creator. All powerful. The same God as Jewish people	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Who is in authority? How do we show respect?</li> <li>• What do we believe to be true?</li> <li>• How do people communicate with each other?</li> <li>• Who is special to us? How do we show it?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Discuss which people are in authority in our lives and how we show respect for them.</li> <li>• Explore the Creation Story Genesis 1-2 Where is the story found? Why are there two versions?</li> <li>• How do you feel when you have made something special? Sequence pictures of the days of creation.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• When the World Was New – Ade Lynam ISBN 0745942717</li> <li>• The World That God Made – J Godfrey ISBN 1873824815</li> <li>• Wonderful Earth – Nick Butterworth ISBN 1856080056</li> <li>• Orchard book of creation stories ISBN 1852137746</li> <li>• Psalm 23 – T Ladwig ISBN 0802851606</li> <li>• God’s Quiet Things – N Sweetland ISBN 0745942687</li> <li>• Who made me? – Shirley Tulloch ISBN 780745941639</li> <li>• Who made me? – N Butterworth and M Doney ISBN 055104768</li> </ul>	

# Christianity Key Stage 1

## Authority and Worship

<b>Learning Objectives</b>	<p><b>Who is Jesus?</b></p> <p><b>Why is it important for Christians to follow the example of Jesus?</b></p>	<p><b>Key words</b></p> <p>• Jew • Disciple • Friend • Friendship • God</p>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• God's Son lived a long time ago but is still important.</li> <li>• Special teachings and miracles of healing. Call of the disciples.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Who are special people in our lives?</li> <li>• Who cares for us?</li> <li>• Who sets us an example?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Briefly talk about the early life of Jesus.</li> <li>• Look at the DVD of The Miracle Maker, the section on Jesus calling the disciples.</li> <li>• Why did the 12 men go with him? Use the resource sheet to write a caption of what the disciples were thinking when they listened to him.</li> <li>• Who does healing today? Have pupils heard someone say 'it is a miracle?' What does the word miracle mean?</li> <li>• Visit a Church and look for evidence of Jesus eg Crucifix; Stained glass window; sayings of Jesus on banners etc.</li> <li>• Invite a speaker to the class to explain how Jesus is important to them.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Resource Sheet Wanted, A Disciple</li> <li>• DVD The Miracle Maker</li> <li>• <a href="http://www.request.org.uk">www.request.org.uk</a> Infants: Life of Jesus</li> <li>• DVD Animated Tales – Life of Jesus – Channel 4</li> <li>• A First look at Jesus – L Rock ISBN 9780745924977</li> <li>• The Tallest Candle – L Broadbent and J Logan ISBN 185175184X</li> </ul>	

# Christianity Key Stage 1

## Authority and Worship

<b>Learning Objectives</b>	<b>Why is prayer and worship important for many Christians?</b>	<b>Key words</b> • Prayer • Praise • Hymn
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• There are many different types of Prayer.</li> <li>• Think about the Importance of worship at home/in Church.</li> <li>• Look at the Lord's Prayer, what does it mean?</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• How do we praise?</li> <li>• How do we communicate? How does God communicate with people?</li> <li>• What do our actions mean? Why do we sing? Why do people pray?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Think of an important message you would like to give and decide how to give it.</li> <li>• Investigate a range of posters and decide what the actions are expressing.</li> <li>• Make a class prayer or message tree.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Come Sunday – N Grimes ISBN 0802851347</li> <li>• Christianity Photopack – D Rose ISBN 1852767650</li> <li>• The Lord's Prayer – L Rock ISBN 0745939015</li> </ul>	

# Christianity Key Stage 1

## Sacred and Inspirational Writings

<b>Learning Objectives</b>	<b>What is the Holy book that Christians follow?</b>	<b>Key words</b> <ul style="list-style-type: none"> <li>• Christians • Bible • Special Old Testament</li> <li>• New Testament • Worship</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The Bible is a Collection of 66 books made up of the Old and New Testament. The Old Testament is the same as the Jewish Holy writings, The New Testament is the story of Jesus and how Christianity was begun. Written a long time ago by a number of different people but still important.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What is special for us? What are our special books? How do we show our books are special?</li> <li>• Have we ever carried an important message?</li> <li>• How is the Bible treated in a Church? How a person might use the Bible daily?</li> <li>• Who wrote the Bible?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Talk about pupils own special books and why they are special.</li> <li>• Look at and handle some different Bibles. Notice that there are many different versions of the Bible.</li> <li>• Create an autobiography and write down the most important thing you know. Compile into a large book to show the idea of many books in one</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Beginners Bible ISBN 0310926106</li> <li>• Standing Firm for Jesus – Peter Rogers ISBN 1856082911</li> <li>• Family Bibles Class set of Bibles</li> <li>• Lion Story Teller Bible ISBN 780745929217</li> <li>• A First Look at the Bible – L Rock ISBN 0745924980</li> </ul>	

# Christianity Key Stage 1

## Sacred and Inspirational Writings

<b>Learning Objectives</b>	<b>What are some of the stories that Jesus told?</b> <b>What did the stories mean?</b>	<b>Key words</b> • Jesus • parable • compassion
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Jesus taught people using parables.</li> <li>• It is important to get the children to reflect on what it shows that Jesus valued, what people of the time might have thought of it and how Christians today put the message into practice.</li> <li>• Talk about the Christian belief that God cares for everyone.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Who cares for each of us? How do we know that we should look after each other? Do you think these three stories are similar?</li> <li>• What message was Jesus trying to convey to people who were listening?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• The Lost Coin: concepts; worry, trust, perseverance, joy. Sequence the story using pictures. Role play area 'The Lost Coin'.</li> <li>• The Lost Sheep KS1 (Luke 15:1-7) Concepts; worry, trust, perseverance, temptation, joy.</li> <li>• Make a book 'The Day I lost My....' Play games such as hunt the thimble or Kim's game</li> <li>• Discuss the idea of people who don't abide by the rules. Look at behaviour contracts.</li> <li>• Everybody is important to God as the sheep are important to the shepherd</li> <li>• The Prodigal Son KS2 (Luke 15:11-31) Concepts; temptation, forgiveness.</li> <li>• Discuss need to conform e.g. team game rules. Brainstorm the sort of things that distract us from acceptable behaviour. Discuss prayers and rituals used in church for confession, repentance and forgiveness. Chart the story under the headings Rebellious, returning, repenting, resenting and rejoicing.</li> <li>• Listen to Amazing Grace and discuss what it means</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• A Tapestry of Tales 'Parables Jesus Told' ISBN 0003120007</li> <li>• Big Book The Lost Sheep ISBN 0745944345</li> <li>• Child friendly versions of the stories</li> </ul>	

# Christianity Key Stage 1

## Lifestyle and Celebrations

Lifestyle and Celebrations		
<b>Learning Objectives</b>	<b>How do the belief and practices affect the daily life of many Christians?</b>	<b>Key words</b> • Rest • Sunday (Saturday) • Celebration • Commandment
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Importance of Sunday (Saturday for some church groups.)</li> <li>• Items on display in the home e.g. icons/crosses/statues/church literature</li> <li>• The preparation for Christmas/Easter which are called Advent and Lent.</li> <li>• Fasting and praying</li> <li>• Importance of the Ten Commandments. Different types of worship.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Why is it important to have times of rest? Do you have a special day of the week? Why?</li> <li>• How do you prepare for a special celebration?</li> <li>• How do you know how to behave in different places?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Write a day in the life ... based on an Egg for Babcha.</li> <li>• Interview a vicar/minister or practising Christian to see how Christianity affects their life.</li> <li>• Find out what symbols a Christian might have in their home.</li> <li>• When might s Christian do a fast?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Egg for Babcha – Bridges to Religion Series ISBN 0435304038</li> <li>• My Christian Faith – A Seaman and A Brown ISBN 9780237518590</li> <li>• A local minister</li> </ul>	

# Christianity Key Stage 1

## Lifestyle and Celebrations

<b>Learning Objectives</b>	<p><b>Where do Christians go to worship?</b></p> <p><b>Where else do Christians worship?</b></p>	<p><b>Key words</b></p> <ul style="list-style-type: none"> <li>• Home • Church • Cathedral • Vicar • Special</li> <li>• Altar • Family Worship</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Prayers at bed-time; saying grace. Reading the Bible.</li> <li>• How a festival is celebrated in the home eg Shrove Tuesday; Christmas.</li> <li>• What happens in a Church eg Baptism; Worship; Weddings etc.</li> <li>• Some features of a Church. Other places of worship eg Chapel; Cathedral.</li> <li>• Christian Church as a family.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What are your special places and why? How do you behave and feel in your special place?</li> <li>• What communities do you belong to? E.g. school, brownies, cubs etc</li> <li>• What happens at a church service?</li> <li>• What are the different colours of the church during the year? Why?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Visit a church to experience the atmosphere. Set up a church in the role play area.</li> <li>• Find out about the different colours of the Church year and what they mean.</li> <li>• From a range of posters identify key features of a church and discuss what happens at each.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Homing In – H Wood ISBN 0948080876</li> <li>• Lucy’s Sunday – M Barratt ISBN 0435304011</li> <li>• Resources on Visiting a place of worship on SACRE Fronter</li> <li>• Be a Church Detective – C Fewins ISBN 0715147900</li> <li>• DVD Sarah and Paul Introducing Sarah and Paul – J Reeve ISBN 1851751688</li> <li>• Visiting Places of Worship –P Gateshill and J Thompson ISBN 0-340-75794-9</li> </ul>	

# Hinduism Key Stage 1

## Authority and Worship

<b>Learning Objectives</b>	<b>What do Hindus believe about God?</b>	<b>Key words</b> • God • Brahman • Deities
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• There is one God (Brahman).</li> <li>• God is so great that we cannot comprehend so Hindus also worship deities which are representations of different parts of the one god.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Are you the same to everyone you meet? (eg son, brother, friend etc).</li> <li>• How are you different with different groups of people?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• To start by reminding children the idea of what a God is-glass of water visual based around one god and many forms</li> <li>• Feely bag used to show how lots of descriptions can show one thing.</li> <li>• Look at a Russian Doll- many within one.</li> <li>• Art-Children to use pastels/paint/crayons to show what they think a Hindu god looks like - own interpretation of the qualities and representations of a God. Could be completed on tiles and a class display produced from the art work. (protector, caring, wealth).</li> <li>• Use the story of Blind Men and the Elephant – drama/act out-what does this mean? Class discussion-ideas presented using literacy/art links-children's self- portraits with ideas attached to faces.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Books displaying examples of the many gods/deities representing Brahman.</li> <li>• Hindu resources.from CFER</li> <li>• Resource sheet Brahman</li> </ul>	

# Hinduism Key Stage 1

## Authority and Worship

Learning Objectives	What is the core foundation of Hinduism?	Key words
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The Guyatri mantra.</li> </ul>	<ul style="list-style-type: none"> <li>• Guyatri</li> <li>• Mantra</li> <li>• Chant</li> </ul>
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What is a mantra?</li> <li>• Why do Hindus Chant together?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Find out about the Guyatri mantra.</li> <li>• The Gayatri mantra is one of the oldest and most powerful of Sanskrit mantras. It is believed that by chanting the Gayatri mantra and firmly establishing it in the mind, if you carry on your life and do the work that is ordained for you, your life will be full of happiness. The word "Gayatri" itself explains the reason for the existence of this mantra. It has its origin in the Sanskrit phrase Gayantam Triyate iti, and refers to that mantra which rescues the chanter from all adverse situations that may lead to mortality.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Cards and artefacts with Aum on them.</li> <li>• Hindu Story and Symbol – J Rose BFSS.</li> </ul>	

# Hinduism Key Stage 1

## Authority and Worship

Learning Objectives	What are the key features of Krishna	Key words
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Secular symbols eg Traffic Lights.</li> <li>• Religious symbols; Aum, Swastika Peacocks Flute Cow Colour Blue.</li> <li>• Celebration of Janmashtami (birthday of Krishna).</li> </ul>	<ul style="list-style-type: none"> <li>• Symbol</li> <li>• Aum</li> <li>• Krishna</li> </ul>
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What symbols do we know/recognise?</li> <li>• Why are symbols important?</li> <li>• How do we overcome difficulties?</li> <li>• Who/what helps us?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Explore cards and posters with Aum on and discuss why it might be so important.</li> <li>• Collage of important symbols in pupil's lives. Explore pictures of Krishna Children could examine models of the deities or look online at examples. Children could make own jig saw of deities using card.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Visiting places of worship – P Gateshill and J Thompson ISBN 0340 75794 9.</li> <li>• Arti tray and Murtis from CFER</li> <li>• DVD Water, Moon, Candle, Tree and Sword – Channel 4.</li> </ul>	

# Hinduism Key Stage 1

## Authority and Worship

Learning Objectives	Where do Hindus Worship? What is the name of their place of worship?	Key words • Shrines • Worship • Respect • Mandir
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Hindus worship in the home (Home shrines) and in the temple or Mandir.</li> <li>• Use of the Puja tray and Arti lamp</li> <li>• What happens during worship eg Removing shoes, ringing bells, touching floor with forehead, singing, prayer, making offerings, blowing conch shell, chanting of Aum</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Where do people go to think about God?</li> <li>• How can we show respect in special places?</li> <li>• What special things do we have at home and how do we treat them?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• To make own class/home shrine including their own 'puja' tray.</li> <li>• Make a class welcoming Toran.</li> <li>• Set up a Hindu home corner to make own class display of a Mandir and handle worship artefacts.</li> <li>• Research examples of Mandirs throughout the world.</li> <li>• Plot on a world map showing where the Hindu faith is practiced alongside images of their Mandirs.</li> <li>• Invite a guest speaker in to discuss their home temple and its importance to their daily life-this could be linked to the learning objective on prayer and worship.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• The Story of the Hindus – J Hirst ISBN 0521269008</li> <li>• Poster Pack – ISBN 0174280610</li> <li>• Puja tray and Arti lamp from CFER • Resource sheet The Puja Ceremony</li> <li>• Resource sheet on the Puja ceremony</li> </ul>	

# Hinduism Key Stage 1

## Authority and Worship

Learning Objectives	Why is significant about the prayer and worship of many Hindus?	Key words • Home • Aum • Shrine • Arti • Puja
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The home shrine The Puja ceremony-Different Hindus choose their favourite deity to worship in the home shrine</li> <li>• When is the Arti lamp used?</li> <li>• Remind children that Hindus believe in only one god-Aum but it can take many different forms.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• How do people prepare for a special celebration?</li> <li>• Why do people pray?</li> <li>• How do people pray?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Match labels of names and explanations of significance to the artefacts on the Puja tray.</li> <li>• Research on the internet for the many forms of the deities and gods that Hindus worship.</li> <li>• Look at how Hindus pray and who to i.e deities</li> <li>• Create classroom shrine, or wall display, (RE/art book) and a handling session of Hindu worship artefacts, 'puja' set and its role during prayer.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Poster Pack – ISBN 0174280610</li> <li>• Puja tray and Arti lamp. •Resource sheet on the Puja ceremony.</li> <li>• Artefact box from CFER</li> </ul>	

# Hinduism Key Stage 1

## Sacred and Inspirational Writings

Learning Objectives	What are the books and special stories that some Hindus follow?	Key words • Upanishads • Bhagavad Gita • Vedas
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• More than one book of connected stories.</li> <li>• Some stories about Krishna. Not all Hindus read the same texts.</li> </ul>	
<b>AT2 Example questions Learning from</b>	<ul style="list-style-type: none"> <li>• What is your special book?</li> <li>• What do you think happens in the world that is bad? Or good?</li> <li>• What can be done to stop bad things?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Investigate stories of Krishna and discuss what some might mean.</li> <li>• Importance of wheel of life; SAMSARA/REBIRTH how good deeds now will mean a better life after this life.</li> <li>• Share most important text Bhagavad Gita explaining that the book holds many different but connected stories. Children to share their own special books with rest of class.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Vedic Stories – A Das ISBN 0952749211</li> <li>• Bhagavad Gita from CFER.</li> </ul>	

# Hinduism Key Stage 1

## Lifestyle and Celebrations

Learning Objectives	What is important about the story of Krishna and Draupadi?	Key words
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Krishna is an avatar of Brahman.</li> <li>• Krishna is usually portrayed in blue.</li> <li>• Draupadi was his good friend.</li> </ul>	<ul style="list-style-type: none"> <li>• Krishna</li> <li>• Draupadi</li> <li>• Friendship</li> </ul>
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What did Krishna's sister do?</li> <li>• Why was Draupadi such a good friend?</li> <li>• How do you think Krishna felt?</li> <li>• When have you done something for a friend at a cost to yourself?</li> <li>• How do you show your brother/sister that you care about them?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Act out the story of Krishna and Draupadi.</li> <li>• Using a picture of the hand identify five ways Draupadi was a good friend.</li> <li>• Make up a list of all the people who care for you.</li> <li>• Make a zigzag book of things you like to do with a friend.</li> <li>• Explore symbols of friendship, e.g. Olympic Games.</li> <li>• Discuss what the saying means – 'If you see someone without a smile, give them one of yours.'</li> <li>• Design a 'Be a Friend' badge.</li> <li>• Make a 'Guess Who' card and on the outside write all you know about them, eg pets, birthday, favourite foods.</li> <li>• Read a story and discuss aspects of friendship.</li> <li>• Make a class list of rules about how we should treat our friends.</li> <li>• Draw a picture of Krishna, his sister and Draupadi then create speech bubbles to show some of the story, make individual tiles depicting each child's favourite part of story.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Resources sheets; Story of Krishna and Draupadi, How was Draupadi a Good Friend.</li> <li>• Nothing – M Inkpen ISBN 0340656743</li> <li>• Rainbow Fish – M Pfister ISBN 1572220284</li> </ul>	

# Hinduism Key Stage 1

## Lifestyle and Celebrations

Learning Objectives	What is the festival of Raksha Bandhan, and how is it celebrated?	Key words • Rakhi • Raksha • Bandhan
AT1 Learning About	<ul style="list-style-type: none"> <li>• Festival takes place in August. It is a celebration of brothers and sisters honour of each other.</li> </ul>	
AT2 Example questions. Learning from	<ul style="list-style-type: none"> <li>• When is it celebrated? What happens? Who is involved? What presents are given?</li> <li>• Why are Rakhis considered valuable even though they aren't worth a lot of money?</li> <li>• What symbols are on Rakhi cards? Is it good to have a festival of friendship? Why? Why not?</li> <li>• Who has been your friend this year? How can you have friends who do not live near you?</li> </ul>	
Activities	<ul style="list-style-type: none"> <li>• Research on the internet for the timing of the festival what it is and ways in which it is celebrated ICT link.</li> <li>• Look at and investigate Rakhi cards and Rakhis discussing likes/dislikes.</li> <li>• Discussion on what is a symbol of friendship.</li> <li>• Make a garland of Rakhis using paper depicting special symbols of friendship-link to PHSE.</li> <li>• Make own Rakhis and state who they should go to and the reasons why.</li> </ul>	
Resources	<ul style="list-style-type: none"> <li>• <b>Resource sheet</b> 'Raksha Bandhan – Hindu Festival'</li> <li>• Raksha Bandhan Artefacts CFER</li> <li>• Rakhi cards</li> <li>• DVD Water, Moon, Candle, Tree and Sword – Channel 4</li> </ul>	

# Islam Key Stage 1

## Authority and Worship

<b>Learning Objectives</b>	<b>What do Muslims believe about God (Allah)?</b>	<b>Key words</b> <ul style="list-style-type: none"> <li>• Allah</li> <li>• Shahadah the first pillar</li> <li>• Tasbeih prayer beads</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• There is only one God (Allah) and he has no partners</li> <li>• Allah has many names -</li> <li>• Allah created everything</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Why are names important?</li> <li>• Does it matter how I treat the environment?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Look at some of the 99 names of Allah and think about what they mean to Muslims. Discuss the suggestions on the Attributes of Allah resource sheet.</li> <li>• Read The Hundredth Name and discuss why the boy wanted to find out the missing name.</li> <li>• Look at a set of Muslim prayer beads and count them. How are they divided up? Why is there that number of beads?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• 'My Muslim Faith' (rainbows big book) _ Evans ISBN: 0237 52014 1</li> <li>• Resource sheet – Attributes of Allah</li> <li>• The Hundredth Name – S Oppenheim ISBN 1563976943</li> </ul>	

# Islam Key Stage 1

## Authority and Worship

<b>Learning Objectives</b>	<b>What are some of the ways that Muslims show how important God (Allah) is?</b>	<b>Key Words</b> • Adhan • Qur'an
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• What Muslims do to feel close to Allah?</li> <li>• Praying, reading the Qur'an</li> <li>• Following the 5 pillars of Islam</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Who is important to us?</li> <li>• How do we show that they are important?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Find out about the call to Prayer. Research the story of Bilal.</li> <li>• Read the story of Bilal.</li> <li>• Find out about the situations when Muslims use the call to prayer</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• I am a Muslim ISBN 0863131387</li> <li>• Resource sheet Story of Bilal.</li> </ul>	

# Islam Key Stage 1

## Authority and Worship

<b>Learning Objectives</b>	<b>What are the ways that Muslims learn from the Prophet Muhammad?</b>	<b>Key words</b> Influences • Prophet Muhammad • Hadith • Jibrael • Pbuh – peace be upon him
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Importance of following His example and sayings eg Be truthful.</li> <li>• Paradise is the home of the generous.</li> <li>• Show mercy to others and you will receive their mercy.</li> <li>• Prophet Muhammad is respected not worshipped. Muslims do not have images of Allah or Prophet Muhammad.</li> <li>• Prophet Muhammad (pbuh) was chosen by Allah.</li> <li>• Prophet Muhammad (pbuh) was the final Messenger from Allah.</li> <li>• Pbuh means ‘peace be upon him’</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What are the qualities of a leader? Is there ever a time when you can put yourself first?</li> <li>• Who influences the things you do?</li> <li>• What qualities do you admire in them?</li> <li>• Is there a saying you think people should live by?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Imagine you were given a very important message, what would you do? How would you remember it?</li> <li>• Look at Stories about the life of Muhammad and how he received the message from Allah.</li> <li>• Listen to some of the examples of his sayings and think of an important message for your friends.</li> <li>• Discuss some of the stories about Muhammad and how they illustrate his wisdom and kindness. Eg Stories of the Thirsty Dog, The Crying Camel, The Hungry Stranger.</li> <li>• Various activities including ‘hot seating’, role play, debate, poetry and art lend themselves to these stories depending upon which are chosen.</li> </ul> <p>* Children should <b>not</b> be asked to role play or draw Muhammad.</p>	
<b>Resources</b>	Stories of Faith – Channel 4 <ul style="list-style-type: none"> <li>• Resource sheet The Two Brothers</li> <li>• Story section from the Islam part of Water Moon Candle Tree Sword – Channel 4</li> <li>• Stories about the life of Muhammad and how he received the message from Allah CFER</li> </ul>	

# Islam Key Stage 1

## Authority and Worship

<b>Learning Objectives</b>	<b>Where do Muslims go to worship?</b>	<b>Key words</b> <ul style="list-style-type: none"> <li>• Minaret • Dome • Qui'blah Wall</li> <li>• Wash Room • Calligraphy</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• To know what happens at a Mosque.</li> <li>• Are there any symbols to be seen?</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What place is special to me and why?</li> <li>• After visiting a Mosque discuss what was seen and heard and compare with other places of worship.</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Visit a local Mosque.</li> <li>• Make a cardboard Mosque and explain what happens in each area.</li> <li>• Explore pictures of Mosques and identify similarities and differences.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/schools/religion/islam/eid_haj.shtml#videos">http://www.bbc.co.uk/schools/religion/islam/eid_haj.shtml#videos</a> A family visits the Mosque at Id ul Adha.</li> <li>• DVD Water Moon Candle Tree and Sword Channel 4</li> </ul>	

# Islam Key Stage 1

## Sacred and Inspirational Writings

<b>Learning Objectives</b>	<b>What is the special book for Muslims and how is it treated?</b>	<b>Key words</b> • Qur'an • Message • Allah
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Look at a copy of the Qur'an and learn that Muslims believe that it is the word of Allah.</li> </ul>	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• Why are some books special?</li> <li>• How are special books and objects shown respect?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Learning how Muslims treat the Qur'an with respect (e.g. by wrapping it in a cloth; placing it on a high shelf; using a Qur'an stand).</li> <li>• Invite a speaker to explain and read from the Qur'an.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Copy of the Qur'an CFER.</li> <li>• Qur'an stand /Posters of Calligraphic examples from the Qur'an. CFER</li> </ul>	

# Islam Key Stage 1

## Lifestyle and Celebrations

<b>Learning Objectives</b>	<p><b>What are the special festivals that Muslims celebrate?</b></p> <p><b>How are Ramadan and Id-ul-Fitr celebrated by Muslims?</b></p>	<p><b>Key words</b></p> <p>• Ramadan • Id-ul-Fitr</p>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Find out how Muslims keep Ramadan by eating only before daybreak and after sunset and studying the Qur'an.</li> <li>• Learn that keeping Ramadan is required by the holy book, the Qur'an.</li> <li>• Describe how Muslims celebrate Id ul Fitr by going to the mosque, holding family celebrations and sending cards.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What do we celebrate? How do we celebrate?</li> <li>• Remembering special times.</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Investigate a range of Id cards to identify common practices Look at the symbols on the cards.</li> <li>• Think of other ways people celebrate, are there any similarities?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• DVD Water Moon Candle Tree Sword. Muslim section.</li> <li>• Also BBC video Ramadan and Id; <a href="http://www.bbc.co.uk/schools/religion/islam/ramadan_activities.shtml">http://www.bbc.co.uk/schools/religion/islam/ramadan_activities.shtml</a></li> </ul>	

# Judaism Key Stage 1

## Authority and Worship

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

# Judaism Key Stage 1

## Authority and Worship

<b>Learning Objectives</b>	<b>What is important about the early life of Moses for Jewish people? (The rest of the Moses story is studied at KS2)</b>	<b>Key words</b> • Moses • Leader
<b>AT1 Learning About</b>	• Moses found in the bulrushes' and brought up in an Egyptian palace	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Who is special to us?</li> <li>• How do we show them respect?</li> <li>• What are the qualities of a leader?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Read/listen/watch the story of Moses early life.</li> <li>• Role play showing empathy on how his mother and sister felt after leaving Moses in the bulrushes.</li> <li>• Discussion about how we feel about special people in our own lives and how we can show them that. Draw that person and write words or stick words cut out words from newspapers saying why they are special, around the image.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Animated World Faiths – Moses Channel 4</li> <li>• Versions of the Moses story CFER</li> </ul>	

# Judaism Key Stage 1

## Authority and Worship

<b>Learning Objectives</b>	<b>Why is Joseph (Genesis 37) important to Jews?</b>	<b>Key words</b> • God • Forgiveness • Jealousy
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Sibling rivalry. Sold into slavery.</li> <li>• Listened to God. Worked to conserve food. Forgave his brothers.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Have you ever felt jealous of someone? Is it easy or difficult to forgive?</li> <li>• How did God help Joseph to forgive</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Children asked to bring in a piece of material that is special to them i.e. a piece of material from a baby garment/ old favourite clothing etc. Draw round a child and glue material on to make life size Joseph and multi-coloured coat</li> <li>• Make a collage of Joseph's coat of many colours</li> <li>• Act out the story from when Joseph's brothers came to Egypt. Explain the brothers relationship with each other to the children</li> <li>• Brainstorm why the brothers were jealous of Joseph Are there occasions when children have felt jealous? Combine with circle time discussion</li> <li>• What could Joseph have done or said to make his brothers less jealous? Find out how Joseph showed forgiveness in the end</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Lion Storyteller Bible ISBN780745929217</li> <li>• Stories of Joseph CFER</li> </ul>	

# Judaism Key Stage 1

## Authority and Worship

<b>Learning Objectives</b>	<b>Where do Jewish people go to worship?</b>	<b>Key words</b> • Synagogue • Ark • Bimah • Torah Scrolls • Yad • Ner tamid
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Since the destruction of the Temple of Jerusalem in 70CE the synagogue is the most sacred place for a Jew. Jerusalem and Temple Mount have retained their sanctity to this day.</li> <li>• Orthodox, Reform and Liberal synagogues are slightly differently arranged.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What is your special place? Why is it special? What do you do there?</li> <li>• Who leads the worship for Jewish people? A Rabbi not necessary for leading prayers; a knowledgeable lay-person can also lead</li> <li>• Why does a candle burn continuously in the synagogue?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Ask a Jewish person to come and talk to the class about what happens in a synagogue</li> <li>• Visit a Synagogue to see the Sefer Torah in the Ark</li> <li>• Use the internet to research what a synagogue looks like and take a virtual tour inside one paying particular attention to where the 'sacred scrolls,' are kept. Make a 3D synagogue using junk modelling and put images downloaded from the internet in the correct places</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Water Moon Candle Tree and Sword Channel 4 - Jewish section</li> <li>• Jewish Synagogue – L Rosenburg ISBN 0713643882</li> <li>• Places of Worship – Synagogue – M Griffin ISBN 0856040665</li> <li>• DVD Places of Worship – BBC2 • Pictures of a Synagogue CFER</li> </ul>	

# Judaism Key Stage 1

## Sacred and Inspirational Writing

<b>Learning Objectives</b>	<b>What is the special book for Jewish people?</b> <b>How is it treated in the Synagogue?</b>	<b>Key words</b> • Torah • Yad • Ark • Scroll • Hebrew • Star of David
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Sefer Torah and Yad.</li> <li>• The torah is kept in Ark, dressed, and treated with respect. Written in Hebrew.</li> <li>• Find out about the work of the scribe.</li> <li>• Simchat Torah – festival.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• How do books guide your life?</li> <li>• Where and how do we keep special books?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Investigate posters or DVD to see how the scroll is treated. Show children the Torah and explain it is made up of five special books</li> <li>• Show a copy of the Old Testament explaining it is the same set of stories but that the Torah was written before and that it is this that Jews follow during worship to God. Find out how a Torah scroll is dressed and discuss why</li> <li>• Make and appropriately decorate own scrolls with a special message inside and Yads to follow the words with</li> <li>• Visit a Synagogue and see how the Torah is kept in the Ark</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• My Jewish Faith – A Clark ISBN 023751897</li> <li>• Posters showing the Sefer Torah</li> <li>• Religious artefacts in the classroom – P Gateshill and J Thompson ISBN 034057002 4</li> <li>• DVD Water Moon Candle Tree and Sword Channel 4</li> </ul>	

# Judaism Key Stage 1

## Sacred and Inspirational Writing

<b>Learning Objectives</b>	<b>What are the main features of the story of Noah found in the Tenakh;- Also Genesis 6-8</b>	<b>Key words</b> • Covenant promises
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Not a story about the weather but about hope and forgiveness!</li> <li>• God's covenant of blessing on humanity. The importance of hope</li> <li>• Every Biblical story comes to teach age old lessons that are applicable every generation and that the story of Noah is just one example of this.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Why did Noah need to take two of each animal?</li> <li>• What does a promise mean? What do you hope for?</li> <li>• What are the symbols of hope in the story, do you have a something that symbolises hope?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• 'A special promise' Start with discussion on sadness and hate. What are they, what causes them, how does it make you feel. Link with art activities or compose a piece of music to illustrate</li> <li>• Discuss why Noah trusted God. Why did God save Noah and his family? Noah was a good man, what does that mean? Can we always start all over again?</li> <li>• Noah and his family were happy and had hope for the future after God's promise. What do you hope for, what makes you happy?</li> <li>• Link with art activity painting their idea of happiness. Display next to sad paintings .Make a feelings book. Make a promises tree. Write a day in Noah's diary</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• The Bible</li> <li>• Stories of Noah CFER</li> </ul>	

# Judaism Key Stage 1

## Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>Apart from the Synagogue, where else do Jewish people worship?</b> <b>What is important about Friday night in the Jewish home?</b>	<b>Key words</b> • Shabbat • Shalom • Creation • God • Home • Kiddush • Havdalah • Rest and Renewal
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Emphasise that worship and prayer is not only done in the Synagogue but is equally important is the home.</li> <li>• Sunset Friday to night fall Saturday is called Shabbat Thanking God for creation and freedom from slavery; remembering that only God is our master, and no one else.</li> <li>• Special meal and prayers. No work is done for 24 hours (particularly by Orthodox Jews) it is a time of rest and renewal</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What activities happen in your house? When might a home be made special? Why? Do you have special days?</li> <li>• How do we show people they are welcome? Why are homes important?</li> <li>• What rules/customs do we have in our home? What rules/customs do other people we know have?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Explore Shabbat using the internet and a variety of books about Jewish customs. Investigate the different roles that men, women, boys and girls take on. Handle artefacts associated to the customs. Play Kim's Game with artefacts connected with Friday night meal. Explore Shabbat using the five senses.</li> <li>• Read relevant story (eg Holiday for Noah) using story props. Role-play Shabbat meal with kosher food.</li> <li>• Make the home/role play area into a Jewish home where Shabbat is celebrated.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• DVD Water Moon Candle Tree and Sword- Jewish section</li> <li>• Seventh Day is Shabbat – Bridges to Religion Series ISBN 0431077339</li> <li>• A Day of Rest – L Broadbent &amp; J Logan ISBN 1851751823</li> <li>• A Holiday For Noah – S Topek ISBN 0929371089</li> <li>• Mosaic: Festival Songs</li> <li>• Mrs Moskowitz and the Sabbath Candles – A Schwartz ISBN 082760372X.</li> <li>• Resource sheet; Jewish Role Play Area – Celebrating Shabbat</li> </ul>	

# Judaism Key Stage 1

## Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>What are the key features and events of the Purim story?</b> <b>What are some of the ways it is celebrated?</b>	<b>Key words</b> • Purim meaning 'Lots' Esther • Haman • Bravery • Heroine • Courage • Divine Providence
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Esther chosen as wife, Haman plots to kill Jews Esther risks her life and saves the Jews</li> <li>• Standing up for your beliefs. Triumph of God over evil and divine providence- the belief that even when we don't feel that God is looking after us, He actually is. His name doesn't explicitly appear in the whole Book of Esther, however the word 'Melech' – 'King' appears more than 100 times which is an allusion to the True King.</li> <li>• How Purim is celebrated eg: The story is read from the third section of the Hebrew Bible and is read from a handwritten scroll in Hebrew.; fancy dress; rattles used; special cakes; charity</li> </ul>	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• What do you think being brave is? When have you been brave? For yourself? For others?</li> <li>• Why do we celebrate 'happy' occasions?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Read the story of Purim. • Make a Megillah</li> <li>• Pupils use happy/sad faces as you tell the story • Act out the story of Esther • Sequence pictures to tell the story.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• A Costume for Noah – S Topek ISBN 0929371909</li> <li>• Purim Fun ISBN 0929371488</li> <li>• Esther's Story – D Wolkstein ISBN 0688158447</li> <li>• Festivals of the World – D Foy ISBN 0431054959</li> <li>• Purim Artefacts CFER</li> </ul>	

# Judaism Key Stage 1

## Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>Why is Hanukkah important for Jews and how it is celebrated?</b>	<b>Key words</b> <ul style="list-style-type: none"> <li>• Hanukkah</li> <li>• Hanukkiah</li> <li>• Miracle - a little light expelled much darkness</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Judah and his bravery.</li> <li>• The Lamp in the temple burning for 8 days. A symbol of victory over oppression</li> <li>• Celebrations e.g. Hanukkiah lit; cards and presents; Dreidel game ; sweet foods eaten</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What special times do you celebrate?</li> <li>• How is the story of Hanukkah special to Jewish people?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Read the story of Hanukkah stressing the insults to the Jewish faith. How do you feel when you are insulted?</li> <li>• Investigate the artefacts connected with Hanukkah and decide what they represent</li> <li>• Play a game using a dreidel. Investigate a range of Hanukkah cards</li> <li>• Make a Hanukkah candlestick, why are candles lit each day, when else do Jewish people light candles?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Sammy Spider's First Hanukkah ISBN 0929371461</li> <li>• The Uninvited Guest – N Jaffe ISBN 059044533</li> <li>• The Hanukkah Book – M Burns ISBN 0380715201</li> <li>• Artefacts eg Hanukkiah; Dreidel CFER</li> </ul>	

## Challenge Key Stage 1

### Year 1 Why are we thankful?

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<b>What does it mean to be thankful?</b>	<ul style="list-style-type: none"> <li>To recognise what we should be thankful for: Family and home.</li> </ul>	<ul style="list-style-type: none"> <li>Who have you thanked today and why?</li> <li>Who has said thank you to you today and why?</li> <li>What does our family do to help us?</li> <li>How do we look after our home?</li> <li>How do we show we are grateful to our family?</li> </ul>	<ul style="list-style-type: none"> <li>Discussion activities.</li> <li>Role play.</li> <li>String a washing line across the room, write on strips of paper what we should be thankful for, hang these from string.</li> <li>Discuss what it would be like not to have these things in our life.</li> <li>Draw members of the family doing things to help us.</li> <li>In the home corner enact everyday jobs in a home – discuss what they like/don't like to do.</li> </ul>	<ul style="list-style-type: none"> <li>The Elephant and the Bad Baby – E Vipont and R Briggs ISBN 0140500480</li> <li>Home Corner Homing In – A Wood ISBN 0948080876</li> <li>Resource sheet Incident Sheet</li> </ul>
<b>Why are people thankful for their talents?</b>	<ul style="list-style-type: none"> <li>Our talents.</li> </ul>	<ul style="list-style-type: none"> <li>What is your best piece of work in your writing book?</li> <li>What do you do that you are proud of?</li> </ul>	<ul style="list-style-type: none"> <li>Wall of achievement – each child has a brick with a picture of something they can do well.</li> <li>In circle time each child tells of an achievement they are pleased about or a skill they have developed eg. zipping a coat, tying shoes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school environment</li> <li>People in school</li> </ul>
Continued on next page...				

## Challenge Key Stage 1

Year 1 Why are we thankful?

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>Continued</b> <b>Why are people thankful for their talents?</b></p>	<ul style="list-style-type: none"> <li>The school and wider community.</li> </ul>	<ul style="list-style-type: none"> <li>Who helps us in the school or the classroom? How?</li> <li>Who helps us in our community? How?</li> <li>What do these people do which makes our lives better?</li> <li>How can we show we are thankful for what people do?</li> <li>Who have we said thank you to today in school?</li> <li>Have we missed anyone out?</li> </ul>	<ul style="list-style-type: none"> <li>Make a concertina book of how people help us in the school community.</li> <li>Create a picture gallery of people in 'Our School' with name and title.</li> <li>Visit caretaker, kitchen staff etc to say thank you personally.</li> <li>Link visits from people in the community eg emergency services, vets, nurses, librarians etc.</li> <li>Make bumper stickers eg 'If you can read this thank a teacher', 'If you can tie your shoelaces thank ...'</li> </ul>	
<p><b>What are the many different ways of showing we are grateful?</b></p>	<ul style="list-style-type: none"> <li>What is the best present you have ever received?</li> <li>How did you say and show you were grateful?</li> <li>What do you feel like if you aren't thanked?</li> <li>How have we been thanked?</li> </ul>	<ul style="list-style-type: none"> <li>Being happy, saying thank you. Going to a place of worship</li> <li>Identify ways people show they are grateful.</li> </ul>	<ul style="list-style-type: none"> <li>Make Thank You cards showing what you are thankful for.</li> <li>Make a Thank You card for your friend thanking them for being your friend.</li> <li>Create a 'thank you' tree.</li> <li>Draw the item you are thankful for and the name of the person who gave it.</li> </ul>	<ul style="list-style-type: none"> <li>Art materials</li> </ul>

## Challenge Key Stage 1

### Year 1 Why are we thankful?

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>What are the many ways in which people thank God?</b></p> <p><b>What might people thank God for?</b></p>	<ul style="list-style-type: none"> <li>• What might people thank God for?</li> <li>• How might they show they are thanking God?</li> <li>• Why do some people pray before eating?</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of Prayers.</li> <li>• Through Prayer and Praise.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what God is thanked for in the song 'Thank You, for every new morning'.</li> <li>• Investigate a range of posters and identify how people are praising or praying to God.</li> <li>• Draw one thing you think a member of any faith group would thank God for.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters from CFER</li> </ul>
<p><b>Investigate the idea that some religious people believe that God (Allah, Brahmin) created the world</b></p>	<ul style="list-style-type: none"> <li>• How do you feel when you have made something special?</li> </ul>	<ul style="list-style-type: none"> <li>• Creation -Genesis 1-2</li> <li>• Why are there two versions in the Bible?</li> <li>• Look for various Creation stories online which are related to Christian, Jewish, Hindu and Muslim Beliefs and discuss the similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at photos of natural beauty and discuss what makes them special.</li> <li>• Sort pictures into 'made by people' and 'natural'.</li> <li>• Read Psalm 8 and make a collage to reflect the descriptions.</li> <li>• Read – Think of the World Without Any Flowers and write a class list of what animals, flowers, plants, etc are important to you.</li> <li>• Listen to the story of the creation.</li> <li>• Sequence pictures of the days of creation.</li> </ul>	<ul style="list-style-type: none"> <li>• Orchard book of creation stories ISBN 1852137746</li> <li>• Wonderful Earth – N Butterworth ISBN 1856080056</li> <li>• Pack of Pictures eg Philip Green Series</li> <li>• Copy of Psalm 8</li> <li>• The Old Man and the Tree V Wisenfeld ISBN 0745942318</li> <li>• Copy of Think of the World Without Any Flowers – 'Come and Praise'</li> <li>• Bible</li> </ul>

## Challenge Key Stage 1

Year 1 Why are we thankful?

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>Why do many people thank God for the earth and it's fruits at Harvest Time?</b></p>	<ul style="list-style-type: none"> <li>Who is being thanked at harvest? Why?</li> <li>Who should we thank for our food?</li> </ul>	<ul style="list-style-type: none"> <li>Where does our food come from? How do we get it?</li> <li>Why is a 'harvest festival' so important? Research the history.</li> </ul>	<ul style="list-style-type: none"> <li>Research and Investigate Harvest festivals of different faiths, Christian, Jewish Sukkot, Hindu Pongal, and Makar.</li> <li>Role play Sukkot celebrations.</li> <li>Make a Sukkah in the classroom or playground.</li> <li>Invite a minister into the class to tell pupils what happens at harvest.</li> <li>Class display showing harvest of pupils' talents.</li> </ul>	<ul style="list-style-type: none"> <li>Resource sheet Giving Thanks.</li> <li>Resource sheet. Harvest ideas.</li> <li>Resource sheet Sukkot Information sheets</li> <li>Range of posters/pictures</li> <li>DVD Dottie and Buzz – Channel 4.</li> <li>DVD Sarah and Paul RMCP Harvest posters – Folens or others.</li> <li>DVD Water Moon Candle Tree Sword Judaism. The Sukkoth celebration</li> </ul>

## Challenge Key Stage 1

### Year 2 Why are some things special?

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>Why do people have different beliefs, experiences and feelings?</b></p>	<ul style="list-style-type: none"> <li>• What is special to you?</li> <li>• What is special to your friend, brother, mum?</li> <li>• What is similar?</li> <li>• What is different?</li> </ul>	<ul style="list-style-type: none"> <li>• Own possessions bedroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a circle time to share special objects.</li> <li>• Use a range of posters to identify different beliefs, experiences i.e. my neighbours' religion.</li> <li>• Use fiction to show diversity of beliefs and experiences and feelings.</li> <li>• Explore stories that show the importance of special objects.</li> </ul>	<ul style="list-style-type: none"> <li>• You Are Very Special – S Box ISBN 0745942695</li> <li>• Poems about feelings</li> <li>• Badger's Party – S Varley ISBN 00066445542</li> <li>• Resource sheet Story of Six Men and the Elephant</li> <li>• Posters eg Phillip Green series Dogger –S Hughes ISBN 0006614647</li> </ul>
<p><b>Why should we handle some artefacts with care and respect?</b></p> <p><b>What sort of things do people have that are special to them?</b></p>	<ul style="list-style-type: none"> <li>• How do we look after special things?</li> <li>• How should we care for other people's things?</li> <li>• How do you treat your special belongings?</li> <li>• Why are they special?</li> <li>• What is special to your friends and family.</li> </ul>	<ul style="list-style-type: none"> <li>• Special places for important things.</li> <li>• Religious artefacts that children might know.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce some religious artefacts or inspirational writings from different faiths for pupils to handle.</li> </ul>	<ul style="list-style-type: none"> <li>• Homing In – A Wood ISBN 0948080876</li> <li>• Artefact boxes and books from CFER</li> </ul>

## Challenge Key Stage 1

Year 2 Why are some things special?

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>What are the special things found in religious people's homes?</b></p>	<ul style="list-style-type: none"> <li>• Is there anything special in your house that shows you belong to a faith community?</li> <li>• Do you have special familyt objects in your house?</li> </ul>	<ul style="list-style-type: none"> <li>• Hindu and Buddhist home shrines.</li> <li>• Mezzuzah in the Jewish home.</li> <li>• Palm cross, Crucifix in the Christian Home.</li> <li>• Prayer mats, Calligraphy in the Muslim home.</li> <li>• Worship in the home at certain times.</li> </ul>	<ul style="list-style-type: none"> <li>• What is a Mezuzah and where would we find it in a home?</li> <li>• Why do many Hindus have a home shrine?</li> <li>• What is on it? Why?</li> <li>• Identify the range of activities that happen in a home.</li> <li>• Draw a house and in the bricks write/draw important functions of a home.</li> <li>• Investigate a range of posters to understand the role a home can play?</li> <li>• Create a class display (shrine) of things very important to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• DVD Water Moon Candle Tree and Sword Channel 4.</li> </ul>
<p><b>Why do some people have special foods and food laws to follow?</b></p>	<ul style="list-style-type: none"> <li>• What food do you have on special celebration days?</li> <li>• What meals do your family prepare? Why? How?</li> <li>• Why do you have those special foods?</li> </ul>	<ul style="list-style-type: none"> <li>• Kosher food.</li> <li>• Halal Food.</li> <li>• Vegetarianism.</li> <li>• The concept of Ahimisa.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a class display of food eaten at certain times eg birthday cake, dates, hot cross buns, prashad, matzah, etc.</li> <li>• Identify why the food is special.</li> <li>• Investigate a range of posters showing food eaten for religious purposes, eg communion wafer, prashad.</li> <li>• Look on food packages for symbols to show that it is Kosher.</li> </ul>	<ul style="list-style-type: none"> <li>• DVD Water Moon Candle Tree and Sword Channel 4.</li> <li>• Food packs with Kosher symbols on</li> <li>• Posters from CFER.</li> </ul>

## Key Stage Two Introduction

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

### Statutory requirements at Key Stage Two

- The learning objectives of Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism for all pupils
- Christmas and Easter in each year
- The 4 Challenge Units

#### Year 3/4

Why Should we care for our world?  
Why Do you Judge Me?

#### Year 5/6

The Importance of Pilgrimage

Journey of Life – Exploring changes

- At least two visits to a place of worship during the key stage.

### Introduction to Key Stage Two

The programmes of study for Key Stage Two have been devised to encourage pupils to explore religion as a living community based way of life. Particular attention has been paid to the introduction of Buddhism and Sikhism and to ensure progression and continuity from Key Stage One to Key Stage Two in the study of Christianity, Hinduism, Islam and Judaism. The religions may be taught at any time over the key stage either as discrete religion or in a thematic way. There are also suggested plans for Christmas and Easter for KS2 pupils.

During Key Stage Two pupils will also follow four Challenge Units over the equivalent of six hours each which may be taught at any time during the year groups they are designed for. It is expected that through Attainment Target Two opportunities and the Challenge Units teaching will be able to reflect the variety of faith traditions within the school and local community.

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

**AT1** – Learning about religions

**AT2** – Learning from religion and human experience.

It is expected that through Attainment Target Two opportunities and the Challenge Units teaching will be able to reflect the variety of faith traditions within the school and local community. Suggested examples/questions for both attainment targets are given within each programme of study to assist teachers' planning. Using the suggested activities, although these are not statutory, will achieve the statutory learning objectives.

Resources are also suggested and '**Resource sheet**' indicates a document in the resources section.

All resources mentioned plus many others can be borrowed from Croydon Faith Education Resources (CFER) library Behind the Oasis Academy Shirley Park, Shirley Road, Croydon, CR9 7AL

**Tel/Fax:** 020 8656 6535

**Email:** [resources@cferinfo.org.uk](mailto:resources@cferinfo.org.uk)

**Website:** [www.cferinfo.org.uk](http://www.cferinfo.org.uk)

Subscribing schools will have access to a dedicated website with further resource sheets and ideas.

# Christianity Key Stage 2

## Authority and Worship

<b>Learning Objectives</b>	<b>What do the different descriptions of God tell us about the Christian belief in God?</b>	<b>Key words</b> • Creator • Holy Spirit • Judge
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• God as Father, Son and Holy Spirit</li> <li>• God as Judge, Forgiver, Creator, Saviour, King, Shepherd</li> <li>• Christians believe in the Trinity, which is God the father, God the son and God the Holy Spirit</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What qualities do you associate with each of the descriptions?</li> <li>• What does the Trinity mean? Genesis 18 is an example of a visit by three angels.</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Read Psalm 23, Psalm 8 and Psalm 24 and make a collage of the descriptions.</li> <li>• Discuss how a person can be described in three different ways, eg a friend, brother, son.</li> <li>• Do the resource activity on Approaching God.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <b>Resource sheet</b> Approaching God at Key Stage Two</li> <li>• Who Made Me – S Tulloch ISBN 074594163</li> <li>• Newspapers/ magazines/ collage materials</li> </ul>	

# Christianity Key Stage 2

## Authority and Worship

<b>Learning Objectives</b>	<b>How is Jesus important to Christians?</b>	<b>Key words</b> • Saviour • Messiah • Example • Faith
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Christians believe that – Jesus is God made man and that Jesus is still present and it is important to follow Jesus' example</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Who is important to you?</li> <li>• What do you expect of them?</li> <li>• How do people show that someone is special to them?</li> <li>• What sort of man was Jesus? Why did he act the way we are told?</li> <li>• Who do we put our trust in? What helps overcome fear?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Write a job description for Jesus.</li> <li>• Write a list of words describing Jesus. Interview a range of Christians to identify how Jesus is important to them.</li> <li>• Investigate a range of artefacts e.g. cross, rosary, communion wafer, to explore how important Jesus is to Christians.</li> <li>• Read The Calming of the Storm Mark 4: 35-41</li> <li>• The Calming of the Storm illustrates Jesus authority and is one of the Miracles of Jesus. Act out the story. Create tableaux of the key moments Write a diary entry of the event by one of the disciples</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Resource sheet Jesus Job description</li> <li>• Lion Story Teller Bible</li> <li>• The Complete Bible Handbook An Illustrated Companion – J Booker –Dorling Kindersly</li> <li>• Jesus Through Art – Margaret Cooling ISBN 185175119X</li> <li>• DVD The Miracle Maker and The Miracle Maker Activity Book – Margaret Cooling – BBC ISBN 0563541253</li> <li>• Looking at Christianity – Owen &amp; Seaman ISBN 0750222395</li> <li>• DVD What's It Like To Be – Channel 4</li> <li>• Box of Christian Artefacts CFER</li> <li>• The Jesus Story – M Batchelor ISBN 0745942709</li> </ul>	

# Christianity Key Stage 2

## Authority and Worship

Learning Objectives	Who is in authority in Christian communities? What are their roles and responsibilities?	Key words • Vicar • Pope • Confession • Service • Duty • Vicars • Priests • Ministers • The Pope • Officers • Pastors • Moderators • Bishops
<b>AT1 Learning About</b>	• Vicars, priests, ministers, the Pope, officers, pastors, moderators. Bishops are the leaders of the Christian community. They are trained in understanding the Bible and are God's representatives on earth	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• What are we responsible for and how do we show it?</li> <li>• Who is responsible for us?</li> <li>• Why might someone want to be a vicar/priest etc? What is a vocation?</li> <li>• What parts of their job would pupils find most difficult?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Prepare an interview with a vicar/minister.</li> <li>• Write a day in the life of a vicar, minister,</li> <li>• Devise a job description for a priest, pastor.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Resource sheets day in the life of a Vicar</li> <li>• Places of Worship – Broadbent and Thompson ISBN 1852763094</li> <li>• Where We Worship – AWood ISBN 074963152</li> <li>• The Missing Minister – T Copley ISBN 1851750568</li> <li>• DVD Buildings and Belief – English Heritage</li> </ul>	

# Christianity Key Stage 2

## Sacred and Inspirational writings

Learning Objectives	What is the Holy book of the Christian people? How is it used by them?	Key words • Bible • Old testament • New Testament • God • Justice
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The Bible is the bestselling book in many languages and versions.</li> <li>• Some Christians believe it is the word of God many others believe that the writings are inspired by God.</li> <li>• Structure of the Bible as a library of books.</li> <li>• Ways the Bible is used in public/personal worship.</li> <li>• The importance of the Bible to many Christians (eg Story of Mary Jones)</li> <li>• Teachings of the Bible on contemporary issues eg God's World, Justice.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What books are special to us?</li> <li>• What words/messages inspire us?</li> <li>• Who/what gives us authority?</li> <li>• What messages are important for all times?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Investigate a range of different versions and translations of the Bible.</li> <li>• Invite a range of visiting speakers to discuss with the class what the Bible means to them.</li> <li>• Use posters to investigate how and when the Bible is used.</li> <li>• Explain how a Bible reference works. Find a range of references in a Bible – Testament/Chapter and Verse.</li> <li>• Look at references to the same event and note different descriptions</li> <li>• Collate a range of newspaper headlines and investigate how the issues are referred to in the Bible.</li> <li>• Make a Bible bookcase to show that it is made up of different books.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• The Lion Story Teller Bible.</li> <li>• The Complete Bible Handbook, an illustrated companion – Dorling Kindersly.</li> <li>• How the Bible Came To Us – M Doney ISBN 0745920985</li> <li>• Posters eg Westhill Christianity Pack CFER</li> <li>• Resource sheet Many Messages</li> <li>• A Set of Bibles</li> <li>• The Graphic Bible - J Anderson ISBN 0745927084</li> <li>• DVD Pathways of Belief</li> <li>• Mary Jones and Her Bible – Bible Society ISBN 9780564082056</li> </ul>	

# Christianity Key Stage 2

## Sacred and Inspirational writings

Learning Objectives	How are the stories/parables that Jesus told to his followers relevant to us today?	Key words • Parables • Samaritan • Prodigal • Wasteful • Repentance
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Teachings of Jesus in the form of parables, when people asked questions he told them stories. Do these teachings have relevance to us today? Look at the parables of Good Samaritan and The story of Zacchaeus</li> <li>• To reflect on times when people have forgiven others. To reflect on times when we have felt sorry for what we have/have not done.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• <b>Good Samaritan Luke 10: 25-37</b> How do you show generosity ? What happened? Why do people 'pass by', why did the characters 'pass by'. What reactions and consequences might have occurred? Was it easy to forgive?</li> <li>• What New Year resolutions did you make? Did you break them?</li> <li>• Who knows if you have broken a promise? To others? What did Jesus mean by sacrifice?</li> <li>• This was Jesus' answer to the question, Who is our neighbour?</li> <li>• <b>Zacchaeus Luke 19: 1-10</b> How do we treat outsiders? How did Jesus treat Zacchaeus? How did he show repentance? Why do people judge others by what they are and not who they are? Why did Zacchaeus' wealth not make him happy, why was he an outsider? What gave the strength to change his ways?</li> <li>• What do Christians learn about how to treat people who have done wrong from this story?</li> <li>• In what ways are these two stories similar?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• <b>The Good Samaritan Luke 10: 25-37</b>; Concepts; compassion, neighbourliness, care, tolerance</li> <li>• Emphasise that this was the answer to a question. Explain Priests and Levites were respected community members while Samaritans were foreigners from Samaria and did not mix with Jews. Role play, drama, dance, Hot seat the characters for motive. Research charities that put the teaching into action. Make a poster to appeal for a charity, show that every contribution will be valued. Write a modern version of the story.</li> <li>• <b>Zacchaeus Luke 19:1-10</b> Concepts; Greed, Outsiders, Forgiveness. Watch this story in The Miracle Maker DVD. Read a modern version of the story with different voices for the narrator, crowd, Jesus and Zacchaeus. Hot seat the characters in turn</li> <li>• Write a newspaper article 'by' Zacchaeus called 'The day I changed my Life'. Using Speech bubbles show : How Zacchaeus felt before and after he met Jesus.</li> <li>• Investigate a time when forgiveness has been shown eg when Martin Luther King's house was fire-bombed or stories of Ghandi.</li> <li>• Discuss possible reactions and their consequences. Make a resolution tree for the class and write on the leaves changes to make you a better person Make a list of class rules. Make a graffiti wall e.g. forgiveness is...</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Resource sheet; References from the Bible on Forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>• DVD The Miracle maker</li> <li>• The Complete Bible Handbook, an illustrated companion – Dorling Kindersley</li> </ul>

# Christianity Key Stage 2

## Lifestyle and Celebrations

<b>Learning Objectives</b>	<p><b>How do Christians use their homes to show they are living the faith?</b></p> <p><b>What is the significance for many Christians of the Ten Commandments?</b></p>	<p><b>Key words</b></p> <p>• Worship • Commitment • Ten Commandments • Moses</p>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Many Christians have different ways of keeping their faith at home e.g. prayers/festivals/respecting Sunday/icons, statues and pictures in the house.</li> <li>• Moses received the Ten Commandments in the Old testament, Jesus reiterated them and added one more.</li> <li>• Relevancy to today of some of the commandments.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Does going to a place of worship make someone religious?</li> <li>• What rules do we keep?</li> <li>• Why are rules important?</li> <li>• What is a commandment?</li> <li>• What did Jesus say was the greatest commandment of all? Look at The Golden Rule for Christians.</li> <li>• What does this mean to Christians?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Look at the Golden rule of other religious groups, are they similar?</li> <li>• Make a frieze showing the relevancy to today of one of the commandments eg Thou Shalt Not Steal</li> <li>• Invite a Christian to explain to the class how they live their Christian faith at home</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Christian Artefacts-CFER</li> <li>• Newspapers/magazines</li> <li>• Ten Commandments – L Rock ISBN 0745939708</li> <li>• Visiting Speaker</li> <li>• Resource sheet; the golden rules</li> </ul>	

# Christianity Key Stage 2

## Lifestyle and Celebrations

Learning Objectives	In what ways is prayer important to Christians?	Key words • Pray Prayer • Worship • Rosary Icon/diptych
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Prayer is a communication with God. There are many different types of prayer</li> <li>• Think of the different times people pray and different ways people pray</li> <li>• What are aids to prayer for some Christians? eg stained glass, icon/diptych, times of silence, candles, rosary</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Where do you go to be quiet and think about things carefully?</li> <li>• What helps people pray/think?</li> <li>• In what ways do we communicate with others?</li> <li>• What different types of prayer might people offer?</li> <li>• Is it better to think/pray together or on one's own?</li> <li>• Do you think that God will answer every type of prayer? If not, why not?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• List different types of messages and why each may occur eg thank you, apology, invitation</li> <li>• Write an important message/prayer to put in a bottle</li> <li>• Use posters to investigate different ways people pray Observe postures, environment, hand actions etc</li> <li>• Design a prayer corner and discuss different ways to create a peaceful atmosphere</li> <li>• Investigate relevant artefacts eg crucifix, diptych, rosary and discuss how they may help a Christian pray</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <b>Resource sheet</b> What Helps People Pray/Think</li> <li>• God's Quiet Things – N Sweetland ISBN 0745942687</li> <li>• The Lord's Prayer – L Rock ISBN 0745945724</li> <li>• Best Loved Prayers – L Rock &amp; A Wisenfeld ISBN 0745933432</li> <li>• Artefacts connected with prayer from CFER</li> </ul>	

# Christianity Key Stage 2

## Lifestyle and Celebrations

Learning Objectives	What are some of the distinctive features and their functions within a local church?	Key words • Pulpit • Lectern • Font • Altar • Candles • Pews • Denominations
AT1 Learning About	<ul style="list-style-type: none"> <li>• The main features of a church and their functions.</li> <li>• Look at the difference in structures of church buildings.</li> <li>• Investigate different practices eg Adult/infant baptisms. Different atmosphere.</li> </ul>	
AT2 Example questions. Learning from	<ul style="list-style-type: none"> <li>• Do you have a special place of your own?</li> <li>• What is the most special building you have ever been to?</li> <li>• Is it important to have a special place to go and worship? What else happens within the church building?</li> <li>• If you could design an area in school for people to go and be quiet and peaceful, what would it be like? What would be in it?</li> </ul>	
Activities	<ul style="list-style-type: none"> <li>• Visit two churches from different denominations – compare and contrast their features.</li> <li>• Design a leaflet about the place of worship you have visited giving information for visitors.</li> <li>• Design your ideal place for worship</li> </ul>	
Resources	<ul style="list-style-type: none"> <li>• <b>Resource sheet</b> Teaching About Denominations at Key Stage 2</li> <li>• Posters of places of Christian worship CFER.</li> <li>• The local church</li> </ul>	

# Christianity Key Stage 2

## Lifestyle and Celebrations

Learning Objectives	What is meant by the Church as a community of believers?	<b>Key words</b> <ul style="list-style-type: none"> <li>• Community</li> <li>• Parochial Church Council</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The church as a focal point Community for the community.</li> <li>• What 'jobs' are involved in running the church (member of the PCC, treasurer, secretary, readers, wardens)</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• To what communities do you belong?</li> <li>• Why is it good to belong to a community?</li> <li>• How do some people show they belong to a community?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• List all the church related groups that use the local church.</li> <li>• Why do they meet there?</li> <li>• Who else uses the church premises?</li> <li>• Look at the information in some Parish magazines</li> <li>• Look at notice boards in churches when visiting</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Parish magazines/websites of local churches.</li> </ul>	

# Buddhism Key Stage 2

## Authority and Worship

Learning Objectives	What does the word Buddha mean?	Key words
AT1 Learning About	<ul style="list-style-type: none"> <li>The Buddha was a man who lived 2500 years ago who looked deeply into questions like 'why do we suffer' and 'what makes us happy'. He encouraged his followers to notice all of their current experience. Buddha means awakened one.</li> </ul>	
AT2 Example questions. Learning from	<ul style="list-style-type: none"> <li>What did the Buddha mean by 'awake'?</li> <li>How much of our lives are we 'awake' – that is present and alive to the present moment?</li> <li>Where our minds are when we are not present – past or future?</li> </ul>	
Activities	<ul style="list-style-type: none"> <li>Eat a tangerine/Chocolate mindfully.</li> </ul> <ol style="list-style-type: none"> <li>Looking and reflecting eg that the rain and the sun are in it ; it was once a flower etc</li> <li>Smelling</li> <li>Slowly feel on lips</li> <li>Slowly eating.</li> </ol>	
Resources	<ul style="list-style-type: none"> <li>Thicht Nhat Hanh 'Planting Seeds' Isbn 978193520980552295</li> <li>An orange</li> </ul>	

# Buddhism Key Stage 2

## Authority and Worship

Learning Objectives	Why is the Buddha special to Buddhists?	Key words • Mudra
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Siddhartha Gautama was the Buddha.</li> <li>• Buddhists follow the teachings of the Buddha.</li> <li>• Buddhism is a way of life.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What is a role model? What qualities would you look for in a role model? What kind of person would you like to be? How would you like to be remembered?</li> <li>• Who was the Buddha? Why is Buddha important to Buddhists? What is Buddhism?</li> <li>• What does it mean to be Buddhist?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Paint a picture of the Four Sights</li> <li>• Make a clay or plasticene models of Buddha. Make a 'Buddha. Mobile with words that describe Buddha.</li> <li>• Design a poster/magazine article/web page about 'what it means to be a Buddhist'.</li> <li>• Investigate mudras of Buddha.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Espresso and Igfl – Buddhism</li> <li>• Buddhism – World of Faiths</li> <li>• Statue of Buddha (Rupa) CFER</li> </ul>	

# Buddhism Key Stage 2

## Authority and Worship

Learning Objectives	Who was Siddhartha Gautama ? What caused him to seek enlightenment?	Key words • Siddhartha • Gautama • The four sights
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• A prince</li> <li>• The Four Sights</li> <li>• Leaving the Palace. Following different teachers</li> <li>• Deciding to sit under the Bodhi tree until he found the way out of suffering for everyone</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• How would you feel about having such a privileged life in a palace?</li> <li>• What kind of a child was he?</li> <li>• Would you have liked to have him as a friend? Would you like to have grown up in his palace? Why did he leave home? How did he discover suffering? What would you give up for others?</li> <li>• How did Siddhartha react to the suffering he saw outside the palace? How do we suffer? What made Siddhartha think there may be a way out of suffering? What do we do to comfort ourselves? Or help others who are suffering?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Role play the life of the Buddha.</li> <li>• Dramatise the life of Buddha or make puppets to re-tell the story.</li> <li>• Have newspapers available showing suffering today.</li> <li>• Discuss what might have happened if the Charioteer had not taken the prince out.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Statues of the Buddha with different mudras.</li> <li>• DVD Monkey King and Other Stories - Clear vision.</li> <li>• Resource sheet</li> <li>• Thinking Times, Espresso Lgfl – Life of the Buddha.</li> <li>• The Jataka Tales from CFER eg Siddhartha and the Swan, The Monkey King, The Lion and the Jackal.</li> </ul>	

# Buddhism Key Stage 2

## Authority and Worship

Learning Objectives	How did the Buddha became enlightened?	Key words
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• In the mindfulness of breathing. Buddhists count each breath up to ten, then repeat; letting go of the thoughts that arise. Buddhists meditate to calm the mind and to see things more clearly.</li> <li>• Mediation trains the mind and thinking. Happiness comes from being calm and relaxed.</li> <li>• The Three Poisons – greed, anger and ignoranccec and The Three Jewels – Buddha, Dharma, Sangha.</li> </ul> <p>Buddhist jewels do not cost money, but are believed to be more precious than diamonds. Buddhists practice patience, compassion and forgiveness as a thread throughout their lives.</p>	<ul style="list-style-type: none"> <li>• Meditation • Calm • Wisdom • Kind • Wise</li> <li>• Pure • Anger • Greed</li> </ul>
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What is meditation? Is it the same as prayer? Is meditation part of my religion? Do you need to have a religion to do it?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Pupils list things that agitate the mind. With each situation or emotion, a pupil adds coloured sand/ gravel/soil to a big jar of water. Stir, and then allow to settle. Now you can see more clearly through water. Pupils practice counting breaths</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Clean jam jar, soil, desert spoon</li> </ul>	

# Buddhism Key Stage 2

## Authority and Worship

Learning Objectives	What are the features of a Buddhist shrine?	<b>Key words</b> • Flowers • Shrine cloth • Candle • Incense • Rupa (statue) • Bowl • mudra
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Although the Buddha is not seen as a personal creator God, some Buddhists nevertheless worship the Buddha. Some follow his teachings as a perfect example of living</li> </ul>	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• What do you find on a Buddhist shrine and why?</li> <li>• How might these things encourage a Buddhist to enjoy life more and suffer less?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Draw/make own shrine. Think about what you would put in a shrine, If you wanted to pay respect to someone e.g. best song lyrics for a singer/best clothes for designer</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Clear vision DVD;</li> <li>• Beliefs and culture – Buddhist ISBN 9749623691</li> <li>• Teaching Buddhism 5-11 – CEM ISBN 1851000828</li> <li>• Stupa. Silk Lotuses. Prayer Wheel. Prayer Flags. Statue of the Buddha CFER</li> </ul>	

## Buddhism Key Stage 2

### Sacred and Inspirational writings

<b>Learning Objectives</b>	<b>What are the stories that Buddhists find inspiration from?</b> <b>How do they help to explain the Buddha's teachings?</b>	<b>Key words</b> • Dharma • Truth • Wisdom • Tripitaka (three baskets) • Moral • Jataka pronounced JAH-ta-ka • Values • Powers
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Stories that illustrate aspects of teaching, the Jataka tales for example Buddhists do not have a single Holy book</li> <li>• Create a new story based on the original characters.</li> <li>• Make a story tape or music to accompany the retelling of a Jataka tale.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What message are these stories trying to give? Do you think they are relevant today? Do they point to truths (or ways of seeing things) that are found in other religions? or not?</li> <li>• What can we learn from stories?</li> <li>• Discuss which power was taught in the story and why it is called a 'power'?</li> <li>• Which character in the story might have been the Buddha in a past life and why?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Pupils listen to stories from Buddhism KS2 Clearvision DVD; answer questions.</li> <li>• In groups pupils choose a story; act it out or retell it in pictures to the rest of the group, including what the story is saying.</li> <li>• Make a paper bag, stick or shadow puppet in order to retell story.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Buddhism for KS2 Clear Vision Trust</li> <li>• Resource Sheet The blind men and the elephant</li> <li>• See also: Buddhist stories – J Snelling ISBN 0 850 788641</li> <li>• Jataka tales for young children as above eg. The Hare's Sacrifice. Banyan the Deer. The Monkey King</li> <li>• The Hungry Tigress. The Lion and Jackal</li> </ul>	

## Buddhism Key Stage 2

### Sacred and Inspirational writings

Learning Objectives	What are the ways that Buddhists use their sacred writings?	Key words • Dharma • Mantra • Sutra • Chant • Shrine • Prayer wheel • Prayer flag • Mani Stones
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Sacred writings are a way to remember the Buddha's teachings. For the first 400 years this was an oral tradition which was then written down on palm leaves and is called the Tripitaka.</li> <li>• Sacred books may be placed on the shrine, recited and studied; simple aphorisms are sung in Mantras; written on stones (eg mani stones), on prayer flags or in prayer wheels (Tibet).</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Where do you put an important message you do not want to forget?</li> <li>• What ways do we receive important messages?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Paint a stone with a word or simple aphorism eg 'love' or 'may all beings be happy'.</li> <li>• Paint a prayer flag and put in the classroom or playground</li> <li>• Learn and perform a mantra</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Posters showing prayer wheels and prayer flags</li> <li>• Buddhist prayer wheel , Buddhist prayer flag – CFER</li> <li>• Clear Vision DVD</li> <li>• Pictures of mani stones - Google</li> </ul>	

# Buddhism Key Stage 2

## Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>What is the Dharma?</b> <b>What are the Four Noble Truths?</b> <b>What is the Eightfold Noble Path, why is it important to Buddhists?</b>	<b>Key words</b> • The Four Noble Truths <b>The Eightfold Path</b> • Right understanding • Right thoughts • Right speech • Right actions • Right livelihood • Right effort • Right mindfulness • Right concentration
<b>AT1 Learning About</b>	• The Buddha taught that everyone suffers. We suffer because the world is not the way we want it to be. However, there is a way to be happy, and he has discovered it and called it the Eightfold Noble Path. It teaches us how to water the seeds of happiness and not water seeds of unhappiness.	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	• What makes us happy? What makes us unhappy? • How can we be happy all the time? Can you think of a good time when you were happy? Was there anything that slightly marred it? Do you think that what you chose will always make you happy? What three wishes would you make for yourself and the world to change life for the better? • Does happiness or unhappiness just happen to us or can we water the seeds of happiness – even when we are unhappy?	
<b>Activities</b>	• Pupils brainstorm list of what makes them happy/unhappy. Choose 4 that give deep contentment; label on 4 clear plastic cups; add paper, water, & 1 seed. Repeat with things that make us unhappy. watch grow (or not). • Select one of the Noble Eight-fold Path, to explore in detail e.g. ‘Right Living’. Think of five jobs that follow the right livelihood which a Buddhist could do and 5 that do not, so should be avoided. Discuss why. • Children could draw own examples to illustrate the Noble Eight-fold Path.	
<b>Resources</b>	• Clear vision DVD • ‘Planting Seeds’ Thicht Nhat Hanh. • Espresso Lgfl Story of King Midas. • Pictues of the Dharma wheel CFER.	

# Buddhism Key Stage 2

## Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>What are the 5 precepts and how are they important for a Buddhist lifestyle?</b> <b>What is Karma?</b>	<b>Key words</b> • Five precepts • Vegetarianism • Training principles • Karma- consequences
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• What rules do you follow and why? Who influences your decisions and why?</li> <li>• The five precepts are ‘training principles’ to practice with the intention of getting better</li> <li>• The five principals • Be kind • Be generous • Be contented • Be honest • Be aware</li> <li>• Actions have consequences’ was the first idea that the Buddha taught after his enlightenment and is the foundation of Buddhist thought.</li> <li>• Buddhist do not view the death of the physical body as the end, but as a part of a cycle from birth to death to rebirth.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Why do you think the Buddha recommended these precepts as a way to be happy?</li> <li>• Vegetarianism is seen as an important way of doing no harm. What do you think?</li> <li>• How does a ‘training principle’ compare to a ‘rule’?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• In groups, choose a precept and reflect why the Buddha suggested it as a way to be happy; what do you think?</li> <li>• In groups think of the five most important rules for society.</li> <li>• Put the five precepts in order of importance and explain the chosen order.</li> <li>• Discussion and examples of actions showing cause and effect, Karma e.g. borrowing something and not giving it back.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Google pics of Olympic athletes, or Samurai warriors.</li> <li>• Clear vision Trust DVD</li> </ul>	

# Buddhism Key Stage 2

## Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>Why is Wesak (Vesak) the most important Buddhist Festival?</b>	<b>Key words</b> • Wesak • Lotus • Enlightenment • Remembering
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Reminder of the Buddha's Wesak birth, enlightenment and death. Different celebrations e.g. cards, lanterns.</li> <li>• Different ways of celebrating.</li> <li>• Symbolism of the Lotus Flower.</li> </ul>	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• How do you celebrate birthdays?</li> <li>• Why is the lotus flower a symbol of buddhism?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Investigate Wesak cards and explain why certain New Year symbols have been chosen.</li> <li>• Make a lotus flower card. Colour both sides of flower, stick circle in the middle of flower and star shape in centre of circle. Write a message in the centre. Fold petals clockwise.</li> <li>• Find out why birds are set free at Wesak.</li> <li>• Make a friendship gift</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• DVD Believe It or Not Series</li> <li>• Ideas Bank – Buddhism – L Prior ISBN 1852768592</li> <li>• Buddhist Festivals – J Snelling ISBN 0850785723</li> <li>• Clear Vision DVD</li> <li>• Espresso</li> </ul>	

# Hinduism Key Stage 2

## Authority and Worship

Learning Objectives	What do Hindus believe about God?	Key words • God • Brahman • Aum
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• One God in many forms (Brahman).</li> <li>• So great that we cannot comprehend and so the parts of the whole are seen as different deities.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Are you the same to everyone you meet? (e.g. son, brother, friend etc.)</li> <li>• How are you different with different groups of people?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Re-cap idea of one God and many deities/forms-Parents teach Hindu children about the importance of Aum in their day-to day lives. ICT search for the many forms of Aum.</li> <li>• Discussion about Hindu belief and how a Hindu child sees God- express ideas of this through art.</li> <li>• Brainstorm all the things we have in nature that are invisible but important-love, hate, pain, cruelty, kindness etc.</li> <li>• Handle images of Hindu Gods/deities.</li> <li>• Discuss your many different roles in everyday lives-daughter, sister, friend, swimmer, school child etc. Draw a self-portrait-centre page with their many different roles drawn around it.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• BBC pathways of Belief-small extract.</li> <li>• Story of Svetaketu and the salt/water.</li> <li>• Artefact Boxes of Deities and Picture/ symbol of Aum CFER</li> </ul>	

# Hinduism Key Stage 2

## Authority and Worship

Learning Objectives	What are the main features and functions of a local Mandir?	Key words • Mandir • Priest • Aum • Murti • Puja
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The Mandir is a place where Hindus worship. Prayer and worship is often led by a priest.</li> <li>• Preparations for worship. The shrine and murtis. Worship as an exchange of love, Hindu worship uses all the 5 senses.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Special places. What is sacred?</li> <li>• Which communities do we belong to? How do we show it?</li> <li>• What rituals do we carry out ourselves? E.g. Shopping, going to clubs.</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Display the Aum sign and images of deities that they already know about, e.g. Rama &amp; Sita, Krishna. Show pupils photographs of Mandirs, they are not all the same.</li> <li>• Discuss what the symbols are and rituals associated with Hindu worship.</li> <li>• What do Hindus hope for when offering food to the Deities?</li> <li>• Investigate the role of the temple within its community. What else does it offer the community and those within the location/is it for anyone to access? Are there other activities going on for the whole of its surrounding community?</li> <li>• What is different from other places of worship they have been to/learned about?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Water Moon candle Tree and Sword Channel 4 Stop Look and Listen.</li> <li>• Puja Tray, Posters of mandirs CFER</li> <li>• Murtis CFER</li> <li>• Visit a Mandir.</li> </ul>	

## Hinduism Key Stage 2

### Sacred and Inspirational Writings

<b>Learning Objectives</b>	<b>What are the books and special inspirational stories that Hindus follow?</b>	<b>Key words</b> Sacred texts e.g. • Ramayana • Puranas • Gita • Vedas • Mahabharata
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Mahabharata</li> <li>• More than one book of connected stories.</li> <li>• Some stories of Rama and Sita.</li> <li>• Not all Hindus read the same texts.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Where do we get our inspiration from?</li> <li>• Are there people we look up to?</li> <li>• Where do we get the rules for living a good life from?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Look at the Bhagvad Gita which is the most important of the Hindu texts. The story of Rama and Sita is found there.</li> <li>• Listen to some stories of Hindu deities. Illustrate the stories or role play.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Bhagvad Gita from CFER</li> </ul>	

## Hinduism Key Stage 2

### Sacred and Inspirational Writings

<b>Learning Objectives</b>	<b>What are the main features of the Diwali story?</b> <b>What are the examples of good behaviour that can help us today?</b>	<b>Key words</b> • Rama • Sita • Diwali • Hanuman • Diva, • Lakshmi
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Rama, Sita and Lakshman live in exile.</li> <li>• Ravana appears disguised and captures Sita.</li> <li>• Hanuman helps with army of animals.</li> <li>• Diva lamps used to help Rama and Sita return home.</li> </ul>	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• Can you give an example of good and bad behaviour?</li> <li>• Can you give examples of good and bad actions?</li> <li>• What does it mean to be loyal? How can people show courage?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Identify examples of good and bad behaviour and actions.</li> <li>• Sequence the story using pictures. Write captions for part of the story.</li> <li>• Complete a word chart to show Sita's different emotions in the story. Role play the story.</li> <li>• Watch the story in cartoon form using interactive W/B and internet sites.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• A Row of Lights – L Broadbent and J Logan ISBN 1851757831</li> <li>• Diwali Artefacts CFER</li> <li>• Animated World Faiths – Channel 4</li> <li>• Water Moon Candle Tree and Sword. Channel 4</li> </ul>	

# Hinduism Key Stage 2

## Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>What are some of the ways Hindus celebrate at Diwali?</b>	<b>Key words</b> • Diwali • Diva
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Lighting of Divas.</li> <li>• Use of symbols e.g. Aum, Swastika, Rangoli patterns.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Why do you celebrate?</li> <li>• When do you celebrate?</li> <li>• How do you prepare?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Explore Diwali Cards and identify the main symbols.</li> <li>• Make Diwali cards for friends and family. Make own diva lamps-create designs using repeated patterning.</li> <li>• Invite adult/parent into class who can describe how they celebrate Diwali.</li> <li>• Art/numeracy links show mendhi patterning and create a display of hands with mendhi. Display these in a bright/white background and children's bare hands on a black background.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Diwali Big Book. Smartboard/communication4all website-for story and further activities.</li> <li>• Diwali cards with examples of mendhi/rangoli patterns.</li> </ul>	

## Hinduism Key Stage 2

### Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>What is the significance of the festivals of Diwali or Navarati to many Hindus?</b>	<b>Key words</b> • Lakshmi • Diwali • Navarati • Durga puja
<b>AT1 Learning About</b>	• Invite a Hindu to discuss the importance of the festival to a believer. Prepare questions first.	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Is good luck a virtue? Who helps us to know what is good and what is bad?</li> <li>• What do we gain from holding a festival?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Investigate the symbols of the chosen festival. Explore some of the teachings in the Bhagavad Gita.</li> <li>• What is the important message (parable) behind the stories of these festivals?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Celebrate Hindu Festivals – Heinemann ISBN 9780431069500</li> <li>• Information from CFER</li> </ul>	

## Islam Key Stage 2

**Authority and Worship** – Pbuh after the name of prophet Muhammad means ‘peace be upon him’

<b>Learning Objectives</b>	<b>What do Muslims believe about God (Allah)?</b>	<b>Key words</b> • Allah • Shahadah • Tawhid (unity)
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• There is only one God (Allah) and he has no partners.</li> <li>• Allah has many names - Allah created everything.</li> <li>• Explore some of the 99 names of Allah – how do the different names for Allah help Muslims understand him.</li> <li>• Learn about the Shahadah as the cornerstone of Muslim belief.</li> </ul>	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• What do we believe to be true?</li> <li>• How does someone show they believe in a God?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Ask children to choose one attribute and write it on one side of a card. On the other, write what the name tells Muslims about Allah. Display as a mobile.</li> <li>• What other names do pupils know for God from other religions?</li> <li>• Start to build the 5 pillars of Islam as a display to be added to. Add to this as pupils learn about each Pillar.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Resource sheet Teaching Points – Islam Prayer Beads.</li> <li>• Resource sheet The Attributes of Allah.</li> </ul>	

## Islam Key Stage 2

**Authority and Worship** – Pbih after the name of prophet Muhammad means ‘peace be upon him’

<b>Learning Objectives</b>	<b>What commitment is demonstrated in the lives and work of significant people of faith?</b>	<b>Key words</b> <ul style="list-style-type: none"> <li>• Muhammad (pbuh) • Ibrahim Khadijah • Abu Bakr Ali</li> <li>• Muhammad Ali • Yusuf Islam</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Discuss the commitment of key religious figures</li> <li>• Explain why a significant person of faith acted according to their commitment</li> <li>• Examine life-changing events for significant people of faith and consider the consequences</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Who inspires me? How can I inspire others?</li> <li>• How I might be inspired by the actions of significant people of faith?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Reflect on the commitment that makes key religious figures significant. How does this relate to the leaders of Islam?</li> <li>• Consider the impact of the commitment of significant people of faith on the lives of others</li> <li>• Discuss how I might be inspired by the actions of significant people of different faiths</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <a href="#">BBC Religion website.</a></li> </ul>	

## Islam Key Stage 2

**Authority and Worship** – Pbih after the name of prophet Muhammad means ‘peace be upon him’

<b>Learning Objectives</b>	<b>What are the main features and functions of a local Mosque?</b>	<b>Key words</b> • Mosque • Sacred • Community • Minbar • Symbol
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Features – Domes, minarets, no images, minbar.</li> <li>• Importance of a congregation. The world is considered as a Mosque.</li> <li>• How and when a Mosque is used as a place of worship and a cultural centre.. Madrassah – Islamic school.</li> </ul>	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• Special places - What is sacred?</li> <li>• Which communities do we belong to? How do we show it?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Visit a Mosque</li> <li>• Make a model of a Mosque and explain what happens in each area.</li> <li>• Write in a silhouette outline all the activities that happen in a Mosque.</li> <li>• Devise a leaflet which could be given out at the Tourist Board explaining about a Mosque.</li> <li>• Look at Posters/pictures of different Mosques around the world, are they similar?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Visit a Mosque</li> <li>• Look at Posters/pictures of different Mosques.</li> </ul>	

## Islam Key Stage 2

**Authority and Worship** – Pbih after the name of prophet Muhammad means ‘peace be upon him’

<b>Learning Objectives</b>	<b>How is prayer important to Muslims?</b>	<b>Key words</b> • Allah • Wudu • Salah
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Muslims pray 5 times a day. Before praying they wash themselves in a ritual way called Wudu.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Are there times when pupils like to be quiet and think about someone/something special?</li> <li>• Do people of faith pray for the same sort of thing?</li> <li>• Why is it important to Muslims to pray 5 times a day?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Find out how Muslims prepare for prayer washing, removing their shoes and using a prayer mat at home.</li> <li>• Look at the positions for praying- invite a Muslim to show the class.</li> <li>• Collect artefacts associated with prayer - water, prayer mat, compass, prayer beads</li> <li>• Visit a mosque and learn about Friday as a special day for communal prayers.</li> <li>• Paper weave a prayer mat</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Prayer mat</li> <li>• How Muslims pray <a href="http://www.bbc.co.uk/learningzone/clips/muslim-prayer/5965.html">http://www.bbc.co.uk/learningzone/clips/muslim-prayer/5965.html</a></li> </ul>	

## Islam Key Stage 2

**Authority and Worship** – Pbuh after the name of prophet Muhammad means ‘peace be upon him’

<b>Learning Objectives</b>	<p><b>What do Muslims learn from learn from the Prophet Muhammad?</b></p> <p><b>Why do Muslims think of the Prophet Muhammad as the final Prophet?</b></p>	<p><b>Key words</b></p> <p>• Prophet • Muhammad pbuh • Influences • Hadith</p>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• How did Muhammad overcome obstacles. The Night of Power. Belief in one God.</li> <li>• Prophet Muhammad is respected not worshipped. Muslims do not have images of Allah or Muhammad. Importance of following his example and sayings in the hadith, eg</li> <li>• Be truthful. Paradise is the home of the generous. Show mercy to others and you will receive their mercy.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What are the qualities of a leader?</li> <li>• Who influences the things you do?</li> <li>• What qualities do you admire in them?</li> <li>• Is there a saying you think people should live by?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Recap briefly some of the stories about Muhammad and how they illustrate his wisdom and kindness.</li> <li>• Look at the Islam story on the DVD Water Moon Candle Tree and sword about the clearing of the Kabah. Link briefly to the pilgrimage unit on the Haaj.</li> <li>• Read the Hadith Resource Sheet and think of situations where the Hadith would guide actions.</li> <li>• Depict in a series of pictures with thought and speech bubbles.</li> <li>• Look at the extract from the Prophet Muhammad's last sermon. How would people have felt when they heard this?</li> <li>• Listen to some of the examples of his sayings and think of an important message for your friends</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Resource sheet; Events in the Life of Prophet Muhammad</li> <li>• DVD Stories of Faith – Channel 4</li> <li>• Resource sheet; Words of the Prophet Muhammad- from his last sermon.</li> <li>• DVD What's It Like to Be – Channel 4</li> <li>• DVD Water Moon Candle Tree Sword – Channel 4</li> <li>• Resource sheet The Hadith</li> </ul>	

## Islam Key Stage 2

### Sacred and Inspirational Writings

<b>Learning Objectives</b>	<b>What is the significance of the Qur'an and why is it important to Muslims?</b>	<b>Key words:</b> • Qur'an • Surah • Hadith • Sunnah • Prophet Muhammad • Jibrail • Revelation
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Revelations to Prophet Muhammad through. Jibrail were in Arabic and it is always read in Arabic.</li> <li>• The Qur'an contains complete guidance for daily living.</li> <li>• Structure – 114 Surahs. 6236 Ayahs it is called 'Mother of Books'. It contains stories of many Prophets.</li> <li>• Respect and honour for the Qur'an is indicated through Calligraphy. Read regularly at home and in the Mosque.</li> <li>• Studied at the Mosque. Whole Qur'an read, parts of Qur'an learned off by heart.</li> <li>• Treatment of the Qur'an – it is placed on a high shelf when not in use and often wrapped in cloth.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Which books are special to us and why? Which books give us guidance?</li> <li>• When have we understood something not understood before?</li> <li>• What is the difference between something revealed and something written?</li> <li>• Why would people show respect to a book? What is precious?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Invite a speaker to explain and read from the Qur'an. Read the story of the Revelation.</li> <li>• Look at and discuss verses from the Qur'an. Discuss these and reflect upon their importance from the Muslim way of life. How would you have to change your life to carry out these?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Picture of the Qur'an being read CFER.</li> <li>• Resource sheet; Selection of verses in translation showing respect/good conduct; cleanliness/hygiene; patience; charity and diet.</li> <li>• Resource sheet; Teaching Points – Islam.</li> <li>• Qur'an and Qur'an Stand.</li> </ul>	

## Islam Key Stage 2

### Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>What are the key customs followed during Ramadan and Id-ul- Fitr?</b>	<b>Key words</b> • Ramadan • Id-ul-Fitr • Commitment • Fast • Shawm
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Times of fasting. Reasons for fasting . Importance of the Mosque during Ramadan</li> <li>• Qur'an – Laylat ul Qadr –Night of Power, remembering the revelations of the Qur'an</li> <li>• Spending last 10 days in the Mosque, charity,</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Why do people go to special places to worship? what are the challenges facing Muslims at work and school during Ramadan?</li> <li>• How do you show commitment to your friends and family?</li> <li>• What do you do when it is a celebration or festival time? How have you remembered a special time?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Draw a spider diagram of the communities you belong to and how you show your connection</li> <li>• Design a leaflet explaining what happens during Ramadan</li> <li>• Investigate a range of Id cards to identify common practices</li> <li>• Interview a Muslim speaker and devise a diary entry for a day during Ramadan</li> <li>• Research and write a newspaper article about Ramadan and the practise of fasting.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Various Greetings Cards</li> <li>• Imran Learns About Ramadan – S Nazlee ISBN 1897940114</li> <li>• Muslim Festivals – Celebrations Wayland ISBN 1852108207</li> <li>• <a href="http://www.bbc.co.uk/schools/religion/islam/ramadan_activities.shtml#videos">http://www.bbc.co.uk/schools/religion/islam/ramadan_activities.shtml#videos</a></li> <li>• <a href="http://www.bbc.co.uk/schools/religion/islam/ramadan_activities.shtml#videos">http://www.bbc.co.uk/schools/religion/islam/ramadan_activities.shtml#videos</a></li> </ul>	

# Islam Key Stage 2

## Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>Why are the Five Pillars of Islam significant for many Muslims.?</b>	<b>Key words</b> <ul style="list-style-type: none"> <li>• Shahadah – the declaration of faith</li> <li>• Salah • Sawm • Zakah • Hajj</li> <li>• Sawm – fasting • Zakah – charity • Hajj – pilgrimage</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The Five Pillars are; Shahadah – the declaration of faith</li> <li>• Salah – prayer</li> <li>• Sawm – fasting</li> <li>• Zakah – charity</li> <li>• Hajj – pilgrimage</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What are the rules that guide you? Who told them to you?</li> <li>• Where did the 5 Pillars come from?</li> <li>• Why do Muslims attach importance to these rules?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Read statements and quotes from the resource sheet and sort into five groups arrange as Five Pillars.</li> <li>• Devise five beliefs that affect the way you live.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Five Pillars Islam – K Knight ISBN 0750214457</li> <li>• Resource sheet – The Five Pillars</li> </ul>	

## Islam Key Stage 2

### Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>How important is the home for living the Muslim faith?</b>	<b>Key words</b> • Halal/Haram • Salah • Zakah
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Festivals</li> <li>• Salah – the five compulsory daily prayers</li> <li>• Halal and haram food</li> <li>• Zakah and Sadaqah – giving to charity</li> <li>• Islamic Relief</li> <li>• Importance of the home /Importance of food /Importance of dress</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Is there a part of your home that is special to you?</li> <li>• Do you have any special rules to follow about the food you eat? Are there times when you wear very special clothes that are different to your normal clothes? Why do you?</li> <li>• Why do Muslims remove their shoes indoors?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Investigate food packages to see if Muslims are allowed to eat the contents.</li> <li>• Invent a birthday party menu and make sure your Muslim friend can eat it.</li> <li>• Look at a prayer mat, can you see a mistake in the weave? Only Allah is perfect.</li> <li>• Find out about Islamic relief and the Red Crescent</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Halal food packages</li> <li>• A Prayer mat</li> <li>• I am a Muslim ISBN 0863131387</li> <li>• Poster of prayer at home eg Folens packs</li> </ul>	

# Judaism Key Stage 2

## Authority and Worship

<b>Learning Objectives</b>	<b>What do Jewish people believe about God</b>	<b>Key words</b> • God • Jews • Shema • Authority • Mezuzah
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• God as creator, carer</li> <li>• The Shema</li> </ul>	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• What do we mean by Authority?</li> <li>• What is God like? Find examples</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Recap learning on Judaism in KS1</li> <li>• Do the Attributes of God activity resource sheet</li> <li>• Discuss the words of the Shema and write a 'parchment' with one thing you believe to be true on it.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Resource sheet Attributes of God</li> <li>• Resource sheet The Shema</li> </ul>	

## Judaism Key Stage 2

### Authority and Worship

<b>Learning Objectives</b>	<b>Why is Moses an important figure for Jews? (The Exodus) (The early life of Moses is in KS1)</b> See 10 Commandments in Sacred writings section	<b>Key words</b> <ul style="list-style-type: none"> <li>• Moses • Pesach/Passover</li> <li>• Seder meal • The Haggadah</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Ten plagues. Pesach (Passover). Journey to the Promised Land.</li> <li>• Passover is also called The Festival of Freedom and is a celebration of freedom, not just in Biblical times, but its importance to the individual today and throughout history.</li> <li>• Part of Pharaoh is in all of us in the stubbornness and close mindedness that ultimately trips us up.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Who is special to us?</li> <li>• How do we show them respect?</li> <li>• How did Moses command the respect of the people? What are the qualities of a leader?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Briefly recap the early life of Moses from KS1. Research the Ten plagues and the reason for them. Children to revisit the story focusing on oppression, slavery, Moses, plagues and the escape.</li> <li>• Role play in groups - Some the role of Moses and the Hebrews-despair mixed with hope - Some - Pharaoh and the Egyptians and how they feel in the story then to present day How this may effect Jewish thoughts/feelings. Plot a feelings graph depicting the emotions at the time of the characters during the story</li> <li>• Research the ways Passover is celebrated and why so important for Jewish culture. Look at a child's Haggadah and think about the questions that are asked every year.</li> <li>• What is the importance of Passover to modern day Jews? Make a Seder plate of food with labels. Research the symbolism of the foods</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Who Knows Ten – M. Cone ISBN 6524639</li> <li>• DVD Moses – Testament Channel 4</li> <li>• DVD Animated World Faiths – Moses Channel 4</li> <li>• Childs Haggadah. Example of a Seder plate. Passover artefacts CFER</li> <li>• BBC Religions; Judaism</li> </ul>	

# Judaism Key Stage 2

## Authority and Worship

<b>Learning Objectives</b>	<b>Why is prayer and worship important to many Jews?</b>	<b>Key words</b> • God • The Shema
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Different forms of prayer</li> <li>• Orthodox Jews pray x3 times a day.</li> </ul>	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• How do we communicate? What do our actions mean?</li> <li>• How do we show praise? Recap the Mezuzah case</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Recap the words of The Shema from the resource sheet. Explore important values in own life – class discussion.</li> <li>• Find out how Jewish people pray. Link to the learning objective on the Tallit and Capel</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• DVD Water Moon candle Trees and Sword Channel 4 Stop look and Listen</li> </ul>	

## Judaism Key Stage 2

### Authority and Worship

<b>Learning Objectives</b>	<b>What is the importance of the Tallit (prayer shawl) and Capel (head covering)?</b>	<b>Key words</b> • Tallit • Kippur • Tefillin • Capel
<b>AT1 Learning About</b>	• Prayer shawl has significance in the number of tassels.	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Why are the Tallit and Capel important?</li> <li>• When are they worn?</li> <li>• What do you think happens to them as they get older?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Look at Priest, Vicar, Rabbi, what do they wear and why?</li> <li>• Prepare an interview with a Jew to find out the history of their Tallit and Capel and why they are important</li> <li>• Design a Capel for a special festival</li> <li>• Read – The Always Prayer Shawl and discuss the idea of the renewing of the cloth.</li> <li>• Why do Jews have to strap the Shema to themselves when praying?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Religious artefacts in the classroom – P Gateshill and J Thompson ISBN 034057002 4</li> <li>• Posters of Jewish prayer shawl and Tefillin Jewish prayer artefacts</li> <li>• Tallit and Capel CFER</li> <li>• The Always Prayer Shawl – S Oberman ISBN 0140561579</li> </ul>	

## Judaism Key Stage 2

### Sacred and Inspirational Writings

<b>Learning Objectives</b>	<b>What is the Tenakh and what is the Torah?</b>	<b>Key words</b> • Tenakh • Torah Scroll • Simchat • Torah
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The Tenakh is made up of the Torah meaning law( five books of Moses) The Nevi'Im ( the Prophets) The Ketuvim (the writings) someone who writes the scrolls is called the sofer. The scrolls are all the same.</li> </ul>	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• Where and how do we keep special books?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Research the festival of Simchat Torah. What happens in the synagogue?</li> <li>• Make a scroll with information on Simchat Torah in it. Why are Jewish people so joyful at this time?</li> <li>• Try to copy a paragraph without making any mistakes at all, as a sofer has to do. Find out what happens when a mistake is made</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Google; Images for pictures of the Torah</li> <li>• Simchat Torah resources from CFER</li> </ul>	

## Judaism Key Stage 2

### Sacred and Inspirational Writings

<b>Learning Objectives</b>	<b>What is the importance of the Ten Commandments given to Moses?</b>	<b>Key words</b> <ul style="list-style-type: none"> <li>• Ten commandments</li> <li>• Moses</li> <li>• Synagogue</li> <li>• Torah</li> <li>• scroll</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The 10 commandments are a summary of the rules that God wants the Jewish people to live by. The same rules are important to Christian people. It is a pleasure for religious people to follow Gods rules.</li> </ul>	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• What rules do you have for yourself? Your family? Your class? Your school?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Tablets with the commandments on them might have been seen on a visit to the Synagogue or show a poster with them depicted on tablets. Why might they be in the synagogue?</li> <li>• Do you think it is important for Jews to obey them completely? Find out how Orthodox and Liberal Jews interpret the rules.</li> <li>• Make a set of clay (or cardboard) tablets with some rules for the class to follow</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Who Knows Ten – M. Cone ISBN 6524639</li> <li>• The Old Testament</li> <li>• Posters of the inside of a Synagogue</li> </ul>	

# Judaism Key Stage 2

## Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>Why is the festival of Rosh Hashanah important for Jewish people?</b>	<b>Key words</b> • Rosh • Hashanah • Shofar
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Rosh Hashanah is also a judgement day, when Jews believe that God balances a person's good deeds over the last year against their bad deeds, and decides what the next year will be like for them. Also a festival which commemorates the creation of the world. Special symbolic food is eaten</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What's the most meaningful thing in my life?</li> <li>• Who in my life means the most to me? How often do I let them know this?</li> <li>• What are the most significant things I've achieved in the past year?</li> <li>• What do I hope to achieve next year and in my life generally?</li> <li>• What happens during the Ten Days?</li> <li>• Why is a Shofar blown?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Share apples dipped in honey as a symbol of the sweet New Year that people hope lies ahead.</li> <li>• Consider the questions and make a timeline of the past year with significant achievements on it.</li> <li>• Look at a pomegranate; it contains 613 seeds, a reminder to the Jews of the 613 commandments in the Hebrew Bible.</li> <li>• Write a news report of the activities in the synagogue during the whole ten day festival.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Artefact box from CFER</li> <li>• Posters at CFER</li> <li>• A pomegranate</li> </ul>	

# Judaism Key Stage 2

## Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>Why is Yom Kippur important for Jewish people and what happens during this time?</b>	<b>Key words</b> • Yom Kippur • Atonement • Fasting
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• To concentrate on being sorry for wrongdoing</li> <li>• Moses and the special relationship with God</li> <li>• Interpretation of Leviticus 23:26-32</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• How can we say sorry?</li> <li>• How can we show we are really sorry?</li> <li>• How would God know if they were sorry?</li> <li>• Who keeps Yom Kippur?</li> <li>• What happens on the day?</li> <li>• Is it a good idea to have a special time to say sorry to God?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Look at artefacts connected with Yom Kippur</li> <li>• Research the origins of Yom Kippur, why might there be a day of healing your relationship with God? Devise a programme of preparation and celebration</li> <li>• Role play times when children have done something they thought was right but was wrong</li> <li>• Reflect on own behaviour during the past year. Make a large set of scales using DT resources or use a large real set and fill with drawings or explanations of 'things I am really proud of,' and in the other the same but as 'things I am sorry for.'</li> <li>• Which of the sides is the heaviest?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• All About Yom Kippur – J Groner &amp; M Wikler ISBN 1580130054</li> <li>• Teaching Yom Kippur – T Cohen ISBN 189810073</li> <li>• Resource box from CFER</li> </ul>	

# Sikhism Key Stage 2

## Authority and Worship

<b>Learning Objectives</b>	<b>What do Sikhs believe about God?</b>	<b>Key words</b> • Waheguru • Ik Onkar • Equality • Belief • God • Nam • Japna
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• There is only God who made everything and all religions lead to the same God, but from different paths. Sikhs believe God has no form or shape.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Do you have a belief? What do you believe? What do you picture when you think of God?</li> <li>• Can you think of any other religions that believe in one God?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• What is the symbolism of the Ik Onkar?</li> <li>• Make an Ik Onkar Use a pencil to draw the two parts of the symbol onto card. Cut them out, use pens, crayons or paints to colour in. Decorate with glitter or sequins. Stick the symbol to a window or make a mobile.</li> <li>• Discuss, find out all the ways people show devotion to their God.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Espresso – LGfl ‘God’</li> <li>• Ik Onkar template</li> <li>• DVD Believe it or Not</li> <li>• World of Faith The Life of Guru Nanak – S Humble-Jackson ISBN 1862152519</li> <li>• DVD Animated World Faiths</li> </ul>	

# Sikhism Key Stage 2

## Authority and Worship

<b>Learning Objectives</b>	<b>What are the significant times in the life of Guru Nanak?</b> <b>How did Guru Nanak spread his teachings?</b>	<b>Key words</b> • Idioms – if you can't say something nice, say nothing at all etc. • Equality • Fairness • Justice
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Guru Nanak is the founder of Sikhism. It was very important to him that people were treated equally and fairly.</li> <li>• Guru means teacher</li> <li>• What qualities do we admire? Why? What qualities are needed in the leader of a faith? Why?</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• How is the life of a significant religious figure important to believers?</li> <li>• How did Guru Nanak's disappearance as a young man change his life? Does this remind you of any other religious experiences?</li> <li>• Can you think of a time when you feel that you were not treated fairly? How did that make you feel?</li> <li>• How would pupils like to be treated and how should they treat others?</li> <li>• What qualities do we admire? Why? What qualities are needed in the leader of a faith? Why?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Read and discuss key events. Give children an empty time line with events out of sequence to order.</li> <li>• Children to work in groups research different aspects of Guru Nanak's life. One child from each group to 'cascade' their findings to another group. Use a silhouette of Guru Nanak. Outside use words that describe him physically/his actions. On the inside write the qualities he showed. Read and discuss the teachings of the stories.</li> <li>• As a class and then individually create statements of what Guru Nanak might say and what pupils themselves would say about how everyone should behave towards others/circle time.</li> <li>• Read the story of Guru Nanak and the leper. Discuss the lessons to be learned</li> <li>• Discuss different ways a message could be spread today email, phone, text, BBM etc.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• DVD Animated World Faiths</li> <li>• Posters/pictures of the Gurus</li> <li>• Living Festivals series Images of : telephones; mobiles; Letters; television; radio etc</li> <li>• Resource sheet; Stories of Guru Nanak</li> <li>• Link to SEAL./Circle Time games – if you have shoes on you can move, all those with blonde hair may move etc.</li> <li>• DVD Water, Moon, Candle, Tree and Sword Channel 4</li> </ul>	

# Sikhism Key Stage 2

## Authority and Worship

<b>Learning Objectives</b>	<b>Where do Sikhs go to worship?</b> <b>How do the practices in the Gurdwara symbolise equality?</b>	<b>Key words</b> • Gurdwara • Takht • Guru • Granth • Sahib • Langar • Palki • Nishan sahib
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The place of worship is called the Gurdwara.</li> <li>• There is a worship space and space for a kitchen and a space for eating called the Langar, anyone who comes will be offered food.</li> </ul>	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• Where are your special places?</li> <li>• How can people show they're equal in a special place? Who uses the Langar? How does the Langar/Gurdwara show equality?</li> <li>• Who is allowed food? Who serves the food?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Investigate the Gurdwara using posters. Visit a Gurdwara.</li> <li>• Discuss why people take their shoes off and cover their heads when entering. Discuss how sharing helps the giver and receiver.</li> <li>• Investigate a range of pictures of a Gurdwara and describe how equality is shown. Reflect upon the sayings sheet and design/ make a picture to illustrate one of the sayings.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Posters of a Gurdwara</li> <li>• Nishan Sahib – flag. Visit to the Gurdwara</li> <li>• DVD Believe it or not</li> <li>• Resource sheet; The Gurdwara, Sayings of Guru Gobind Singh</li> </ul>	

## Sikhism Key Stage 2

### Sacred and Inspirational Writings

<b>Learning Objectives</b>	<b>What is the inspirational writing that Sikhs follow?</b> <b>What are the special ways the Sikh writings are treated?</b>	<b>Key words</b> • Guru • Granth • Sahib • Sahib • Gurmukhi • Rumala • Respect • Chauri • Granthi • Akhand • Path
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The Guru Granth Sahib is the final Guru.</li> <li>• Guru Granth Sahib is treated as a human Guru with respect in the Gurdwara. Not many Sikhs have a copy in their homes</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Who is allowed to read from the Guru Granth Sahib?</li> <li>• Can you name any other holy books? Can you think of something you have learnt from someone you have never met?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Watch 'Holy Book' and discuss. How would you treat a very special guest coming to stay in your home?</li> <li>• Design a room in a house suitable for keeping a Guru Granth Sahib</li> <li>• Hot seat children to find out what they would do.</li> <li>• Discuss how special books are kept and why they are special.</li> <li>• Devise a cover for the Guru Granth Sahib to reflect the Ik Onkar or Mool Mantra.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Espresso Faiths – Holy Book (LGfl)</li> <li>• Someone from the Sikh community to share stories and practices</li> <li>• Artefacts; Rumula Cover and Chauri CFER</li> <li>• DVD Water Moon Candle Tree and Sword –Sikh section</li> <li>• DVD Believe it or not – Sikhism</li> <li>• Pictures showing how the Granth is treated</li> <li>• My Sikh Life</li> <li>• Websites <a href="http://www.siknet.com/stories">http://www.siknet.com/stories</a>. <a href="http://Sikhs.org">http://Sikhs.org</a>. <a href="http://sikh.net/Sikhism/gurus">http://sikh.net/Sikhism/gurus</a></li> </ul>	

## Sikhism Key Stage 2

### Sacred and Inspirational Writings

<b>Learning Objectives</b>	<b>What is it that tells people what Sikhs believe?</b>	<b>Key words</b> • Ik • Onkar
<b>AT1 Learning About</b>	• The Mool Mantar at the beginning of the holy book ( The Guru Granth Sahib) tells people what Sikhs believe	
<b>AT2 Example questions.</b> <b>Learning from</b>	• What rule/code would you live by? Do any other religions have rules?	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Give copies of the Mool Mantar. Discuss their understanding.</li> <li>• Children devise their own set of rules they think they should live by. Compare with the rules of other faiths</li> </ul>	
<b>Resources</b>	• Resource sheet; The Mool Mantar	

## Sikhism Key Stage 2

### Sacred and Inspirational Writings

<b>Learning Objectives</b>	<b>What are some of the practices used with the Guru Granth Sahib?</b>	<b>Key words</b> • Granthi • Akhand • Path • Gurmurkhi
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• It takes 48 hours to read the Guru Granth Sahib from beginning to end without any breaks. This is done on festival times by teams of readers. The non-stop reading of the Guru Granth Sahib is called the Akhand Path</li> </ul>	
<b>AT2 Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• Where can the Akhand Path take place?</li> <li>• Why does it take place?</li> <li>• What do the readers feel like when they are chosen to read?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Share a text with the class. How easy/difficult would it be to read continuously for 48 hours?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Espresso – LGfl ‘Holy Book’</li> <li>• Replica of Guru Granth Sahib-CFER</li> <li>• Sikh visitor to talk about their feelings for the Holy writings</li> </ul>	

# Sikhism Key Stage 2

## Lifestyle and Celebrations

<b>Learning Objectives</b>	<p><b>Why is Guru Gobind Singh important?</b></p> <p><b>What does it mean to belong to the Khalsa?</b></p>	<p><b>Key words</b></p> <ul style="list-style-type: none"> <li>• Khalsa • Guru • Gobind • Singh</li> <li>• Community • Khalsa • Freedom • Singh • Kaur</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Guru Gobind Singh was the last human Guru and decreed that the Guru Granth Sahib would be the final Guru.</li> <li>• He joined the Sikhs together as a community which is called the Khalsa.</li> </ul>	
<p><b>AT2 Example questions.</b></p> <p><b>Learning from</b></p>	<ul style="list-style-type: none"> <li>• What was the Guru trying to teach the Sikh community?</li> <li>• What groups do we belong to? How did we become members?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Find out about Guru Gobind Singh. Look at the story of the making of the Khalsa</li> <li>• Read the story of The Tiger and Donkey Skin and discuss what different uniforms mean.</li> <li>• Sequence the story of Making of the Khalsa.</li> <li>• Why are Sikh men called Singh and women Kaur?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Resource sheet- Baisakhi</li> <li>• DVD Stop Look Listen – Water Moon Candle Tree and Sword (and teachers notes) –Channel 4</li> </ul>	

## Sikhism Key Stage 2

### Lifestyle and celebrations

<b>Learning Objectives</b>	<b>What happens at the festival of Vaisakhi/Baisakhi, how is it celebrated?</b>	<b>Key words</b> • Baisakhi • Vaisakhi • Nishan • Sahib • Khanda
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The festival of Baisakhi is a renewal of the faith. It is a celebration of the faith community. The flag is renewed at the Gurdwara as well as a reading of the whole Guru Granth Sahib.</li> </ul>	
<b>AT2 Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• Why is it important to renew your faith annually?</li> <li>• Do other faith groups have a similar festival of renewing their faith?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Find out about the first Baisakhi.</li> <li>• Interview the crowd at Baisakhi to show media reaction.</li> <li>• Write a newspaper article as if you were one of the crowd at Baisakhi.</li> <li>• Role play two people from the crowd meeting up years after the event.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Espresso Sikhism</li> <li>• Khanda stencil</li> <li>• DVD Water Moon Candle Tree and Sword Channel 4</li> <li>• Resource Sheet – Sayings of Guru Gobind Singh</li> </ul>	

# Sikhism Key Stage 2

## Lifestyle and celebrations

<b>Learning Objectives</b>	<p><b>What is the symbolism of the 5Ks which are worn by some Sikhs?</b></p> <p><b>What is the the significance of the turban which is worn by some Sikhs?</b></p>	<p><b>Key words</b></p> <ul style="list-style-type: none"> <li>• Kachera • Kara • Kirpan • Kangha • Turban</li> <li>• Patkha cloth</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Not all Sikhs wear the 5 Ks. What is the law regarding wearing these items?</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What symbols of identity do we wear? Why are they important?</li> <li>• What does it feel like to be part of a group? Why the turban is worn?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Devise own shield of belonging.</li> <li>• Problem solve what Sikhs might do when they are not allowed by law to wear the Kirpan</li> <li>• Discuss what groups/communities pupils belong to and how they shown they are members</li> <li>• Discuss jobs where headgear is worn, what do children think happens to Sikhs? Find out</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Refer to Teaching Points – Sikhism at Key Stage 2</li> <li>• Posters showing the 5Ks being worn CFER</li> <li>• DVD Believe It or Not</li> <li>• Pictures of the Khalsa</li> <li>• A Turban cloth and a Patkha CFER</li> </ul>	

## Sikhism Key Stage 2

### Lifestyle and celebrations

<b>Learning Objectives</b>	<b>What is the importance of Bandi Chor (Prisoners Release day) and Amritsar to the Sikh Community?</b>	<b>Key words</b> • Bandi • Chor • Festival of freedom • Amritsar • Guru • Har • Gobind
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Bandi Chor is celebrated as the return of Guru Har Gobind. Amritsar is the site of the Golden temple.</li> <li>• It is celebrated on the same day as Hindu Diwali</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Do you know what Bandi Chor means?</li> <li>• Do you know why Bandi Chor is celebrated? How do Sikhs prepare for Bandi Chor? What do they do during Bandi Chor?</li> <li>• Why do people celebrate festivals?</li> <li>• Why is Amritsar a place of pilgrimage</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Make a figure of the Guru wearing his long cloak or make a class picture of the Guru with the Princes holding on to his cloak. Role play story of the release of Guru Har Gobind.</li> <li>• Interview a Sikh visiting speaker to find out what happens at Bandi Chor in Croydon. Write a newspaper article on how the Guru and the Princes got free.</li> <li>• Extension- Recap briefly what the pupils know about Hindu Diwali and compare the reasons and celebrations with those of the Sikh community</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Espresso – LGfl ‘Festivals’ part 1 and 2</li> <li>• Clay, Paints and tea lights</li> <li>• Bandi Chor cards for Sikhs. Rangoli patterns</li> <li>• DVD Looking at Faith- Programme I</li> </ul>	

## Challenge Key Stage 2

Year 3/4 Why should we care for our world?

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>Why and how do people care for the local environment?</b></p> <p><b>In what ways is the Earth being damaged by people?</b></p> <p><b>Why and how we should care for the whole Earth?</b></p>	<ul style="list-style-type: none"> <li>• Why should we care for the Earth?</li> <li>• Who is responsible for caring for the local environment?</li> <li>• What do trees make you think/feel?</li> <li>• If you were a tree what sort of tree would you be?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you feel when something special to you is damaged?</li> <li>• How might one action of destruction lead to a chain of destructive events?</li> </ul>	<ul style="list-style-type: none"> <li>• Play 'I Spy' using the colours of the local environment.</li> <li>• Create a perfect world. Decide what to put in e.g. animals and what to leave out e.g. Diseases.</li> <li>• Create a 'thank you' board for people who look after the school and local environment.</li> <li>• Make a collage of the ways people damage the Earth and the ways people care for it.</li> <li>• Play some trading games and discuss the emerging issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Photo packs e.g. Philip Green series.</li> <li>• Faiths for a Future REEP ISBN 1851751637 J Newton Citizenship Foundation</li> <li>• Global Gang – Christian Aid <a href="http://www.users.co.uk/-reep/">www.users.co.uk/-reep/</a> <a href="http://www.envirolink.org/">www.envirolink.org/</a></li> <li>• Water Game</li> <li>• Paper Bag Game – Christian Aid.</li> </ul>
<p><b>Why do people of faith think they have a duty to care for the environment?</b></p>	<ul style="list-style-type: none"> <li>• What does stewardship mean?</li> <li>• How have we benefited from actions of people who have lived before us?</li> <li>• What could we do to help the environment for the next generation?</li> </ul>	<ul style="list-style-type: none"> <li>• See below for specific examples.</li> </ul>	<ul style="list-style-type: none"> <li>• See below for specific examples</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant websites of environmental groups.</li> <li>• Resources sheets Sioux Poem Forefathers.</li> <li>• Resources and DVDS from CFER.</li> </ul>

## Challenge Key Stage 2

Year 3/4 Why should we care for our world?

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>Why do Christians consider it important to care for others and the Environment?</b></p> <p><b>What do they do?</b></p>	<ul style="list-style-type: none"> <li>• How can we show respect?</li> <li>• Why is it important to share?</li> <li>• What do we need and what do we want?</li> <li>• How can we care for the local environment?</li> <li>• What is devotion?</li> <li>• What is compassion?</li> <li>• Why should we care for others?</li> <li>• What beliefs would we suffer for?</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of sharing resources?</li> <li>• How and why Christians should look after the planet.</li> <li>• For example: Jesus teachings Martin Luther King Mother Teresa Desmond Tutu Maria Gomez Work of the Salvation Army (homelessness) Tear Fund Christian Aid Peace Witnesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Play co-operative trade games eg Christian Aid pack</li> <li>• Investigate the Gomez Cross and design a similar symbol for another role model</li> <li>• In groups present a profile of one Christian who has shown they care for others and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Trading games eg Whole World Cake, Banana</li> <li>• Game from Christian Aid</li> <li>• When the World Was New – A de Lynam ISBN 0745942717</li> <li>• Gomez Cross – Christian Aid</li> <li>• CAFOD and Christian Aid resources and magazines</li> <li>• Global gang website</li> </ul>
<p><b>Why do Muslims consider it important to care for others and the Environment?</b></p> <p><b>What do they do?</b></p>	<ul style="list-style-type: none"> <li>• Why should we care for others?</li> <li>• How can we care for others?</li> <li>• How can we care for the world during our stay?</li> </ul>	<ul style="list-style-type: none"> <li>• know that Muslims respect and appreciate all that Allah created;</li> <li>• Muslims believe that Allah created the world and all that is in it.</li> <li>• know that Muslims give thanks for Allah's creation.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite a Muslim from the Mosque to come and talk about activities to do with caring for the environment.</li> <li>• Investigate the concept of Zakah, Charity.</li> <li>• Listen to Stories and sayings of the Prophet.</li> <li>• Research into Islamic Relief.</li> <li>• Read Muhammad's Desert Night and discuss how the environment is shown to be important.</li> </ul>	<ul style="list-style-type: none"> <li>• Video - 'Pathways of Belief' Islam programme 1 - BBC</li> <li>• Resource sheet; Sayings from the Hadith</li> <li>• Stories such as The Crying Camel and The Hungry Dog, CFER</li> </ul>

## Challenge Key Stage 2

Year 3/4 Why should we care for our world?

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>Why do Jewish people consider it important to care for others and the Environment?</b></p> <p><b>What do they do?</b></p>	<ul style="list-style-type: none"> <li>• Why do many people plant trees?</li> <li>• Why are trees important for the environment?</li> </ul>	<ul style="list-style-type: none"> <li>• Tu B'shevat -Jewish tree planting festival.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about the festival of Tu B'Shevat?</li> <li>• Decide which person would you plant a tree for and why?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Resource sheet</b> Leaf for the tree of hope.</li> <li>• Tu B'Shevat booklet – CFER</li> <li>• Teaching RE: Harvest 5-14 CEM ISBN 1851000593</li> </ul>
<p><b>Why do Buddhists consider it important to care for others and the environment?</b></p> <p><b>What do they do?</b></p>	<ul style="list-style-type: none"> <li>• How do Buddhists show compassion?</li> <li>• Why are many Buddhists vegetarians?</li> <li>• Which communities do we belong to?</li> <li>• How do we show we belong?</li> <li>• Concept of the Sangha.</li> </ul>	<ul style="list-style-type: none"> <li>• Vegetarianism.</li> <li>• Extending loving kindness.</li> <li>• Stories from the life and teachings of the Buddha.</li> <li>• Showing care for others.</li> <li>• To understand that the Buddha taught respect for all life.</li> <li>• Sangha is the term used for the Buddhist spiritual community. The Sangha is precious in Buddhism as, the spiritual life would be very challenging without those in the community to look up to or share aspirations with.</li> </ul>	<ul style="list-style-type: none"> <li>• Read some of the sayings from the Dhammapada.</li> <li>• Look at how following the eight fold path could lead to the removal of suffering.</li> <li>• Illustrate a class picture of the eight fold path.</li> <li>• How is the Bodhi tree honoured by Buddhists today?</li> <li>• Is an animal's life less important than a human's?</li> <li>• Read Siddatha and the Swan, Why did Siddatha care for the swan?</li> <li>• Discuss as a class or in groups; How do we show we care for all life? Are all creatures special? Why are many Buddhists vegetarians? What animals are we dependent upon and how?</li> <li>• Why did Buddha teach respect for all life. How could you do that at home?</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Buddhism 5-11 – CEM ISBN 1851000828</li> <li>• Posters of Bodhi trees</li> <li>• A Bodhi leaf.</li> <li>• DVD Quest – Channel 4</li> <li>• Siddatha and the Swan ISBN 1899579109</li> <li>• DVD The Monkey King and Other Tales -</li> <li>• Clearvision Video Pack</li> <li>• DVD Animated World Faiths – Channel 4.</li> <li>• DVD Buddhism Key Stage 2 – Clearvision.</li> </ul>

## Challenge Key Stage 2

Year 3/4 Why should we care for our world?

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>Why do Hindus consider it important to care for others and the environment?</b></p> <p><b>What do they do?</b></p>	<ul style="list-style-type: none"> <li>• Why are families important?</li> <li>• Why is it important to care?</li> <li>• How do Hindus show we care for other people/ animals?</li> </ul>	<ul style="list-style-type: none"> <li>• Extended families.</li> <li>• Care for all life (Ahimsa).</li> <li>• Care involves kindness, respect, truth and honesty.</li> <li>• Dharma.</li> <li>• The cow is a sacred animal.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore greetings known by the class, celebrating the languages and cultures they represent. Do pupils know the meanings of these?</li> <li>• Demonstrate the 'Namaste' greeting by placing hands together and slightly bowing towards the other person. Discuss the Hindu belief that we, the soul, live in the heart, and that God is there with us on our journey throughout life. Emphasise that respect paid to each other is part of Hindu beliefs about the soul, which is a part of God.</li> <li>• Explain that Hindus believe that all human beings are one family, write down words describing feelings about belonging to a family of all human beings everywhere.</li> <li>• Make a zig-zag book showing something special that each member of your own family can do.</li> <li>• Use a map of the world to identify where members of the class have relatives living.</li> <li>• Read the story of Krishna and the Serpent.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Resource sheet</b> Krishna and the Serpent.</li> <li>• Pictures of people from all around the world.</li> <li>• Poster of greetings in different languages.</li> </ul>

## Challenge Key Stage 2

Year 3/4 Why should we care for our world?

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>Why do Sikhs consider it important to care for others and the environment?</b></p> <p><b>What do they do?</b></p>	<ul style="list-style-type: none"> <li>• How do Sikhs show they care?</li> <li>• What is meant by serving?</li> <li>• How are we served?</li> <li>• Concept of Sewa</li> <li>• How do we share with less fortunate people?</li> </ul>	<ul style="list-style-type: none"> <li>• The Langar Hall</li> <li>• Service to all</li> <li>• Kirat Karni – to earn a living by honest means.</li> <li>• Vand Chhakna – to share one's earnings with less fortunate people.</li> <li>• Examples shown by Guru Har Gobind</li> </ul>	<ul style="list-style-type: none"> <li>• Make a collage of the different ways people can serve others/show that they care.</li> <li>• Discuss what jobs you would or would not do and why?</li> <li>• Make some karah parshad and share together 2tbsp each of semolina, brown sugar, water and melted butter. Cook butter and semolina for 5 mins, add sugar melted in water, stir thoroughly.</li> <li>• Invite a member of the Sikh community to speak about the different ideas of service in sewa.</li> </ul>	<ul style="list-style-type: none"> <li>• Sikh visitor.</li> <li>• DVD Croydon Community Video.</li> <li>• Information from CFER.</li> </ul>

## Challenge Key Stage 2

### Year 3/4 Why do you judge me?

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>In what ways are people discriminated against today?</b></p>	<ul style="list-style-type: none"> <li>• What does discrimination mean?</li> <li>• Where/how does discrimination happen? – in school/at home/in the street.</li> <li>• Why do people discriminate against others, is it a rational action?</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm 'barriers' in school, locally, nationally, globally.</li> <li>• Identify who/what creates each barrier.</li> <li>• From a range of picture books identify what keeps people apart.</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm what is meant by discrimination.</li> <li>• Role play some situations where discrimination is happening and discuss how to act differently.</li> <li>• Discuss feelings that develop through discrimination.</li> <li>• Look for examples of discrimination in the newspapers and discuss.</li> <li>• In pairs list three things that make you the same and three things that make you different.</li> </ul>	<ul style="list-style-type: none"> <li>• Newspapers and magazines.</li> <li>• DVD Croydon Community video (Role models).</li> <li>• Books on Co-operative Games –CFER.</li> <li>• What if the Zebras Lost Their Stripes –J Reitano ISBN 080 9166 496.</li> </ul>
<p><b>Why do some people judge or 'label' others without knowing them?</b></p>	<ul style="list-style-type: none"> <li>• What is special about you that makes you different?</li> <li>• When are there times when some people are left out?</li> <li>• Have you ever stopped someone joining a group or activity?</li> </ul>	<ul style="list-style-type: none"> <li>• What do people mean when they say 'labels stick'?</li> <li>• Why do people 'label' other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore relevant fiction to recognise how prejudging is harmful.</li> <li>• In pairs describe three things that make you the same and three that make you different.</li> <li>• Do a class exercise where one group are deemed as the best people for the day. How do the children feel even though they know it is an exercise? Hold a circle time to discuss feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Somebody Else – M Pfister ISBN 0735810095.</li> <li>• Time to Go Hippo – B Hartman ISBN 0745941621.</li> <li>• Let's Make a Difference – J Core ISBN 01814550896.</li> <li>• Celebrating Identity – C Chambers ISBN 1858560658.</li> <li>• The Whispering Cloth – P Shea ISBN 1563976234.</li> <li>• From a Distance – J Gold ISBN 186039637.</li> </ul>

## Challenge Key Stage 2

Year 3/4 Why do you judge me?

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>What is the significance of Holocaust memorial Day 27<sup>th</sup> January?</b></p>	<ul style="list-style-type: none"> <li>• Who was Anne Frank and why do we remember her?</li> <li>• How can such a day be a 'bridge-builder'?</li> <li>• How would it feel to be banned from school, the park, the doctor etc?</li> </ul>	<ul style="list-style-type: none"> <li>• Is it important to have a Memorial day each year?</li> <li>• How can such a day be a 'bridge-builder'?</li> </ul>	<ul style="list-style-type: none"> <li>• What five items would you take with you if you suddenly had to leave home?</li> <li>• Show a picture of Anne Frank and in groups write what you know/think about the picture.</li> <li>• Discuss the rights taken away from Jewish people and individually decide which would be the worst and why. Read some extracts from history and explore the emotions conveyed e.g. bewilderment, anger, frustration.</li> </ul>	<ul style="list-style-type: none"> <li>• Rose Blanche – Roberto Innocenti ISBN 0224028413.</li> <li>• Anne Frank Primary Education Pack (Anne Frank Foundation). Anne Frank On Line. <a href="http://www.annefrank.com/">http://www.annefrank.com/</a></li> <li>• HMD annual education pack. <a href="http://www.hmd.org.uk">www.hmd.org.uk</a></li> </ul>

## Challenge Key Stage 2

Year 3/4 Why do you judge me?

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>What is the significance of the 'Golden Rule' which can be found in many traditions?</b></p>	<ul style="list-style-type: none"> <li>• Why do you think these words are important to so many people?</li> <li>• Is it an easy rule to keep?</li> <li>• How would life at school be better if people kept to this rule?</li> <li>• How would the world be a better place if everyone kept to this rule?</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the Golden Rule from all the faiths and discuss similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a class collage to show what words of the Golden Rule mean in practice.</li> <li>• Design a motto and logo to promote the Golden Rule.</li> <li>• Investigate the context of each of the examples of the Golden Rule.</li> </ul>	<ul style="list-style-type: none"> <li>• Resource sheet-</li> <li>• The Golden Rule.</li> </ul>

## Challenge Key Stage 2

Year 3/4 Why do you judge me?

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>How can we be bridge-builders between people?</b></p> <p><b>Why do you think that some acts of bridge building and asking for forgiveness take courage?</b></p>	<ul style="list-style-type: none"> <li>• What is a bystander?</li> <li>• How can we be bridge-builders?</li> </ul>	<ul style="list-style-type: none"> <li>• Read the story of the 'People of the Garlands' and roleplay.</li> <li>• What is a bystander?</li> <li>• What is a bridge-builder?</li> <li>• Read 'How do you resolve the conflict' resource sheet and answer the questions.</li> <li>• Use the Two Donkeys resources sheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Read The people of the Garlands and act it out as a class- answer the following questions in a discussion afterwards;</li> <li>• How did you feel when the people were kind and caring?</li> <li>• What did it feel like when you were apart from other groups of people?</li> <li>• How did you feel when a stranger appeared?</li> <li>• How did you feel when you started to talk to other people again?</li> <li>• What changed when people started to talk to each other?</li> <li>• What role did the stranger play?</li> <li>• Read How do you resolve the conflict resource sheet and answer the questions?</li> <li>• Problem solve what is happening in the picture story. write a caption for each line. Devise speech and thought bubbles.</li> <li>• What are the qualities/qualifications of a Bridge Builder, make a wanted poster using an example for your class.</li> </ul>	<ul style="list-style-type: none"> <li>• Resource sheet People of the Garlands</li> <li>• Resource sheet How Do You Resolve The Conflict?</li> <li>• Resource sheet Picture story of Two Donkeys.</li> <li>• Let's Meditate – H Stacey &amp; P Robinson ISBN 1873942710.</li> </ul>

## Challenge Key Stage 2

Year 3/4 Why do you judge me?

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>How have the actions of any one individual or organisation that has campaigned against discrimination made a difference?</b></p>	<ul style="list-style-type: none"> <li>• How can we change people's attitudes?</li> <li>• What qualities do we need to challenge people's attitudes?</li> </ul>	<p>Suggestions for research;</p> <ul style="list-style-type: none"> <li>• Martin Luther King.</li> <li>• Rosa Parks.</li> <li>• Nelson Mandela.</li> <li>• Emily Pankhurst.</li> <li>• Family of Stephen Lawrence.</li> <li>• Consul Sugihara.</li> </ul>	<ul style="list-style-type: none"> <li>• In groups make a study of a group or an individual who has made a difference and present to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources and information can be found at CFER;</li> </ul>

## Challenge Key Stage 2

### Year 5/6 Pilgrimage

Learning Objectives	What is the significance of going on a pilgrimage for believers?	Key words • Pilgrim • Pilgrimage • Cathedral • Canterbury
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• A pilgrimage is a religious journey, often very difficult to make, to a special religious place. People do it to help them come closer to God, to get to know God better and to be better Christians/Muslims/Hindus etc.</li> <li>• Canterbury is the chief cathedral in the country (the Archbishop of Canterbury is the leading churchman of the Church of England)</li> <li>• Religious people may see life itself as a pilgrimage ie a religious journey whose purpose is to help them come closer to God. They will try to live their lives according to the guidance of their religion; at important times in their lives, when they have important choices to make, they will pray for God's guidance in making the right decision; and they will see death possibly, depending on the religion, as the possibility of a fuller life with God.</li> </ul>	
<b>AT2 Example questions Learning from</b>	<ul style="list-style-type: none"> <li>• Have pupils got a special place they have been to?</li> <li>• What made the journey special, how did they prepare for it? Was the journey special because of where they went, or was it (also) special in itself? What did they see and do on the journey?</li> <li>• Have parents or grandparents been on a Pilgrimage? Where to?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Pupils to think about their own 'pilgrimage' through life so far and in the future. How will they make decisions about their lives?</li> <li>• In groups make up a set of values to live life by (previous work on the laws of various religions will help) eg I want to be rich/happy/healthy/wealthy/charitable etc. Put the values in order of priority and discuss as a class. Pupils then either make a display of these values or write about their own aspirations for their lives ahead with reasons.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• List of values to help pupils</li> <li>• Pictures of people of different faiths on pilgrimage CFER</li> </ul>	

## Challenge Key Stage 2

### Year 5/6 Pilgrimage

Learning Objectives	What happens when people go on a pilgrimage?	Key words • Pilgrimage • Cathedral
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Different religious groups have different sacred places of pilgrimage. Christians have many sites in this country as well as making pilgrimage to Jerusalem, Lourdes in France and Santiago de Compostela in Spain</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What do you think it feels like to go on a pilgrimage?</li> <li>• What do you think people want to see when they arrive?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• In groups find out about some different Christian places of Pilgrimage in the UK ie Canterbury, Walsingham, Glastonbury, Holywell (Wales) St Albans, Lindisfarne, Iona and the Saints that are connected with these sites. Each group to make a presentation about their findings</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• CFER resources</li> <li>• RE Quest website</li> <li>• Websites for each of the shrines. Rochester and Southwark Cathedrals both have Pilgrimage trails for schools <a href="http://www.york.ac.uk/projects/pilgrimage/explore.html">http://www.york.ac.uk/projects/pilgrimage/explore.html</a> general information</li> </ul>	

## Challenge Key Stage 2

### Year 5/6 Pilgrimage

Learning Objectives	What is the importance of the Hajj for Muslims throughout the world?	Key words • Makkah • Kabah • Hajj • Ummah • Medina • Ummrah
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The Kabah, built by Prophet Ibrahim. The importance of Makkah for worship</li> <li>• Umrah and Hajj Ummrah</li> <li>• Fulfilling the Hajj to Makkah is one of the duties of Muslims, known as the Five Pillars. Muslims who are fit and able to afford it should perform the Hajj at least once in their lifetime.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Why do you think this is one of the five pillars of Islam?</li> <li>• What are the actions that a Muslim has to carry out of the Hajj?</li> <li>• Why is it important to gather together to do a pilgrimage?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Investigate artefacts which have a special significance for Hajj, eg compass, dates, ZamZam water, Ihram.</li> <li>• Do 'Packing the suitcase' activity from the <b>Resource sheet</b>.</li> <li>• Watch a video on the Hajj and use five senses to retell what it was like</li> <li>• Write a postcard from Makkah or one of the other places ie Medina Create a board game of the journey to Makkah</li> <li>• Investigate web-sites offering help for Hajj and Umrah journeys</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <b>Resource sheet</b> Journeys</li> <li>• Posters Photopack – Islam – D Rose ISBN 1852767677</li> <li>• <b>DVD</b> Water Moon Candle Tree and Sword – Channel 4</li> <li>• <b>Resource sheet</b> Packing the Suitcase</li> </ul>	

## Challenge Key Stage 2

### Year 5/6 Pilgrimage

Learning Objectives	What is the main place of pilgrimage for the Hindu community?	Key words • Varnasi • River Ganges • Cremation • Purification
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Pilgrimage is an important aspect of Hinduism. It's an undertaking to see and be seen by the deity.</li> <li>• The River Ganges is a sacred river which many Hindus visit on pilgrimage. In Varnasi (one of the most holy cities in India) visitors may bring the bodies of their dead relatives to be cremated by the Ganges. The visitors also bathe in the river for purification – washing away of sins.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Do you think it is a good or bad thing for a pilgrim to die on their pilgrimages?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Look at pictures of Hindu pilgrimage and find out what a Hindu pilgrim to the Ganges might do. Research what happens at the Kumbh Mela</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Posters from CFER</li> <li>• Various websites</li> </ul>	

## Challenge Key Stage 2

### Year 5/6 Pilgrimage

Learning Objectives	What is the most important part of a pilgrimage for a faithful person?	Key words • Religious expression • Secular
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>Recap the learning and presentations that the pupils have done on the subject of pilgrimage. What are the comparisons between the faith groups activities can they find. Religious pilgrimages have several things in common. Pilgrims see the actual arrival at the holy place as an integral part of the pilgrimage whilst deciding to go, making the plans and undertaking the trip are all important aspects of the pilgrimage</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>Having looked into pilgrimage from the Christian, Hindu and Muslim perspective what have pupils learned about the need for pilgrimage in these faiths?</li> <li>What have pupils discovered about the meanings of different forms of religious expression?</li> <li>Are there secular places of pilgrimage?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>Discuss the learning so far and identify some of the key features of a religious pilgrimage.</li> <li>Draw up a chart to illustrate the similarities and differences in pilgrimage between the three faiths looked at</li> <li>Suggest some places of secular 'pilgrimage' eg Wembley football stadium, Disneyland. Could a trip to such a place have the same meaning as that experienced by a religious person on a pilgrimage?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>Resources from CFER</li> </ul>	

## Challenge Key Stage 2

Year 5/6 Journey of life – exploring changes

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>What are the circumstances that change things in people's lives?</b></p>	<ul style="list-style-type: none"> <li>• How do seasons change?</li> <li>• What moods do you think of for summer, winter, autumn and spring?</li> <li>• What will change in your life?</li> <li>• What won't change?</li> <li>• What ceremonies do people have to mark the changes?</li> </ul>	<ul style="list-style-type: none"> <li>• The different rites of passage that pupils can think of or have experienced so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw mood faces for the seasons.</li> <li>• Watch 'The Fall of Freddie the Leaf'.</li> <li>• Look at pictures of different seasons, emphasising the continuous cycle of nature.</li> <li>• Identify what will change/what won't.</li> </ul>	<ul style="list-style-type: none"> <li>• Fall of Freddie the leaf CFER.</li> </ul>
<p><b>Why are some people admired because of their qualities?</b></p>	<ul style="list-style-type: none"> <li>• Who do we admire?</li> <li>• Why do we admire them?</li> <li>• What do they do that makes them special?</li> <li>• How does their behaviour make them special?</li> <li>• How are they role models?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what qualities we admire in people. Bravery, courage, excellent behaviour etc.</li> </ul>	<ul style="list-style-type: none"> <li>• In groups research a person who is admired because of their qualities. Identify the qualities of the person and explain how you will try to develop those qualities in yourself.</li> </ul>	<ul style="list-style-type: none"> <li>• Websites and books relevant to the person chosen.</li> </ul>

## Challenge Key Stage 2

Year 5/6 Journey of life – exploring changes

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>Why are special moments in some people's lives marked by religious ceremonies?</b></p> <p><b>How do non-religious people mark special times?</b></p>	<ul style="list-style-type: none"> <li>• What are the special moments in a person's life? e.g. naming ceremonies, childhood to adulthood, confirmation, weddings, funerals.</li> <li>• Have you had a day when you felt special?</li> <li>• How did people prepare that day for you?</li> <li>• What was expected of you on the day?</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on key memories the class have from birth to the present day using a timeline with highs and lows.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at photographs, posters and artefacts of items associated with Christian baptism, naming ceremonies for Muslim, Sikh and Rastafarian, confirmation, bar and bat mitzvah maturing to adulthood, marriage, funerals.</li> <li>• Make a timeline on special moments followed by class discussion.</li> <li>• Pupils to talk about the ceremonies in their own faith.</li> <li>• Create a souvenirs table.</li> <li>• Class display of personal milestones or baby photographs.</li> <li>• Class book with each child doing one page in a 'Me' book with a foil mirror in.</li> <li>• Devise a 'Me' shield like a coat of arms.</li> <li>• Read the story of Marcellus and discuss what was special to him and why?</li> </ul>	<ul style="list-style-type: none"> <li>• Artefacts and Posters from CFER</li> <li>• Range of Fiction eg</li> <li>• Badger's Party – H Oram &amp; S Varley ISBN 0006645542</li> <li>• Wonderful Earth – N Butterworth ISBN 1856080056</li> <li>• You Are Very Special – Su Box and Susie Poole ISBN 0745933483</li> <li>• Annie's Gift – Angela Shelf Medearis. ISBN 737243104980</li> <li>• Marcellus – L Simeon ISBN 0863162231</li> <li>• Who Made Me – S Tulloch. ISBN 780745941639</li> <li>• Posters eg Folens from CFER.</li> </ul>

## Challenge Key Stage 2

Year 5/6 Journey of life – exploring changes

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>What ceremonies do we have at the beginning of our life?</b></p>	<ul style="list-style-type: none"> <li>• What are the special ceremonies at the birth of a baby?</li> <li>• Why are our names important?</li> <li>• Why were you given your name?</li> <li>• How were you given your name?</li> <li>• What does your name mean?</li> <li>• Why is it important to know people's name?</li> </ul>	<ul style="list-style-type: none"> <li>• Use the resource sheet for information on different birth rituals and consider a suitable selection for your class.</li> <li>• Consider some of the different ways babies are celebrated and named.</li> </ul>	<ul style="list-style-type: none"> <li>• Write your name vertically and use the first letter to start a word or phrase that describes you.</li> <li>• Look at the order of the baptism service and prayers and promises spoken.</li> <li>• Find out what happens in the first 7 days of a Muslim baby's life. Why do the parents give the weight of the hair to charity?</li> <li>• Listen to a recording of the call to Prayer.</li> <li>• What would you want to whisper into a new born baby's ear?</li> <li>• Design a special Rumula (Sikhism)</li> <li>• Pupils open a book at random and choose a name with the first letter of that page.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the resource sheet for information on different birth rituals.</li> <li>• Baby's first name books.</li> <li>• Welcoming Babies – M Knight ISBN 18005821899</li> <li>• Artefact Boxes from CFER.</li> <li>• My Christian Faith.</li> <li>• My Muslim Life.</li> <li>• My Sikh Life.</li> <li>• My Jewish Life.</li> <li>• Pathways of belief.</li> <li>• Section showing a baby's head shaving.</li> <li>• RE Quest on Christian ceremonies.</li> </ul> <p><a href="http://www.request.org.uk/main/dowhat/rites/rites01.htm">http://www.request.org.uk/main/dowhat/rites/rites01.htm</a></p>
<p><b>Why is marking a change from childhood to adulthood still important for many people?</b></p>	<ul style="list-style-type: none"> <li>• Research some of the rituals and promises associated with confirmation in Christianity and Bar/Bat Mitzvah in Judaism.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on "maturing" ceremonies as a key ritual in life. Think about what they believe to be the main differences between childhood and adulthood.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to discuss and make a list of promises they would make to their community as they progress into adulthood.</li> <li>• Discuss the promises made at these ceremonies by candidates and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Confirmation box from CFER.</li> <li>• Confirmation Service book "Pathways of Belief" BBC.</li> <li>• The Jewish Way of Life CD-Rom.</li> <li>• Confirmation Service book from the Southwark Diocese website</li> </ul>

## Challenge Key Stage 2

Year 5/6 Journey of life – exploring changes

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>What promises do people make at their weddings?</b></p>	<ul style="list-style-type: none"> <li>Find out about and describe the events of a Christian or Hindu wedding.</li> <li>What is the meaning of the symbols used.</li> </ul>	<ul style="list-style-type: none"> <li>Use the resource sheet for information on weddings.</li> <li>Introduce the idea of a wedding.</li> <li>What is it?</li> <li>Where do people get married?</li> <li>Do you know anyone who is married?</li> <li>Has anyone ever been a bridesmaid or page boy?</li> <li>Explain to the class what they did and how they felt.</li> <li>Where are weddings held?</li> <li>What is the meaning of the wedding vows?</li> </ul>	<ul style="list-style-type: none"> <li>Explore the reasons why people get married.</li> <li>Find out about the symbolism of weddings.</li> <li>Find out about the different promises made at weddings from different faith groups. Make up a set of wedding vows.</li> <li>Ask a leader of a faith community to come and talk about the wedding ceremony.</li> </ul>	<ul style="list-style-type: none"> <li>Use the resource sheet for information on weddings.</li> <li><a href="http://www.ngflcymru.org.uk/wedding_service">http://www.ngflcymru.org.uk/wedding_service</a></li> <li>RE:Quest Celebrations DVD.</li> <li>The Jewish way of Life CD.</li> </ul>

## Challenge Key Stage 2

Year 5/6 Journey of life – exploring changes

Learning Objectives	AT2 Questions	Examples to explore	Activities	Resources
<p><b>What are the emotions connected with loss and leaving?</b></p> <p><b>Some religions have special teachings concerning death and the after-life, research into some of these.</b></p> <p>Care needs to be taken to check whether you have a pupil who has recently suffered a bereavement</p> <p>This is obviously a sensitive area and children need to feel they are in a secure and supportive learning environment to share their feelings and experiences.</p>	<ul style="list-style-type: none"> <li>• What have you lost?</li> <li>• How did you feel? to develop pupils understanding of beliefs about life after death consider the power of feelings associated with loss.</li> <li>• To reflect on and, where appropriate, share their own feelings about loss.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the resource sheet for information on funerals.</li> <li>• What has changed for us this year? (eg. new teacher, new friends, new home etc.).</li> <li>• Why do people move house?</li> <li>• In what ways do we show we remember people?</li> <li>• How can we say thank you for the lives of people?</li> </ul>	<ul style="list-style-type: none"> <li>• Visit a local cemetery. Look on the gravestones for messages showing what people believe about death.</li> <li>• Pupils could explain what they think will happen when they die. Discuss ideas as a class.</li> <li>• Draw a chart of emotions to reflect a time when you have lost/ found something.</li> <li>• Make a montage of words connected with loss</li> <li>• Read Water bugs and Dragonflies.</li> <li>• Read the story of Kisa Gotami or watch the story on the Clearvision video.</li> <li>• Make a list of all the people who have special days e.g. Anne Frank Day, Martin Luther King Day, St. George's Day.</li> <li>• Devise a Biography/Thank you sheet – explaining the different deeds you are grateful for.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the resource sheet for information on funerals.</li> <li>• Good Grief – B Ward ISBN 1853023248.</li> <li>• Where have all the colours gone J Courtney ISBN 9780745919577.</li> <li>• The Sky Goes on Forever – Molly MacGregor ISBN 0929929004.</li> <li>• Sing to the Stars – M Barrett ISBN 0316082244.</li> <li>• Badger's Parting Gifts – S Varley ISBN 0006643175</li> <li>• How Far to Heaven – Chara M Curtis ISBN 0935699066.</li> <li>• The Leaving Morning – A Johnson ISBN 0531059928.</li> <li>• The Kite and Caitlin – R McGough.</li> <li>• DVD Pathways to Christianity.</li> <li>• DVD Clearvision video Buddhism for KS2.</li> <li>• Waterbugs and Dragonflies – Doris Stickney – ISBN 0264669045.</li> </ul>

## KS2 Challenging Attitude: Journey Through Life Resource Sheets

For videos of a variety of faith ceremonies on the journey through life see;

<http://www.reonline.org.uk/ks2/topiclist.php?8-70>

<b>Christianity</b>	<ul style="list-style-type: none"> <li>Recap on Baptism and Christening within the Christian Church</li> <li>Look at <a href="http://www.request.org/main/dowhat/rites/rites01.htm">http://www.request.org/main/dowhat/rites/rites01.htm</a></li> </ul>
<b>Islam</b>	<ul style="list-style-type: none"> <li>When a baby is born, the Muslim call to prayer, known as the Adhan, (“God is great, there is no God but Allah. Muhammad is the messenger of Allah. Come to prayer.”) Is recited into the baby’s right ear by the father. The baby is given a taste of something sweet, It was a practice carried out by the Prophet Muhammad and is believed to help the digestive systems get started. After seven days the Aqeeqah ceremony is performed in which the baby’s scalp is shaved of hair. This is to show that the child is the servant of Allah. Parents then weigh the hair and give the equivalent weight in silver to charity or distribute meat to the poor. Muslims often naming sons Muhammad and daughters after his wife/daughter.</li> </ul>
<b>Hindu</b>	<ul style="list-style-type: none"> <li>The jatakarma ceremony welcomes the baby into the world. The father places a small amount of ghee and honey on the baby’s tongue and whispers the name of God in his ear. During this the father feeds honey to the baby and pierces the baby’s ear. This ear piercing is supposed to enhance the memory of the child .Brahmins chant Mantras for a healthy, long life of the child. In Nama-karana ceremony the child is given a name. Nama literally means ‘name’ and karana means ‘to make, to effect’. All the activities in the world are carried on the basis of name. Every parent has the duty to give a nice name to the child, which reminds the child of some goal or objective in the life.</li> </ul>
<b>Judaism</b>	<ul style="list-style-type: none"> <li>Any child born to a Jewish mother is considered a Jew. On the first Sabbath after a Jewish child is born, the infant’s father is called forward at the synagogue to recite the aliyah ( an opportunity to bless the reading of the Torah)and ask blessings for the health of mother and child. If the child is a girl, she is named at this time. Boys will be named on the eighth day after birth, as part of the rite that takes place on the 8<sup>th</sup> day.</li> </ul>

## KS2 Challenging Attitude: Journey Through Life Resource Sheets

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<http://www.reonline.org.uk/ks2/topiclist.php?8-70>

<p><b>Sikhism</b></p>	<ul style="list-style-type: none"> <li>When a Sikh baby is born the Mool mantra is whispered into its ear and a drop of honey put on its tongue.</li> </ul> <p>The baby is taken to the Gurdwara and mother and baby are given Amrit to drink, the parents bring butter, sugar and flour for making Prashad for the worshippers. The parents might also present a new Rumula to the Gurdwara (the cloth covering the Guru Granth Sahib).</p> <p>Each day the Granthi opens the guru Granth sahib at random and the first verse on the left hand page is the message for the day. The first letter of the left hand page of the random opening becomes the first letter of the babies name. The parents bring a number of choices for the name and the congregation is often asked to help choose</p>
<p><b>Rastafarian</b></p>	<ul style="list-style-type: none"> <li>According to the Biblical tradition the mother stays at home with her baby for a period of about 6 weeks- 8 weeks after the birth after which the name blessing ceremony takes place. It is a time for strengthening the spirit and cultural traditions of the community and for revering the ancestors. All members of the family are present and there is usually a party for friends afterwards.</li> </ul> <p>The table is laid with fruits, nuts, honey, water, salt, juices, oil, incense and flowers which are blessed by the priest and are a token of the rich rewards of the baby and a hope for a sweet future. The blessing takes place during immersion in water blessed with herbs. The baby is given Ethiopian/African names and there is a tasting of bitter fruit or nut to signify patience and perseverance necessary to overcome difficult times and honey to signify the sweetness of prosperity which will be the reward for good living. The baby is anointed with oil to encourage a smooth, balanced and healthy passage through life.</p> <p>Up to four friends, both male and female, make a pledge as assistant parents to help the parents to raise the child according to the principles of Ras Tafari. The parents also take a similar pledge. Readings at the ceremony include Psalms 128 and sayings of Almighty Emperor Haile Selassie 1, Ras Tafari. All people at the ceremony are collectively blessed with the baby, a baby welcoming chant is said and the blessing finishes with a prayer.</p>

## KS2 Challenging Attitude: Journey Through Life; Wedding Rituals

<b>Christian</b>	<ul style="list-style-type: none"> <li>Look at <a href="http://www.request.org.uk/main/dowhat/rites/rites01.htm">http://www.request.org.uk/main/dowhat/rites/rites01.htm</a></li> </ul>
<b>Hindu</b>	<ul style="list-style-type: none"> <li>Firstly The bride and the bridegroom exchange garlands (jayamaala) and declare: "Let all the learned persons present here know, we are accepting each other willingly, voluntarily and pleasantly. Our hearts are concordant and united like waters." The bridegroom is brought to a specially decorated altar called 'mandap' and offered a seat and a welcoming drink and the groom's mother gives a necklace (mangala sootra- the emblem of marital status for a Hindu woman.) to the bride.</li> </ul> <p>A sacred fire is lit and the groom, holding the bride's hand, says "I hold your hand in the spirit of dharma we are both husband and wife" and they walk round the fire 4 times. The couple walk seven steps reciting a prayer at each step, the seven vows which are exchanged. for food, strength, prosperity, wisdom, children, health and friendship. A symbolic matrimonial knot is tied after this ceremony and then they are blessed the priest for a long and prosperous married life.</p>
<b>Islam</b>	<ul style="list-style-type: none"> <li>In Islam a marriage is a social contract which brings rights and obligations to both parties, and can only be successful when these are mutually respected and cherished. The actual Muslim wedding is known as a nikah. It is a simple ceremony, at which the bride does not have to be present so long as she sends two witnesses to the drawn-up agreement. Normally, the ceremony consists of reading from the Qur'an, and the exchange of vows in front of witnesses for both partners.</li> </ul> <p>No special religious official is necessary, but often the Imam is present and performs the ceremony. He may give a short sermon. There are certain things which are basic to all Muslim marriages. The bride and groom are asked three times if they accept each other in marriage according to the terms of their traditional marriage contract which they then they sign, Marriages have to be declared publicly.</p> <p>The publicity is usually achieved by having a large feast, or walimah - a party specifically for the purpose of announcing publicly that the couple are married and entitled to each other. Many wedding customs are a matter of culture and not of Islam. The bride and groom may be obliged to sit on 'thrones' on a platform, to be seen by the guests. They may receive gifts, or gifts of money.</p>

## KS2 Challenging Attitude: Journey Through Life; Wedding Rituals

### Judaism

- Jews are traditionally married underneath a special canopy known as a chupa, which symbolises the home that the couple will share. The rituals associated with Jewish weddings begin as soon as a couple are engaged, with a ceremony known as tena'im. It involves breaking a plate to symbolise the destruction of the temples in Jerusalem, as a reminder that even in the midst of celebration Jews still feel sadness for their loss.

Many Jews fast on their wedding day to cleanse themselves of sin. The ceremony begins with the signing of the Ketubah - the Jewish marriage contract which sets out the legal terms of the marriage. The origins of the Ketubah go back to the days of the Sanhedrin - the Jewish Supreme Court - in Jerusalem a few thousand years ago - in order to protect the bride by the terms of her dowry. Next there is a ceremony known as Bedecken (veiling), in which the bridegroom places the veil over the bride's face. This symbolises the groom's intent to clothe and protect his wife, and dates back to Biblical times, when Rebekah covered her face before she married Abraham's son Isaac.

Seven is an important number because God created the world in seven days and so the groom and the bride are symbolically creating the walls of the couple's new home. When the bride reaches the Chupa she walks round the bridegroom once, or if orthodox seven times. Seven cups of wine are drunk during the ceremony and several prayers are said binding the couple together. One of the most important parts is the giving of the ring. It must be a complete circle without a break, to emphasise the hope for a harmonious marriage, and must be plain without stones or decoration. During the ceremony, the officiator of the service, usually the Rabbi, will make a speech about the couple and bless them as they begin their new life together.

The service also features a prayer, usually sung by a cantor, about the sadness Jewish people at the destruction of the Temples in Jerusalem. The ceremony ends with the breaking of a glass by the groom, which is also linked to remembering the destruction of the Temples.

## KS2 Challenging Attitude: Journey Through Life; Funerals and Death Rites

<b>Christian</b>	<ul style="list-style-type: none"> <li>• Watch at <a href="http://www.request.org.uk/main/dowhat/rites/rites01.htm">http://www.request.org.uk/main/dowhat/rites/rites01.htm</a> Get an order of service for a funeral from the local church</li> </ul>
<b>Hindu</b>	<ul style="list-style-type: none"> <li>• Most Hindus are cremated as it is believed that this will help their soul to escape quickly from the body.</li> </ul> <p>Various rituals take place, prayers and hymns are sung and a lamp, rice balls and a mala, or garland of flowers, are placed in the coffin. In India people hope to have their funeral at the burning ghats on the shores of the sacred river Ganga (Ganges). Here the body is placed on a large pile of wood, then the eldest son says the appropriate Vedic prayers and lights the fire. Incense and ghee (cooked and clarified butter) are poured into the flames. Afterwards the ashes are sprinkled on water. Many people take the ashes to India to put on the waters of the Ganga; others may take them to a river or the sea near to where they live.</p>
<b>Islam</b>	<ul style="list-style-type: none"> <li>• Muslims try to bury as fast as possible and certainly within three days. The body is washed and wrapped in a white cloth or in the Irham they wore on Hajj. Muslims prefer not to use a coffin but in some countries they must by law. Muslims are buried facing the Muslim holy city, Makkah, which is also the direction that Muslims always face when praying. Muslims believe that there will be physical resurrections on the Day of Judgement so do not have cremation. Tombstones and decorations are not usually found and Muslims like to have a section of a cemetery only for Muslims.</li> </ul>
<b>Judaism</b>	<ul style="list-style-type: none"> <li>• Men and women have equal rights to play a part in funeral and mourning rituals. As soon as someone dies preparations are made for burial which must take place as quickly as possible. The body is washed and dressed in a simple white shroud. Men are wrapped in their tallit (prayer shawl) with the fringes cut off to show that he is now free of the religious laws. From the time of death until burial, the body is never left alone in its simple wooden coffin.</li> </ul> <p>No flowers are given at a Jewish funeral and the service is short. Orthodox Jews do not usually allow cremation but Progressive Jews sometimes cremate the dead. For the next seven days a candle is kept burning and the mirrors in the house are covered. The mourners stay at home praying. The dead person is remembered each year on the anniversary with a lit candle and a special prayer. When people visit a Jewish grave they place a small stone on the gravestone as a sign of respect.</p>

## KS1 and 2 Christmas and Easter

As schools tend to celebrate the Christian festivals of Christmas and Easter every year it is important that a progression of work through the primary school and through years 7 to 9 is planned in order to enhance the children's learning and add new concepts each year. Where possible a valid link with the preceding unit for the term should also be made. It is suggested that a unit on Christmas should last three weeks and a unit on Easter may take two weeks.

**The following ideas are just a few of the many possible foci for a progression through Christmas also included is the Hockerill Award winning Unit of work for Y3 by Cheryl Hudson of Parish Church Junior School called Christmas Unwrapped**

- **The Christmas story-**  
The key events in correct sequence  
Birthdays- whose birthday are we celebrating, how do we celebrate birth?  
Who was happy and who was sad ?  
A comparison of the Christmas story from different Gospels
  - **Journeys**  
What journeys were undertaken and by whom?  
What happened to the characters after the birth?
  - **Symbols and meaning of Advent**  
The different meaning for each week of advent  
Christmas celebration around the world  
How do Christians celebrate Christmas?  
What symbols are common to the world celebrations?  
What are the similarities and differences with your own Christmas?
  - **The local church at Christmas**  
The importance of Christmas in the church year  
Why some people go to church only at Christmas?  
The role of the church in the community at Christmas
  - **Significance of light at Christmas**  
Comparing with other festivals of light  
What do Christians mean by 'Jesus is the light of the world'?
  - **Religious Christmas/ secular Christmas**  
What does Christmas mean to Christians  
What are the differences between a religious Christmas and a secular celebration?
- What are the religious/ secular symbols on cards?  
Look at religious symbolism, are there any secular symbols?
- **Christmas through art**  
Reasons why the nativity is painted in contemporary clothing and settings  
Differences in the portrayal of the baby  
What are the colours used to signify?  
Feelings conveyed by the pictures  
Comparing artistic interpretation to biblical accounts
  - **Caring at Christmas**  
Christmas can be joyful and sad for different people  
Study of one of the charitable groups and their work at Christmas
  - **Invisible gifts at Christmas**  
What makes a good present?  
Christian belief in God's 'present' to humanity  
The ultimate Christmas present  
What sort of wishes are bestowed on people at Christmas?

## KS1 and 2 Christmas and Easter

### Easter

Again a progression and continuity needs to be built into the school RE scheme to ensure proper coverage of Easter which many Christians believe is the most important festival in the Christian year.

Possible ideas for foci:

- **The Easter story**
  - Sequence of events
  - Comparison of Bible accounts
- **Easter through art**
  - The artists choice of settings, clothing and mood
  - Colours and symbols most often used
  - What could appear in a picture just before this one or just after
- **Holy week**
  - The different feelings expressed by Jesus, the disciples and the crowd through Holy Week.
- **Giving, receiving and thankfulness**
  - Invisible gifts wished at Easter
  - What Easter means to a Christian compared to a non Christian
- **The local church at Easter**
  - The significance of the different services during Lent and Holy Week
  - The difference in the church colours and decoration before Easter compared to Easter day and other festival times
  - The part played by the church in the community at Easter
- **Lent celebrations around the world**
  - Comparing the different ways Lent is celebrated and followed
  - Reasons for abstinence at Lent
  - Mothering Sunday (as opposed to mother's day)
- **Signs and symbols**
  - The history of different signs and symbols associated with Easter
  - Different symbols associated with Easter and their significance to Christians
  - Create an Easter tree of symbols
- **Sadness and joy at Easter**
  - Emotions connected with being let down
  - Last Supper and Good Friday, link to Passover
  - Sadness of crucifixion
  - Joy of resurrection for Christians
  - The road to Emmaus

# Christmas Unwrapped Y3

Parish Church CE Junior School

Learning Objectives	I can achievement criteria	Activities/Key Skills	Resources
<p><b>AT1 To recognise the importance of the Birth of Jesus to Christians.</b></p> <p><b>AT2 To express own feelings about what is special about Christmas for themselves.</b></p>	<ul style="list-style-type: none"> <li>I can talk about thoughts and feelings I have when celebrating a special day.</li> <li>I can show an understanding of why the Birth of Jesus is so important to Christians.</li> </ul>	<ul style="list-style-type: none"> <li><b>Starter</b> What Christmas means to me? In groups ask children to discuss and exchange ideas around this question. Record ideas on a large piece of paper (using timer), then ask them to screw up the paper to make a snowball and throw on to another group. Repeat several times. Then ask individuals to feedback some of their ideas.</li> <li><b>Main Activity</b> Children work independently to record pictorially or in words their ideas of What Christmas means to them.</li> <li><b>Plenary</b> Introduce the idea that over the next few weeks we will be looking at What Christmas means to Christians by looking at the Story of the Nativity. Again working in groups ask the children to record on post it notes everything they know to do with this e.g. Mary, Joseph, Baby Jesus, Angel Gabriel etc. Feedback information and stick post it notes to a large piece of paper to look at and refer to throughout the unit of work. Read The Nativity Story and explain to the children that the Nativity story as we know it is a combination of both of the birth narratives from the Bible (Matthew and Luke). Explain that we will be looking at both of these narratives over the coming weeks. Discuss with the children why the birth of Jesus is important to Christians.</li> </ul>	<ul style="list-style-type: none"> <li>What Christmas means to me? resource sheet</li> <li>Large pieces of paper, post it notes.</li> </ul>
<ul style="list-style-type: none"> <li>Evaluation</li> </ul>			

# Christmas Unwrapped Y3

Parish Church CE Junior School

Learning Objectives	I can achievement criteria	Activities/Key Skills	Resources
<p><b>AT1 To realise that there can be different versions of events.</b></p> <p><b>AT2 To reflect on their personal responses to the birth place of Jesus.</b></p>	<ul style="list-style-type: none"> <li>• <b>Lower:</b> I can express my own thoughts and ideas about a picture.</li> <li>• <b>Higher:</b> I can ask and answer questions about the narrative and its interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Starter</b> Odd one out. Display four different paintings of nativity scenes (traditional and modern). Make sure that one of them depicts the scene in a cave rather than a barn. Ask the children to work in groups to discuss, Which is the odd one out and why?</li> <li>• <b>Main Activity</b> Display picture of the Grotto with the birth place on the left and the chapel on the right taken inside the Church of the Nativity, Bethlehem. Ask the children to Think, pair, share Who? Where? What? Why? When? Feedback some of their ideas. Children to then work independently, in pairs or as a group (depending on ability) to record their ideas. Once completed share some of the responses. Then explain to children where the picture was taken and show them some other images. Explain to the children about the Church of the Nativity, Where, What etc. Read Luke 2: 1-20. Explain to the children that Luke's account has a census, the lack of a room in the inn, the stable, the chorus of angels and the shepherds. Luke does not have the Magi or King Herod or the slaughter of the innocents.</li> <li>• <b>Plenary</b> Discuss with the children that although many pictures depict Jesus being born in a stable, that this is not accurate. There is no mention of a stable in the Bible, Luke only mentions a Manger . After the discussion ask children to write their own learning objective for the lesson to add to their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Nativity pictures</li> <li>• Who?</li> <li>• What?</li> <li>• Where?</li> <li>• When</li> <li>• Why?</li> <li>• Resource sheet</li> <li>• Bible (New Testament) or use <a href="http://www.biblegateway.com/">http://www.biblegateway.com/</a></li> <li>• <a href="http://www.sacred-destinations.com/israel/bethlehem-church-of-the-nativity">http://www.sacred-destinations.com/israel/bethlehem-church-of-the-nativity</a></li> </ul>
Evaluation			

# Christmas Unwrapped Y3

Parish Church CE Junior School

Learning Objectives	I can achievement criteria	Activities/Key Skills	Resources
<p><b>AT1 To understand the sequence of events that led to Herod ordering the slaughter of the innocents.</b></p> <p><b>AT2 To compare some of the thoughts that influenced Herod with their own.</b></p>	<ul style="list-style-type: none"> <li>I can talk about how Herod might have felt.</li> <li>I can suggest answers to questions raised by moral issues.</li> </ul>	<ul style="list-style-type: none"> <li><b>Starter</b> Who am I? Display visuals and give children clues as to who the person is that we are looking at, start with least obvious things the children might know. e.g. The Jewish people hated him. So he built a large temple to please them. He killed three of his brothers. Stop once the children have guessed or identify the character at the end (King Herod). Read Matthew 2: 1-12 Explain that in this birth narrative, Matthew has Jesus born in Bethlehem, but there is no stable, no homelessness, no shepherds, and no chorus of angels. Matthew though does include the Magi and King Herod and The Holy Family's subsequent dash to Egypt as a result of Herod's slaughter of the innocents. Ask the children to think about How Herod might have felt? He thought he was the king and now the Magi are asking him Where is the one who has been born King of the Jews?</li> <li><b>Main Activity</b> Children to record their own thoughts about how he might have felt in a table. Provide the children the opportunity to pair and share thoughts and then record these on the other side of the table. Explain that they are going to use some of these thoughts and feelings using conscience alley. Conscience Alley - Teacher to role play Herod with children either side forming the alley. Ask the children to whisper the thoughts and feelings he might have had. The teacher to act a response to the different children's suggestions. Once modelled, repeat a couple more times with different children taking the role of Herod. Then introduce the idea of the children being there when Herod gave the order to kill all the boys in Bethlehem who were two years old and younger. Discuss the moral issues around this and ask them to think about What they might have said to Herod? Children to record in thought bubbles what Herod was thinking and their response to him. Discuss some of the children's responses.</li> <li><b>Plenary</b> Play some reflective music and ask the children to think about something they wish they hadn't thought, said or done, something that they are ashamed of, sorry about, embarrassed about because it has hurt others. What would you do differently next time? Then record or a post it note one thing they have learnt from the lesson today.</li> </ul>	<ul style="list-style-type: none"> <li>Who am I questions.</li> <li>Bible (New Testament) or use <a href="http://www.biblegateway.com/">http://www.biblegateway.com/</a></li> <li>Props e.g. crown, cloak for Herod etc.</li> </ul>
Evaluation			

# Christmas Unwrapped Y3

Parish Church CE Junior School

Learning Objectives	I can achievement criteria	Activities/Key Skills	Resources
<p><b>AT1 To know that Christians believe that the birth of Jesus was the greatest gift.</b></p> <p><b>AT2 To interpret through dance a gift that is everlasting.</b></p>	<ul style="list-style-type: none"> <li>I can explore religious ideas through dance.</li> </ul>	<ul style="list-style-type: none"> <li><b>Starter</b> Discuss the statement that Jesus was sent to be a bridge between people and God. What do the children think that this means? Then lead into a discussion that Christmas is very important part of the Christian calendar as it is a celebration of the birth of Jesus (the greatest gift). Then discuss with the children that we are going to be building bridges through dance that symbolise Christian gifts. Thought shower some different ideas e.g. love, care, praise, respect, peace etc.</li> <li><b>Main Activity</b> Travel around the room on different levels, on the beat of the drum, children to strike up a statue depicting the word called out e.g. care, hope etc. Share some of the children's work. Display different pictures of bridges and draw their attention to how they are supported. Sit in a circle. One person enters the centre of the circle and takes up a shape the next person in the circle enters and takes up a shape that either is a supporting shape or counterbalance to form a bridge. Working in small groups of 4 or 5. Sculptural work (choose a gift e.g. care and experiment with building bridges). Think about different levels and different body parts connected. Then introduce the idea of the bridges extending on and on (Jesus was an everlasting gift – the gift of everlasting love). Children to experiment with turning, rolling in and out of the different bridges.</li> <li><b>Plenary</b> Perform work and ask each group to explain the thinking behind their bridge. Read poem Let Me Not Keep Christmas and explain that this will be the starting point of the next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Different pictures of bridges</li> <li>Digital Camera/Video Camera</li> <li>Percussion instruments e.g. drum, rain stick.</li> <li>Classical music (Beethoven's Pathetique) or some appropriate Hymns e.g. King of Kings, Majesty</li> <li>Let Me Not Keep Christmas poem by Linda Felver.</li> </ul>
Evaluation			

# Christmas Unwrapped Y3

Parish Church CE Junior School

Learning Objectives	I can achievement criteria	Activities/Key Skills	Resources
<p><b>AT1 To recognise the importance of giving as well as receiving.</b></p> <p><b>AT2 To express their own views about a gift that is priceless and everlasting.</b></p>	<ul style="list-style-type: none"> <li>• <b>Lower:</b> I can say why I and other people give and receive at Christmas.</li> <li>• <b>Higher:</b> I can ask and answer questions on the importance of a gift that is priceless and everlasting.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Starter</b> Display Poem Let Me Not Keep Christmas. Give the children the opportunity to reflect on the words and then discuss in partners and small groups. What do they think the poet is inferring? In particular discuss the lines Christmas kept is liable to mould and Christmas given away will stay fresh - even until it comes again (line 4).</li> <li>• <b>Main Activity</b> Discuss why people give gifts at Christmas. Ask the children to discuss and share their experiences of giving and receiving on various different occasions. Refer back to lesson 4. Christians believe that Jesus was an everlasting gift- the gift of everlasting love. Discuss some ways of the children giving longer or ever-lasting gifts as an expression of the true meaning of Christmas. Children to work independently to design a present that you can't buy and write a brief explanation about their choice.</li> <li>• <b>Plenary</b> Encourage some children to share some of their presents and explanations. Discuss that at Christmas we all receive presents but none are given to the person whose birthday we are celebrating. Play some reflective music and ask the children to think about What can we offer as a gift to Jesus for the coming year?</li> </ul>	<ul style="list-style-type: none"> <li>• Let Me Not Keep Christmas poem by Linda Felver.</li> </ul>
<p>Evaluation</p>			

# Christmas Unwrapped Y3

Parish Church CE Junior School

Learning Objectives	I can achievement criteria	Activities/Key Skills	Resources
<p><b>AT1 To recognise that for Christians the birth of Jesus is central to the celebration of Christmas.</b></p> <p><b>AT2 To reflect on their own views about which parts of Christmas maintain the true meaning for a Christian.</b></p>	<ul style="list-style-type: none"> <li>• <b>Lower:</b> I can express through art something that Jesus might think about the celebration of Christmas.</li> <li>• <b>Higher:</b> I can make links through art about what Jesus might think about Christmas and over commercialisation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Starter</b> Play Busy Christmas and display the words of the song. Discuss the song words and comment on the fact that for many Christians, Christmas is over-commercialised. Display some facts about Christmas e.g. the amount of trees felled to make Christmas cards and wrapping paper, average spend on Christmas dinner for a family, amount of mince pies eaten etc. Recap some of the work from previous lessons e.g. Jesus (the greatest gift) etc. What do they think Jesus would think about how Christmas is celebrated?</li> <li>• <b>Main Activity</b> Using an art medium the children are familiar with they are going to prepare a reflective abstract piece of art in response to What Jesus would think about how we celebrate Christmas? If abstract art is a new concept you can provide a structure for the children to journey through their art work.</li> <li>• <b>Plenary</b> Children to write an explanation of the work as if on display in a Gallery. Explain colour choices, any symbols they have used and what they represent. What would you like someone to think about when viewing your painting?</li> <li>• <b>End of Unit</b> Discuss with the children if they have any unanswered questions or thoughts they would like to express from this unit of work and ask them to record them on thought bubbles. As a class teacher you can decide how they will be addressed and responded too.</li> </ul>	<ul style="list-style-type: none"> <li>• Busy Christmas, Down to Earth (Fischy music)</li> </ul>
Evaluation			

## Key Stage Three Introduction

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

### Statutory requirements at Key Stage Three

- The learning objectives of Christianity, Hinduism and Islam, plus **one** of these religions Buddhism, Judaism and Sikhism for all pupils
- The Challenge Units – at least **two** of these units which should each take half a term; Does God exist?  
How does Remembering Help Us?  
Tribes
- At least **one** visit to a place of worship during the key stage.

There is also an optional unit called The Religious Way of Life which can be used at the beginning of Key Stage 3 to recap some learning from KS1 and 2. It can also be used at any other time in Key Stage 3.

### Introduction to Key Stage Three

The syllabus for Key Stage Three has been devised to encourage pupils to explore religion as a living community based way of life. It is expected that pupils will build on their knowledge and understanding of the beliefs, values and traditions of Christianity, Hinduism, Islam and either Buddhism, Judaism or Sikhism. It is expected that through Attainment Target Two and the Challenge Units, teachers will be able to reflect the variety of faith traditions within the school community. The religions may be taught at any time either as discrete religion or in a thematic way.

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

**AT1** – Learning about religions

**AT2** – Learning from religion and human experience.

Suggested examples/questions for both attainment targets are given within each programme of study to assist teachers' planning. Using the suggested activities, although these are not statutory, will achieve the statutory learning objectives. Also see the Assessment section of this syllabus for Croydon Assessment sentences.

Resources are also suggested and '**Resource sheet**' indicates a document in the resources section.

All resources mentioned plus many others can be borrowed from Croydon Faith Education Resources (CFER) library Behind the Oasis Academy Shirley Park, Shirley Road, Croydon, CR9 7AL

**Tel/Fax:** 020 8656 6535

**Email:** [resources@cferinfo.org.uk](mailto:resources@cferinfo.org.uk)

**Website:** [www.cferinfo.org.uk](http://www.cferinfo.org.uk)

Schools subscribing to the library will also have access to a further website of resources for teaching the syllabus.

## The Religious Way of Life Key Stage 3

This is an optional unit. After looking at the initial learning objectives teachers can look at all of the leaders of the six main religions below or at a selection and can also look at the leaders of other religions such as the Baha'i, Jain or Zoroastrian communities.

Resources on all of these can be found at the Croydon Faith Education Resource (CFER) library, c/o Oasis Academy Shirley Park, Shirley Road, Croydon, CR9 7AL

Tel/Fax: 020 8656 6535 Email: [resources@cferinfo.org.uk](mailto:resources@cferinfo.org.uk) Website: [www.cferinfo.org.uk](http://www.cferinfo.org.uk)

<b>Learning Objectives</b>	<b>What is a Leader?</b> <b>What are the qualities of a leader of a religious community?</b>	<b>Key words</b> • Leader
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Think about what it means to be a leader</li> <li>• identify leadership qualities</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Identify key qualities a leader needs to have</li> <li>• Name the different roles a person can take in a religious community</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Analyse the qualities that make a good leader</li> <li>• Identify a modern day leader - what makes them a good leader? Is there such a thing as a good/bad leader? Why ? How?</li> <li>• Discuss the different types of leaders in a community</li> <li>• Discuss with students, and reflect on the role of religious leaders in a community and on a global scale.</li> <li>• Identify the various religious leaders or the 6 world faiths</li> <li>• Investigate with students the idea of a 'calling'.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• There is opportunity for pupils to explore the importance of sources of authority and evaluate what a world would be like without any sense of authority or leadership.</li> <li>• Opportunity to bring in an outside speaker – maybe from within the school community...a member of the senior leadership team perhaps?</li> </ul>	

## The Religious Way of Life Key Stage 3

<b>Learning Objectives</b>	<b>Religious leaders – The Vicar/Priest</b>	<b>Key words</b> • Vocation • Community • Vicar • Priest • Father • Minister • Ordained
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• What is the idea of a ‘calling’</li> <li>• Be aware of the many roles a vicar/priest performs.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What is the training that a Priest /vicar has to do?</li> <li>• Why can’t someone just set themselves up as a priest?</li> <li>• Reflect on the term ‘vocation’</li> <li>• Read and reflect on the life of important religious figures.</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Think about the concept of ‘helping’ – who helps people in a community?</li> <li>• Write persuasively, using relevant key terms</li> <li>• Discuss and reflect on the idea of a vocation or ‘calling’</li> <li>• Why do people follow their vocation?</li> <li>• Investigate the role of a vicar/minister in worship and in the community</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Opportunity to bring in an outside speaker</li> <li>• Visit a Church and interview the Vicar/Priest</li> </ul>	

## The Religious Way of Life Key Stage 3

<b>Learning Objectives</b>	<b>Religious leaders- Hindu Priests</b>	<b>Key words</b> • Murti • Mandir
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• To be aware of the many roles a Hindu priest performs</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What activity does the priest perform?</li> <li>• Is there a pastoral role for a Hindu Priest?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Discuss the question 'Who is in authority over us?' Why?</li> <li>• What qualities do we expect them to have?</li> <li>• Explanation of the different roles a Hindu priest takes – Guru, Leader of prayers, looks after the Murti's at the Temple and collects offerings</li> <li>• Create a job description of a Hindu priest</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Opportunity to bring in an outside speaker or visit a Mandir and interview the people there.</li> </ul>	

## The Religious Way of Life Key Stage 3

<b>Learning Objectives</b>	<b>Religious leaders – The Imam</b>	<b>Key words</b> • Hafiz • Imam
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Understand that an Imam is not a Priest</li> </ul>	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• What are the main roles an Imam performs? Are these similar to leaders of other faiths or are there different roles for the Imam?</li> <li>• What sort of training does an Imam have to do?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Explanation of the word Imam – ‘The person who leads public worship’. Please note: the Imam is not a priest.</li> <li>• Discuss the differences between the definition of a Priest and an Imam</li> <li>• Research the training an Imam must complete</li> <li>• Plan, write and perform a 1-2-1 with an Imam about his role and responsibilities</li> <li>• Can women become Imam’s? Why?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Opportunity to bring in an outside speaker</li> <li>• Visit a local Mosque, what are the many roles undertaken by the Imam</li> <li>• Imam Idol – you tube</li> </ul>	

## The Religious Way of Life Key Stage 3

<b>Learning Objectives</b>	<b>Religious leaders – The Rabbi</b>	<b>Key words</b> • Rabbi • Synagogue
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• To be aware of the many roles a Rabbi performs</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What is the difference between a job and a vocation?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Recap previous learning on the qualities we expect from people in authority</li> <li>• Reintroduce the idea vocation and having a ‘calling’ from God</li> <li>• Think about why people devote their lives to religion</li> <li>• Investigate the role of a Rabbi in the synagogue and the role of the Rabbi in the community</li> <li>• Write a Rabbi’s diary for a typical week.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Opportunity to bring in an outside speaker</li> <li>• Visit a Mosque, there will be differences between the Orthodox Rabbi and one from a Liberal or Reform Synagogue</li> </ul>	

# Christianity Key Stage 3

## Authority and Worship

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

It is important that the religion is reflected as a diverse, dynamic belief system which can help pupils form a response to a range of personal and contemporary issues and as a global living faith tradition which incorporates a range of traditions and practices. Consideration should be given to how the different aspects of Christian belief, values and traditions link together to form a coherent whole. Study should reflect the importance of prayer and worship to many Christians' lifestyle and the role of spiritual and practical preparation for festivals and rites of passage. The different beliefs and traditions of some Christian denominations should be identified.

Pupils should have opportunities to understand Christian beliefs about the nature of the Trinity, to explore some of the stories, parables, teachings and miracles of Jesus and to identify different types of writing in the Bible and to recognise its' wide-ranging significance and influence on Christian beliefs, values and traditions. Pupils should be aware of the many roles a vicar/priest performs and to understand the importance of a Church in worship and in the community. Different foci should be addressed each year to help pupils explore the significance of Christmas and Easter for Christians.

Learning Objectives	What are the Christian beliefs about the nature and ways of experiencing God?	Key words
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• What does it mean that God is Omnipotent/Omniscient/Transcendent?</li> <li>• Christians believe that humans are made in the image of God.</li> <li>• What are some of the ways that Christians refer to God eg Almighty, Father, and Creator?</li> <li>• How does this compare to the Islamic names for Allah?</li> </ul>	<ul style="list-style-type: none"> <li>• Almighty</li> <li>• Creator</li> <li>• Holy Spirit</li> <li>• Omnipotent</li> <li>• Omniscient</li> <li>• Transcendent</li> <li>• Trinity</li> </ul>
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What differences might it make to the life of a person if they have a belief in God?</li> <li>• How might a Christian explain their belief to a non-Christian?</li> <li>• How does a Christian belief in God help her/him make sense of life and death?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Teaching notes and activities can be found in 'Investigating God' KS3.</li> <li>• Explore a variety of pictures which provoke awe and wonder eg sunsets, rainbows, tornadoes, mountain ranges, waves, new life...</li> <li>• Look in the Bible for descriptions of God ( apart from Revelations God is not seen or described...why?)</li> <li>• Investigate hymns eg 'Jerusalem', 'The Lord is My Shepherd', 'Make me a Channel of Thy Peace', 'Bread of Heaven' and discuss the terms related to God</li> <li>• Prepare an interview with a Christian to explore their beliefs about God.</li> </ul>	
<b>Resources</b>	<p><b>Resource sheet;</b> Investigating God KS3</p> <ul style="list-style-type: none"> <li>• Hymn books</li> <li>• Heaven ISBN 0099653419</li> <li>• Visiting speaker</li> <li>• DVD What's It Like to Be A Christian – Channel 4</li> <li>• Range of pictures eg Dali's Crucifixion Jesus through Art – M Cooling ISBN 185175119</li> </ul>	

# Christianity Key Stage 3

## Authority and Worship

Learning Objectives	<b>What are the Christian beliefs about Jesus?</b> (link with teachings of Jesus from the Bible - see Sacred and Inspirational Writing section)	<b>Key words</b> • Christ • Incarnation • Messiah • Saviour
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Christians believe that Jesus was the Son of God, a Saviour, Messiah, Christ, Teacher. What is the evidence for this?</li> <li>• Jesus was born and brought up as a Jew and his birth was acknowledged by some as more than that of an ordinary boy ( Matthew Chapter 2 and Luke chapter 2 verses 22-39).</li> <li>• Find out about Jesus as a historical figure.</li> <li>• Look at interpretations of Jesus from across the world.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What titles do we know for Jesus and what do they signify?</li> <li>• How do Christian beliefs about Jesus still influence and affect people's lives today?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Look at Luke 2 verses 21-40 Discuss this as evidence of Jesus' religious background as a Jew and as someone who was very special.</li> <li>• Investigate a range of artists' interpretations of the life of Jesus.</li> <li>• What symbols are used which show how Jesus was unique?</li> <li>• Explore a range of artefacts and investigate how they reflect Christian beliefs about Jesus.</li> <li>• Consider how such artefacts help Christians come to know and understand Jesus.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Range of artefacts eg chalice and paten, rosary, cross and crucifix icons CFER</li> <li>• Jesus Through Art – M Cooling ISBN 185175119</li> <li>• The Christ we share pack – Church Mission Society or CFER</li> </ul>	

# Christianity Key Stage 3

## Authority and Worship

Learning Objectives	What evidence do we have that Jesus had powers beyond those of an ordinary man?	Key words • Humanity/Divinity • Miracles
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Stories in the Bible give incidences of Jesus performing miracles</li> <li>• Jesus helped those on the margins of society</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What do you think a miracle is? What is the definition of 'miracle'? Is the 21<sup>st</sup> century definition different to the 1<sup>st</sup> century definition?</li> <li>• Are there miracles in our world today? How did people respond to Jesus' powers?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• In groups read the following stories in The Bible and prepare a presentation for the rest of the class- you should consider what they show us about the humanity and the divinity of Jesus. Why and how did Jesus annoy the religious authorities?</li> <li>• The wedding at Cana (John 2:1-11)</li> <li>• The healing of a paralysed man (Luke 5:12-26)</li> <li>• The cure of a woman with a haemorrhage and Jairus' daughter (Luke 8:40-56)</li> <li>• The healing of ten lepers (Luke 17:12-19)</li> <li>• Look at current newspapers and find examples of modern miracles happening.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• DVD The Miracle Maker</li> <li>• Newspapers</li> <li>• Resources from CFER</li> </ul>	

# Christianity Key Stage 3

## Authority and Worship

Learning Objectives	How does prayer/worship help Christians develop a relationship with Jesus?	<b>Key words</b> <ul style="list-style-type: none"> <li>• The Creed • The Lord's Prayer</li> <li>• Mass Communion/Eucharist/Lord's Supper</li> <li>• Symbol/Identity • Vestments</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Look at the symbolism of the following; Light. Water Icons Cross Rosary beads Icthus – fish Chi-Ro</li> <li>• Garments/clothing</li> <li>• Forms of prayer</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What symbols of beliefs/values do we wear? Why do people wear symbols?</li> <li>• What helps you get through difficult times?</li> <li>• Is it jewellery or a religious symbol?</li> <li>• How do symbols help people in prayer and in worship?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Design a banner or vestments explaining the reasons for the symbols used.</li> <li>• Investigate aspects of the many different types of prayer.</li> <li>• How does prayer bring a Christian in a closer relationship with Jesus?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Christian artefacts box CFER</li> <li>• <b>Resource sheet</b>; Importance of Prayer</li> </ul>	

# Christianity Key Stage 3

## Authority and Worship

Learning Objectives	Do Christians have to go to Church to worship God? Is a church building important for non-Christians too?	Key words • Church • Community • Denomination • Worship
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• What are the key features of a church?</li> <li>• Are there differences between churches? How might church buildings differ according to different Christian denominations?</li> <li>• Is it important for Christians to attend Church to worship God?</li> <li>• What other activities are held there?</li> <li>• What is the role of the church in the local community?</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Is it better to worship on your own or in groups?</li> <li>• Why are communities important?</li> <li>• What do you gain and what do you need to belong to a community?</li> <li>• Why do you think people often turn to the church for special events?</li> <li>• What makes a Church building special?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Look at photographs, web-sites to explore churches and their different activities.</li> <li>• Powerpoint presentation on the role of a local church in their parish.</li> <li>• Design a church for the future. Look at the design of a church and the implications for worship.</li> <li>• Find out about a group that does not have its own church building for worshipping in, how do they manage their community, and their worship? Does it make a difference to their devotions?</li> <li>• Think of a community that you belong to, what are the advantages and disadvantages and what are the responsibilities that belonging to such a community bring. How does it make you feel to belong to the community?</li> <li>• Debate; 'You can be a Christian without going to church'.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Visit a church.</li> <li>• Research different church buildings and community activities. Resources from CFER</li> <li>• Be a Church Detective – C Fewins ISBN 0715147900</li> <li>• Sudden Death at the Vicarage – T Copley ISBN 0900274999</li> </ul>	

# Christianity Key Stage 3

## Sacred and Inspirational Writing

Learning Objectives	What is the significance of the Bible as a source of authority to many Christians?	Key words • Authority • Sacred
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Framework of a moral code. Role models in faith and action. Authority of the Bible today eg in court.</li> <li>• How the Bible is used to show it's a source of authority.</li> <li>• The Bibles influence on English Art, Music, Literature throughout history.</li> <li>• Making moral decisions</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What stories have influenced you? How?</li> <li>• What rules do we live by?</li> <li>• What authority does the Bible hold for Christians today? (Consider how the Bible is used by a Roman Catholic and by a Christian from an evangelical church).</li> <li>• Can teachings and stories written so long ago have significance for people today?</li> <li>• What do you think is the most important rule for life?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Look at the current courtroom statement of oath- write a new court-room statement which uses the Bible as authority?</li> <li>• When do people ( Christians) read the Bible?</li> <li>• Investigate the media to see where the Bible is quoted. Make a collage of the results.</li> <li>• Investigate the Gideons and produce a pamphlet explaining their work in Britain and abroad.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Bibles</li> <li>• <b>DVD</b> Belief File – BBC2 <b>DVD</b> Long Walk Home - <b>DVD</b> What's It Like to Be a Christian – Channel 4</li> <li>• Splashes of God – Light – T Copley et al ISBN 056400568</li> <li>• Compton's Bible Interactive CD-Rom</li> <li>• <b>DVD</b> Croydon Community Speaks</li> </ul>	

# Christianity Key Stage 3

## Sacred and Inspirational Writing

Learning Objectives	<p><b>Why are there different types of writing in the Bible?</b></p> <p><b>What are the different attitudes amongst Christians to the interpretation of the Bible?</b></p>	<p><b>Key words</b></p> <ul style="list-style-type: none"> <li>• Authority • Gospels • Interpretation • Myth</li> <li>• Psalms • Testament</li> </ul>
<p><b>AT1 Learning About</b></p>	<ul style="list-style-type: none"> <li>• Old Testament/New Testament</li> <li>• Story/History/Law/Songs/Psalms/Gospels/Letters</li> <li>• Different interpretations eg. fundamentalist, liberal etc.</li> </ul>	
<p><b>AT2</b> <b>Example questions.</b> <b>Learning from</b></p>	<ul style="list-style-type: none"> <li>• What different types of writings do we know? What are their purposes eg history, story, explanations?</li> <li>• Why are there two creation stories in the Bible?</li> <li>• How do the stories told in the Bible support Christians in their lives today?</li> </ul>	
<p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>• Survey of people's favourite Bible passages. Read and categorise the different types.</li> <li>• Investigate a passage from the Bible eg. Genesis 1 and invite responses from a range of Christians to the meaning.</li> <li>• Write a story or myth to illustrate an important truth about life.</li> <li>• Invite speakers from a range of denominations to talk about their attitude to the Bible.</li> <li>• Debate- The Creation using 2 Peter chapter 3verse 8</li> </ul>	
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• A range of Bibles</li> <li>• Best Seller - M. Cooling ISBN 0564040460</li> </ul>	

# Christianity Key Stage 3

## Sacred and Inspirational Writing

<b>Learning Objectives</b>	<b>How are the stories/parables that Jesus told to his followers relevant for Christians today?</b>	<b>Key words</b> <ul style="list-style-type: none"> <li>• Freewill/Care/Suffering/Faith</li> <li>• Judgement/Forgiveness</li> <li>• Pharisee (separated one)</li> <li>• The Golden Rule</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• What do the key features found in the following stories from the Bible tell us about Jesus' teachings and how live a Christian life?</li> <li>• Job – The Book of Job</li> <li>• The Pharisee and the Tax Collector – Luke 18 v10-14</li> <li>• The Roman Centurion – Matthew 8 v5-13</li> <li>• The Woman Taken into Adultery – John 8 v3-11</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Is suffering a test of faith? How is some suffering self-inflicted? Can suffering sometimes be for a good purpose?</li> <li>• Jesus taught that the sinner who was truly sorry was more acceptable to God- are there degrees of sorrow?</li> <li>• Christians believe that if you have strength of faith and trust in God that everything be ok. Do you think this is true? What evidence might a Christian give for believing this?</li> <li>• Jesus taught the use of the Golden Rule as a means of judging, is this Rule relevant to today's society?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Read the story of Job and plot a mood chart to reflect his moods at the different stages of the story. Think about how you react to situations and what 'moods' you experience Where does inner strength come from? Is an inner strength in everyone? How can an inner strength be developed?</li> <li>• Read Luke 18:10-14, Make a list of the points the Pharisee made when praying (Luke 18:10-14), What sort of prayer was this? How was the prayer of the tax collector different?</li> <li>• Read Matthew 8:5-13. What type of man was the centurion? Discuss what thoughts he might have had before asking for help. What might Jesus followers have thought about the centurion? What might other centurions have thought about his request?</li> <li>• Write the golden rule and illustrate when people have the right to judge others? Compare and contrast with the Golden Rule found in two other religions.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Bibles</li> <li>• The Complete Bible Handbook – an illustrated companion – Dorling Kindersly</li> <li>• Resources from CFER</li> </ul>	

# Christianity Key Stage 3

## Lifestyle and Celebrations

Learning Objectives	How does following a Christian life-style helps some people deal with issues they must face in the 21st century?	Key words • Belief • Conviction • Peer pressure • Value
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Keeping the Sabbath Day special</li> <li>• Attitudes to drugs, alcohol, lottery, chastity, conscientious objector</li> <li>• Different practices and attitudes within different denominations of Christianity.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What beliefs are important to you?</li> <li>• How easy is it to keep these beliefs?</li> <li>• What makes you behave the way you do when faced with dilemmas?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• List some values which 21st century Christians believe are important.</li> <li>• Investigate what is involved in getting baptised into a Christian denomination. What commitment is being made by the person baptised or by others on their behalf?</li> <li>• How are the commitments made at a confirmation ceremony different to those at Baptism?</li> <li>• Prepare a radio phone-in help concerning a modern day issue being answered by a Christian believer.</li> <li>• In groups research Christian attitudes to alcohol/drugs, the lottery, chastity, conscientious objectors</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Quiet Heroes – E Barnes ISBN 0952642700</li> <li>• For Goodness Sake – F Benjamin ISBN 0551027991</li> <li>• DVD Croydon Community Speaks discussion section</li> <li>• Revolutionary Christians – C Richards ISBN 1840035501</li> </ul>	

# Christianity Key Stage 3

## Lifestyle and Celebrations

Learning Objectives	<p><b>How do Christians show respect for fellow humans?</b></p> <p><b>How do Christians show concern for the environment?</b></p>	<p><b>Key words</b></p> <p>• Needs/Wants • Mission/Vocation • Steward • Sustainability</p>
<p><b>AT1 Learning About</b></p>	<ul style="list-style-type: none"> <li>• Sharing resources i.e. food:water</li> <li>• The Assisi Declaration</li> <li>• Psalm 148 as an example from the Bible</li> <li>• Jesus as an example of a human who showed respect for others</li> <li>• Work of charities eg Christian Aid/CAFOD</li> </ul>	
<p><b>AT2 Example questions. Learning from</b></p>	<ul style="list-style-type: none"> <li>• What are the differences between needs and wants? Whose responsibility is it to care for others?</li> <li>• In what ways is the world an unfair place for some people?</li> <li>• Where do Christians get the idea of stewardship from?</li> </ul>	
<p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>• Write a One2One with Jesus on environmental concerns. Think about what his message would be.</li> <li>• Use a variety of sources to compile a publicity brochure for a Christian charity.</li> </ul>	
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• DVD Croydon Community Speaks</li> <li>• Resources on charities from CFER</li> <li>• Moving On – D O’Malley ISBN 0854395687</li> <li>• Speaker from Charity organisation</li> </ul>	

## Christianity Key Stage 3

Aspects of Christmas and Easter will have been taught throughout KS1 and KS2

Learning Objectives	What is the significance of Christmas to the Christian community and how is it celebrated today?	Key words • Advent /Christmas • Belief • Human/Divine • Incarnation
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Christians believe that by experiencing human life Jesus understands them when they pray.</li> <li>• Jesus came to earth to save people from sin (sacrifice).</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Why do some churches have a service at midnight on Christmas Eve?</li> <li>• What were the names/titles given to Jesus and what did they mean?</li> <li>• What does 'incarnation' mean? Who were the mother and father of Jesus? Does this make Jesus human or divine?</li> <li>• How do Christians prepare for Christmas?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Listen to a visiting speaker or pupil from school community explain about they believe about Christmas and compare their activities to a non-believer.</li> <li>• Compare the different accounts of Jesus' birth in the Gospels. Why are they different?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• RMEP Jesus through Art</li> <li>• A Christian Speaker</li> <li>• CMS The Christ we share and Born Among Us packs. Resources from CFER</li> <li>• Bibles</li> </ul>	

## Christianity Key Stage 3

Aspects of Christmas and Easter will have been taught throughout KS1 and KS2

Learning Objectives	What is the significance of Easter and how is it celebrated today?	Key words • Easter • Lent • Resurrection • Sacrifice/Salvation
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Easter is the most important Christian Festival of the year.</li> <li>• Jesus came to earth to save people from sin (sacrifice). His death was a victory over sin and was the salvation of people on earth.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• The majority of Christians believe that Easter is a more important festival than Christmas. Why do you think this is so?</li> <li>• Why do Christians recall the death of Jesus?</li> <li>• What does resurrection mean? Why did the disciples not recognise Jesus on the road to Emmaus?</li> <li>• What is the period of preparation for Easter? How is this period of preparation followed by many Christians?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Listen to a visiting speaker or pupil from school community explain about they believe about Easter and compare their activities to a non-believer.</li> <li>• Research what happens during Holy Week using the Bible for reference. Write a series of diary events or newspaper articles for Holy Week.</li> <li>• Groups to present the background, events and meaning of Palm Sunday, Maundy Thursday, Good Friday, Easter day.</li> <li>• Look at paintings and pictures which show the events of Holy Week to compare the scenes and symbolism.</li> <li>• Read Luke chapter 24 and debate the meaning of the chapter.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Bibles</li> <li>• Resources from CFER</li> <li>• RMEP Jesus through Art</li> <li>• A Christian Speaker</li> <li>• DVD The Miracle maker DVD Seeing Salvation</li> </ul>	

## Hinduism Key Stage 3

### Authority and Worship

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

It is important that Hinduism is portrayed as a global living faith which incorporates a range of traditions and practices and reference should be made to the impact of Hinduism within the local area, particularly at times of festivals.

Study should reflect that many Hindus believe in one God, Brahman, who has many ways of acting and of being known. Pupils should be encouraged to explore and reflect on the idea of dharma or duty and explore some of the stories and religious literature of the Hindu tradition and reflect on them in the light of their own experiences. Pupils should be aware of the role of the Hindu priest and other people of influence. Pupils should also be aware of the role of the Mandir for worship and for community and of the importance of home and family, and the importance of preparation within the home, for festivals and for celebrations of rites of passage for Hindu religious lifestyle and identity.

Learning Objectives	<b>What are the Hindu beliefs about Brahman as the ultimate reality?</b> <b>What is the significance of the term Sanatan Dharma?</b>	<b>Key words</b> • Brahman
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Hindus believe in one God-Brahman. Brahman is so great that we cannot comprehend so Hindus have many minor deities which are part of the great Brahman. Brahman is the ultimate reality which pervades the universe and is within everything.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What do we believe to be true? What do we believe that we cannot see?</li> <li>• What do we think lasts forever?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Read the story of the Blind Men and the Elephant and discuss how this relates to Hindu belief in Brahman.</li> <li>• Look at the you tube extract on Sanatan Dharma and discuss your feelings about it</li> <li>• Devise a snakes and ladders board game showing the effect of Hinduism on a person's lifestyle.</li> <li>• Discuss ways that good and wrong actions can have a 'domino' effect on own or other people's lives.</li> <li>• Draw a life map identifying the different responsibilities we have to others at each stage of our lives.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <b>DVD</b> Belief File</li> <li>• <b>DVD</b> Quest - Channel 4</li> <li>• <a href="http://www.youtube.com/watch?v=ucaKBZDJukM">http://www.youtube.com/watch?v=ucaKBZDJukM</a></li> </ul>	

# Hinduism Key Stage 3

## Authority and Worship

Learning Objectives	What do Hindus mean by the Trimurti and what is their significance?	Key words • Trimurti • Brahma • Shiva • Vishnu • Avatars of Vishnu.
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The universe is constantly going through a pattern of birth, growth and death, the three deities known as the Trimurti are Brahma-creative power,</li> <li>• Shiva-destroyer, Vishnu-preserver. When evil comes to the world Vishnu comes to fight it in the form of an Avatar, he has come 10 times, two of these have been Krishna and Rama</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What do Hindus believe about the Avatars?</li> <li>• How long does the cycle take?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Research in groups the three deities Brahma, Vishnu and Shiva and share the information with the class</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <b>DVD</b> Belief File</li> <li>• <b>Resource sheet</b> Blind Men and the Elephant</li> <li>• <b>DVD</b> Quest - Channel 4</li> <li>• Vedic Stories - A Das ISBN 0952749211</li> <li>• Dashavatar - R Das ISBN 0952268604</li> <li>• <a href="http://www.bbc.co.uk/religion/religions/hinduism/deities">http://www.bbc.co.uk/religion/religions/hinduism/deities</a></li> </ul>	

# Hinduism Key Stage 3

## Authority and Worship

Learning Objectives	What are the key roles of the Hindu Priest in the Mandir?	Key words • Mandir • Guru; leader of prayers; looks after Murtis; collects offerings; organises Samskaras. • Arti and Puja • Prashad
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• What happens in worship in a Mandir?</li> <li>• What is the structure of a Mandir and what is the role of the Mandir in the Hindu community?</li> <li>• What happens at Swaminaryian Mandir and Bhaktivedanta Manor?</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Who is in authority over us?</li> <li>• What qualities do we expect from them?</li> <li>• What is Samskara?</li> <li>• What are the Murtis? Why are these chosen?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Visit a Mandir and talk to a representative of the local Hindu community / look at a virtual visit of a Mandir and compose questions to ask a visiting Hindu speaker.</li> <li>• Describe what is happening in posters showing worship in a Mandir.</li> <li>• Visit a Mandir and describe it using the five senses.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Local Mandir</li> <li>• <b>DVD</b> Believe it or not- Visiting a Mandir</li> <li>• <b>DVD</b> Swaminaryian Mandir</li> <li>• Hindu Photo Pack – Westhill CFER</li> </ul>	

# Hinduism Key Stage 3

## Authority and Worship

<b>Learning Objectives</b>	<b>What is the significance and influence of Mahatma Gandhi for many Hindus?</b>	<b>Key words</b> • Conviction • Harijans
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Life in South Africa</li> <li>• Importance of Ahimsa. Use of term 'Harijans'</li> <li>• The Salt March</li> <li>• Gandhi Talisman, Gandhi Foundation</li> <li>• Importance of Yajna – acting for the welfare of others</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• In what ways could Gandhi be considered a good role model/inspirational figure?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Look at excerpts from the film 'Ghandi' to see key events.</li> <li>• What did Ghandi say about yajna and what is it? Give examples of when you acted with yajna.</li> <li>• What is Ahimsa? How could you carry this out in your life?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <b>DVD</b> Gandhi</li> <li>• Mahatma Gandhi – A Katha ISBN 8175081252</li> <li>• Mahatma Gandhi – M Nicholson ISBN 1850150915</li> </ul>	

## Hinduism Key Stage 3

### Sacred and Inspirational Writings

Learning Objectives	What is the most significant of the Hindu sacred writings and religious literature?	Key words • Vedas • Sacred • Ramayana • Mahabharata • Bhagavad • Gita
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• There are many significant sources of Hindu scripture. Among the most popular are the Vedas, the Ramayana and the Mahabharata, a small section of which is the Bhagavad Gita</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• How do people show special texts and stories are important to their lives?</li> <li>• Which books, written a long time ago, are special to us? How do we decide on which books are special?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Investigate how Hindu children are taught/learn about their sacred writings.</li> <li>• Using appropriate Hindu symbolism, design a book cover/book mark for the Bhavagavad Gita.</li> <li>• Design a Hindu calendar using selected inspirational verses from the sacred literature.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <b>DVD</b> Belief File - Hinduism</li> <li>• <i>The Stories of Ramayana</i> – Valmiki ISBN 8175080787</li> <li>• <b>DVD</b> Quest – Ramayana</li> <li>• <i>Stories of Krishna</i> – V Baumfield ISBN 1851751939</li> <li>• <i>Krishna the Divine Lover</i> – B Khanna ISBN 1853321664</li> <li>• Resource sheet Krishna and the Serpent</li> </ul>	

# Hinduism Key Stage 3

## Sacred and Inspirational Writings

Learning Objectives	What are the Shruti and the Smriti and what is the significance of these to Hindu writings?	Key words • Shruti • Smriti • Veda
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Shruti – those that have been heard</li> <li>• Smriti – those that can be remembered</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Why do Hindus have many different books?</li> <li>• What is the difference between Shruti and Smriti?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Find out the names of the different holy books that Hindus read. Research the four vedas and what they mean.</li> <li>• Why do the stories appear with different god's names or different characters?</li> <li>• Look at the story of the Bhagavad Gita discuss where the battle took place?</li> <li>• Why might resisting temptation be similar to fighting?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• This is Hinduism – Stanley Thornes ISBN 0748730931</li> <li>• And as above</li> </ul>	

# Hinduism Key Stage 3

## Lifestyle and Identity

Learning Objectives	What is the significance of the home and family for a Hindu religious lifestyle and identity?	Key words • Fast • Devotion • Puja • Shrine • Duty • Karma
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Hinduism is a way of life but one can also be a Hindu without being a religious person.</li> <li>• Home shrines are often found in Hindu homes- Arti tray, To'ran, Symbols eg Mantras; Mala; Murtis; Incense, etc</li> <li>• Puja is carried out at at home and in the Mandir</li> <li>• The importance of Ishta Devi</li> <li>• Fast days Duties/dharma within the family</li> <li>• Introduction to the four stages of life.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• How does the home show what we value? What are our duties to the rest of the family? How have your family helped you?</li> <li>• What duties do we have in life? How would we describe our way of life?</li> <li>• What is the difference between a house and a home?</li> <li>• What is Sacred? What helps us think?</li> <li>• What are our responsibilities in the home?</li> <li>• Why are these important? What are our goals in life?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Interview a Hindu speaker on the importance of their home shrine</li> <li>• Devise a snakes and ladders board game showing the effect of Hinduism on a person's lifestyle.</li> <li>• Discuss ways that good and wrong actions can have a 'domino' effect on own or other people's lives.</li> <li>• Draw a life map identifying the different responsibilities we have to others at each stage of our lives.</li> <li>• Set up pupils own shrine with objects of value, Create a To'ran for a festival and explain your choice of symbols.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <b>DVD</b> What's It Like To Be A Hindu?</li> <li>• <b>DVD</b> World of Faith</li> <li>• Example of a To'ran – welcome banner from CFER</li> <li>• <b>DVD</b> Belief File – Channel 4</li> <li>• <b>DVD</b> Believe It Or Not</li> </ul>	

# Hinduism Key Stage 3

## Lifestyle and Identity

Learning Objectives	How do Hindus show concern for others and the environment?	Key words • Karma • Atman • Sacred • Environment • Interdependence
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The Law of Karma</li> <li>• Examples of concern eg. Shravan; Krishna and the Serpent.</li> <li>• All living creatures have atman. consider the importance of trees and rivers the sacredness of the Cow and that many Hindus are vegetarians</li> <li>• The Activities of the Chipko Women and the Friends of Vrindavan</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What do Hindus consider the consequences of good and bad actions are?</li> <li>• Why should people care for the environment?</li> <li>• How does the teaching of Hinduism inspire the Chipko women.</li> <li>• Do animals have souls? Should all animals be treated with respect? Is it worse to shoot an elephant or stamp on an ant? Why?</li> <li>• How are we interdependent with each other? With the environment?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Research the Friends of Vrindavan or the activities of the Chipko Women to find out how they care for the environment.</li> <li>• Research how cows are integrated into Hindu town life in parts of India.</li> <li>• Using a circle shape, show ways in which people depend upon each other.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Hinduism – A Lovelace &amp; J White ISBN 0435302523</li> <li>• Hinduism &amp; Ecology – R Prime ISBN 030432373</li> <li>• The People Who Hugged the Trees – D Rose ISBN 0911797807</li> <li>• Resources from CFER</li> </ul>	

# Hinduism Key Stage 3

## Lifestyle and Identity

<b>Learning Objectives</b>	<b>What is the significance of the festivals of Janmashtami or Navarati?</b>	<b>Key words</b> • Janmashtami • Navarati • Durga puja • Krishna • Jagannath
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Navarati – a nine day festival celebrating good triumphing over evil.</li> <li>• Janmashtami – the birthday of Lord Krishna</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Is good luck a virtue?</li> <li>• Who helps us to know what is good and what is bad?</li> <li>• What do we gain from holding a festival?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Research the chosen festival looking into the deity that is celebrated and the significance of celebrating to a religious Hindu.</li> <li>• Explore some of the teachings in the Bhagavad Gita. What is the important message (parable) behind the stories of these festivals?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <i>Celebrate Hindu Festivals</i> – Heinemann ISBN 9780431069500</li> <li>• <i>This is Hinduism</i> – Dave Symmons ISBN 9780748730933</li> <li>• Resources from CFER</li> </ul>	

## Islam Key Stage 3

### Authority and Worship

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

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

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

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

<b>Learning Objectives</b>	<b>What gives Muslims an understanding of the supreme nature of Allah for Muslims?.</b>	<b>Key words</b> • Shahadah • Allah • Tawid • Ummah
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Nature of Allah through 99 Attributes. eg Sustainer, Creator, Merciful.</li> <li>• Tawhid, Ummah, Shahadah.</li> <li>• Experiencing Allah through daily life and worship.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What titles /names do we give that implies quality?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Watch – 'The message of the prophet' and investigate how Yusef Islam experienced Allah.</li> <li>• Using ICT create a poster which reflects evidence of Allah in the world.</li> <li>• Diary entry of letter to a newspaper from a Muslim student's perspective to explain the importance of the Shadah in everyday life.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• DVD The Message of the Prophet</li> <li>• DVD Croydon Community Speaks from CFER</li> </ul>	

# Islam Key Stage 3

## Authority and Worship

<b>Learning Objectives</b>	<b>What is the importance of the Mosque in worship and in the community?</b>	<b>Key words</b> • Mosque • Madrassah • Jumah • Sacred • Community
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Key features of a Mosque as a place of Worship and as a community centre.</li> <li>• Art and calligraphy in a Mosques.</li> <li>• Worship in a Mosque. Jumah prayers.</li> <li>• Role of attending a Mosque.</li> <li>• Role of Madrassah.</li> <li>• Marriage ceremonies and funerals.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What does it mean to belong to a community?</li> <li>• What responsibilities are involved in belonging to a community?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Visit a Mosque</li> <li>• Discuss the rights and responsibilities of belonging to a community. List the advantages.</li> <li>• In groups prepare a Powerpoint presentation – ‘Why a Mosque is more than a room for worship’.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Resources sheet My community. Ask a speaker to discuss their feelings about the Mosque.</li> <li>• Visit a Mosque</li> <li>• HOLYCRIBS – True Tube Regents park Mosque</li> <li>• CFER resources</li> </ul>	

# Islam Key Stage 3

## Authority and Worship

<b>Learning Objectives</b>	<b>What do Muslims recognise as the role of the Prophet Muhammad?</b>	<b>Key words</b> • Sunnah • Hadith • Prophet
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Life of the Prophet.</li> <li>• Seal of the Prophets.</li> <li>• Examples in the Hadith and Sunnah eg a) treat others with the best manners. b) avoid going into debt.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Who do we admire?</li> <li>• What examples have they set?</li> <li>• How do we try to follow their example?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Revise, by making a timeline, the major events in the Prophet Muhammad's life.</li> <li>• From the Hadith resource sheet depict a series of pictures with thought and speech bubbles. Hadith resource sheet; Give examples of how these could be put into practice in everyday modern life.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Resource sheet The Hadith</li> </ul>	

# Islam Key Stage 3

## Authority and Worship

<b>Learning Objectives</b>	<b>What are the main roles an Imam performs during worship and in the community?.</b>	<b>Key words</b> • Imam • Mosque • Madrassh • Hafiz
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Leads prayers.</li> <li>• Knows the Qur'an.</li> <li>• Guides and advises the community.</li> <li>• Work in hospitals, prisons etc</li> <li>• Role in marriage ceremonies.</li> <li>• Death ceremonies.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What does Imam mean?</li> <li>• What training must an Imam undertake? What does hafiz mean?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Write a job description for an Imam.</li> <li>• Interview an Imam for a "Day in the life of...."</li> <li>• Plan and perform a ONE2ONE with an Imam about his role and responsibilities.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Visiting speaker- invite a local Imam or representative from the Mosque</li> <li>• DVD Belief File BBC 2</li> <li>• CFER resources</li> </ul>	

## Islam Key Stage 3

### Sacred and Inspirational Writing

<b>Learning Objectives</b>	<b>What is the significance of the Qur'an as a source of authority to many Muslims?</b> <b>What the role does the Qur'an play in worship and daily life?</b>	<b>Key words</b> • Revelation • Qur'an • Laylat ul Qadr • Hafiz
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Laylat ul Qadr (Night of Power)</li> <li>• How the Qur'an is read daily in Arabic.</li> <li>• Why some Muslims become Hafiz</li> <li>• Treatment of the Qur'an</li> <li>• How it is used for moral guidance, rules laid down for all aspect of life.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• How do we give special messages?</li> <li>• Why is a revelation so important?</li> <li>• What rules affect our daily lives?</li> <li>• What words have we been inspired by?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• The Night of Power – complete the activity sheet</li> <li>• Explore some teachings of the Qur'an and discuss what they mean for Muslims today.</li> <li>• Write a script between a Muslim and non-Muslim pupil discussing the Qur'an.</li> <li>• Invite a speaker to talk about how they use the Qur'an in their daily life.</li> <li>• Discuss the difference between being told something and it being revealed to you.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Resource sheet What does it really mean</li> <li>• Resource sheet Night of power activity</li> <li>• DVD What it's like to be a Muslim</li> <li>• Invite a Muslim speaker</li> </ul>	

## Islam Key Stage 3

### Lifestyle and Celebrations

<b>Learning Objectives</b>	<p>What does the Islamic idea of jihad mean?</p> <p>What are Muslim attitudes to war?</p>	<p><b>Key words</b></p> <ul style="list-style-type: none"> <li>• Lesser jihad</li> <li>• Greater jihad</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Greater Jihad striving to overcome evil and temptation in one's life.</li> <li>• Lesser jihad – fighting in an Islamic war.</li> <li>• Teachings after conflict situations.</li> </ul>	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• How does conflict start?</li> <li>• How is it resolved?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Research the sayings in the Qur'an on protecting the Islamic way of life.</li> <li>• Debate the Islamic rules for engagement of war, how are they similar to the Christian idea of a just war?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• A Qur'an</li> <li>• CFER</li> </ul>	

# Islam Key Stage 3

## Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>How can following a Muslim lifestyle help people deal with modern issues, are there problems with following this lifestyle?</b>	<b>Key words</b> • Hijab • Salah • Halal • Haram
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Religious clothing eg Hijab</li> <li>• Performing salah</li> <li>• Keeping Ramadan</li> <li>• Halal food</li> <li>• What is Umrah and how does it support the community?</li> <li>• What are the benefits of belonging to a community?</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Who/what do you turn to when seeking guidance?</li> <li>• How do your daily actions show what you consider to be important?</li> <li>• How important is dress? • Should Muslim girls be allowed to wear the Hijab in school?</li> <li>• How are people treated equally in the Muslim religion?</li> <li>• What are the benefits of belonging to a community?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Write guidelines for your school, explaining the different Muslim practices which might impact on school life.</li> <li>• Interview Muslim pupils and adults to investigate why they choose to wear a particular dress.</li> <li>• Discuss the Dilemas resource sheet</li> <li>• Write a newspaper piece using ICT on the benefits of Umrah for a Muslim.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• A Hijab</li> <li>• Visiting speaker to talk about their lifestyle.</li> <li>• DVD Croydon Community Speaks</li> <li>• Resource sheet; Dilemas</li> </ul>	

## Islam Key Stage 3

### Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>What are the practical and spiritual implications of Hajj? How can we recognise and reflect on these?</b>	<b>Key words</b> • Hajj • Spiritual • Makkah • Umrah
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Importance of Makkah.</li> <li>• Preparation for Hajj.</li> <li>• Places visited during Hajj.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What journeys have been special to us?</li> <li>• How did we prepare for them?</li> <li>• How were we changed when we returned?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Discuss a journey that might have a life time effect.</li> <li>• Make a Hajj board game with rules and appropriate questions.</li> <li>• Investigate a range of artefacts to be used during Hajj.</li> <li>• Consider the personal preparations for Hajj.</li> <li>• Write a series of diary entries pre, during and post Hajj.</li> <li>• Write a postcard from Makkah illustrating a knowledge of pilgrimage rituals and knowledge of the journey.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Resource sheet A special journey.</li> <li>• Channel 4 Hajj</li> <li>• Range of artefacts eg ihram, compass, travel mat, travel Qur'an, CFER</li> </ul>	

# Islam Key Stage 3

## Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>How do Muslims show their concern for other humans, for the poor and the use of wealth?</b>	<b>Key words</b> • Zakah • Sadaqah • Ibadah • Usury
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Giving Zakah.</li> <li>• Difference between sadaqah and ibadah.</li> <li>• Role of Islamic Relief. Role of red Crescent.</li> <li>• Surah 22:18</li> <li>• Stories of the Prophet Muhammad eg the ants and the boy who threw stones at trees.</li> <li>• The teachings on gambling. The teachings on the loaning of money with no interest by Muslim banks.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• How does giving to charity help others?</li> <li>• Should we buy a lottery ticket?</li> <li>• What do we need? What do we want?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Use ICT to devise a leaflet for Islamic Relief or Red Crescent.</li> <li>• Research into the Muslim lottery winners whose mosque did not want a share of their winnings.</li> <li>• Find out about Muslim Banking and use of interest</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Websites for Muslim relief agencies</li> <li>• Information on Muslim banking practices</li> </ul>	

## Islam Key Stage 3

### Lifestyle and Celebrations

<b>Learning Objectives</b>	<p><b>What are the many ways that Muslims show concern for the animals Allah created?</b></p> <p><b>How do Muslims show concern for the environment?</b></p>	<p><b>Key words</b></p> <ul style="list-style-type: none"> <li>• Halal food</li> <li>• Fitrah • Kahlifah</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• How animals are slaughtered for food.</li> <li>• The ban on animals in zoos or circuses.</li> <li>• The use of animals for work.</li> <li>• Role of khalifah of the whole of the Creation by Allah.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What was Operation Oryx? (In Oman in 1980 saving the wild oryx)</li> <li>• What are the differences between animals and humans?</li> <li>• How do Muslims think we should look after our planet?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Research the Islamic food laws and then produce a leaflet identifying the problems for a Muslim child at school in England.</li> <li>• Research the ideas of stewardship that Muslims follow.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• CFER resources</li> </ul>	

# Islam Key Stage 3

## Lifestyle and Celebrations

<b>Learning Objectives</b>	<p><b>What is the significance of Id-ul-Fitr and Id-ul-Adha to Muslims?</b></p> <p><b>How are they celebrated today?</b></p>	<p><b>Key words</b></p> <ul style="list-style-type: none"> <li>• Ramadan • Fasting • Commitment • Id – ul-Fitr</li> <li>• Sacrifice • Id-ul-Adha • belief</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The world is considered a Mosque.</li> <li>• Festival of Id-ul-Fitr How is Id celebrated in Croydon – pupils in the school community.</li> <li>• Prophet Ibrahim and his willingness to sacrifice his son.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Why some people consider the world as a place of worship.</li> <li>• How do we show we are grateful?</li> <li>• When have we been tested?</li> <li>• Discuss why would any divine being want to test faith?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Listen to a visiting speaker or pupil from school community.</li> <li>• Describe sacrifices pupils have made or others have made.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Muslim Speaker</li> <li>• DVD Id-ul-Fitr</li> </ul>	

## Buddhism Key Stage 3 – Optional

### Authority and Worship

Pupils will be developing a knowledge and understanding of Buddhism from their studies in Key stage 2.

Teaching and learning should reflect the fact that the life and teachings of the Buddha are an important model and that Buddha is not God and is not to be worshipped. It is important that pupils are aware that Buddhists do not pray and that meditation, stories, centres and festivals have a role in developing Buddhist beliefs, values and traditions.

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

<b>Learning Objectives</b>	<b>What are the main teachings of the Buddha?</b> <b>Why are the teachings of the Buddha so powerful?</b>	<b>Key words</b> • Truth • Impermanence • Dharma • Karma
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Recap what the pupils remember about Siddhata Gotama and The Buddha And The Enlightenment /The Middle Path/ Four Noble Truths/ Five Precepts/ Eight-Fold path and The meaning of Karma</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What is the truth? What happens after you die?</li> <li>• What is the difference between needs and wants?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Find out what your parents want for you and compare Gotama's father's wishes for his son after the wise men's prediction.</li> <li>• Reflect on and discuss something realised for the first time eg some people are homeless.</li> <li>• Conduct a survey to investigate what other people regard as important in modern times. Compare with the things that were important to the Buddha.</li> <li>• Write a letter to a friend telling about the Buddha's first sermon at Benares and how you felt when you heard it. What did Buddha mean by wisdom?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Buddha for Beginners – Stephen T Asma ISBN 0 86316 186 3</li> <li>• Prince Siddhartha The Story of Buddha, Wisdom</li> <li>• DVD Buddhism at KS3 – Clearvision</li> <li>• Teachings of The Buddha Shambhala ISBN 0 87773 860 2</li> </ul>	

## Buddhism Key Stage 3 – Optional

### Authority and Worship

<b>Learning Objectives</b>	<b>What is the significance of the life of the Dalai Lama and his significance for many Buddhists?</b>	<b>Key words</b> • Dalai Lama • Human Rights • Tibet
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Early life of the Dalai Lama</li> <li>• His work for Tibet</li> <li>• His main teachings</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Who do you think shows wisdom in action?</li> <li>• Should religious people become involved in politics?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Research the life of the Dalai Lama -Compare the Dalai Lama's childhood and upbringing with your own.</li> <li>• Write an account of the sufferings of the Dalai Lama.</li> <li>• With a partner, write a One2One with the Dalai Lama, asking him about the power of his beliefs</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Tenzin Gyatso: The Dalai Lama – Hanap ISBN 0-245-60105-8</li> <li>• Exiled Leader – AAhmed &amp; V Gray ISBN 1851751319</li> <li>• <b>DVD</b> Seven Years in Tibet</li> <li>• The Dalai Lama's Book of Wisdom – Thorsons ISBN 0-7225-3955-X</li> <li>• The Dalai Lama – Exley ISBN 1-85015-141-5</li> </ul>	

## Buddhism Key Stage 3 – Optional

### Authority and Worship

<b>Learning Objectives</b>	<b>What happens in the Buddhist Vihara?</b>	<b>Key words</b> <ul style="list-style-type: none"> <li>• Vihara (temple) • Shrine Image Puja Aum • Meditation</li> <li>• Stupa Mudras</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The Vihara; Originally it meant a secluded place in which to walk, and referred to dwellings or refuges used by wandering monks during the rainy season.</li> <li>• This is the place that Buddhists go to meet as a community, worshippers may sit on the floor barefoot facing an image of Buddha and chanting. There is also usually a home shrine.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Why do people need a special place where they can reflect and meditate?</li> <li>• What do Buddhists do when they gather together?</li> <li>• What do you find on a Buddhist shrine and why? How might these things encourage a Buddhist to enjoy life more and suffer less?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Collect appropriate objects and set up a 'shrine'. Make sure that suitable colours and textures are used to symbolise impermanence and change.</li> <li>• Investigate a range of images of the Buddha to identify the different mudras.</li> <li>• Design a memorial using appropriate symbols.</li> <li>• Visit a Vihara or ask a Buddhist speaker to come and talk about their practices</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Buddhism Photopack – D Rose ISBN 1852767669</li> <li>• Introducing Religious Artefacts – A Bramhall ISBN 189941339</li> <li>• The Lost Self – T Copley ISBN 1851757211</li> </ul>	

## Buddhism Key Stage 3 – Optional

### Sacred and Inspirational Writings

<b>Learning Objectives</b>	<b>What is the importance of the Tipitaka (Three Baskets) for some Buddhists?</b>	<b>Key words</b> • Jataka • Sutta Pitaka • Tripitaka Pali Canon • Sanskrit
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The Sangha are the Rules of Monks and Nuns</li> <li>• The dharma are the teachings of Buddha</li> <li>• The third basket is the explanation of the teachings.</li> <li>• The Sutras are written in Sanskrit</li> <li>• The earliest written scriptures which are called the Pali canon (or Tripitaka)</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What are the three refuges and the three poisons of Buddhism? (The Three Poisons – greed, anger and ignorance)</li> <li>• The Three Jewels – Buddha, Dharma, Sangha)</li> <li>• What are the ‘precepts’, who follows them?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Make a group display of the baskets with relevant symbols for the contents.</li> <li>• Design a simple board game based on the 3 Jewels and the 3 Poisons.</li> <li>• Research the 5 precepts, write a diary extract in which you are a Buddhist keeping the 5 precepts</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• The Dhammapada</li> <li>• Resources from CFER</li> <li>• Discovering sacred texts: Buddhist scriptures – Anil Goonewardene ISBN 0435303554</li> </ul>	

## Buddhism Key Stage 3 – Optional

### Sacred and Inspirational Writings

<b>Learning Objectives</b>	<b>What is the Dhamma (Dharma) and why is it important for Buddhists today?</b>	<b>Key words</b> • Dhamma (dharma)
<b>AT1 Learning About</b>	• Dhammapada v63 Dhammapada v204 Dhammapada v276 Dhammapada v391	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What do you believe to be true? Will it be true for ever?</li> <li>• What is in your own 'life's law'?</li> <li>• Buddha said ' Everything changes, We All change, We All suffer' Is this what you think also?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Using appropriate Buddhist symbolism, design a prayer flag using a quote from the Dhammapada.</li> <li>• Present a series of photographs/text showing how you have changed since your birth. Say what future changes you would like to happen.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Artefact box from CFER</li> <li>• Buddhism for Sheep – C Riddell ISBN 0091807549</li> <li>• The Dhammapada</li> <li>• Buddhist Prayer Flag/ Prayer Wheel</li> </ul>	

## Buddhism Key Stage 3 – Optional

### Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>What is the significance of the eight-fold path for the Buddhist lifestyle.</b>	<b>Key words</b> • 8 Fold Path
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Following the 8 fold path should lead to meaningful actions, Commitment, True Speech and Generosity</li> <li>• How would following it give you a good work ethic?</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• How does the Noble Eightfold Path lead to a middle way to live?</li> <li>• Why do people need guidance and guides?</li> <li>• Are human beings essentially weak?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Look at the 8 fold path and translate it into 21st century English with examples</li> <li>• Write a problem page for a teenage 'Buddhist' magazine using ICT.</li> <li>• Include letters asking about applying the principles of 'Right Livelihood' (occupation) and Right Action (behaviour).</li> <li>• Hold a debate between an advertiser of a product and a Buddhist who is explaining why the new product (car, iPod, phone etc.) will not bring happiness.</li> </ul>	
<b>Resources</b>	DVD Buddhism for Key Stage 3 – Clearvision	

## Buddhism Key Stage 3 – Optional

### Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>How can following a Buddhist lifestyle help some people deal with modern issues?</b>	<b>Key words</b> • Compassion • Sangha • Meditation
<b>AT1 Learning About</b>	• The importance to Buddhists of Compassion, loving kindness and the role of the Sangha	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• How can we show we care for the earth? Is the earth alive? With beliefs in change and impermanence why worry about the environment?</li> <li>• How does Buddhism help sort out problems like over-production, greed, pollution, etc?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Research the work of the Karuna trust.</li> <li>• Find out what your school/home/community does about recycling.</li> <li>• Write a 5 point action plan to save the world with a 'Buddhist-style' pledge for the environment.</li> <li>• Make presentations on what Buddha would teach on these issues: anorexia, fox-hunting, fur coats, vegetarianism, under achievement.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• The Mountain of Tibet – M Gerstein ISBN 1898000549</li> <li>• Croydon Buddhist Centre 98 High Street Croydon CR0 1ND <a href="http://www.croydonbuddhistcentre.com">www.croydonbuddhistcentre.com</a></li> <li>• DVD Believe It or Not Series</li> </ul>	

## Buddhism Key Stage 3 – Optional

### Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>What are the important festival days for Buddhists? (Wesak will have been studied at KS2)</b>	<b>Key words</b> • Dharma Day • Sangha Day • Parinirvana
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Dharma Day the occasion that Buddha's vision was communicated</li> <li>• Sangha day the celebration of the spiritual community</li> <li>• Parinirvana day the end of Buddha's physical life, celebrates the Buddhists positive approach to death and change</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Why do people celebrate? Do people need festivals?</li> <li>• Can non-religious people benefit from joining in religious festivals? Are Buddhist festivals religious?</li> <li>• If you were invited to one of these festivals what would you expect to happen?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• In groups research on of the festivals and make a presentation for the rest of the pupils.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <b>DVD</b> Buddhism for KS3 Clearvision</li> <li>• CFER library</li> </ul>	

## Judaism Key Stage 3 – Optional

### Authority and Worship

Pupils will be developing a knowledge and understanding of Judaism from their studies in Key stage 1 and 2.

Throughout the key stage it is important that Judaism is portrayed as a global living faith which has many distinctive traditions and practices. Teaching and Learning about Judaism should reflect that Jews believe in one God who created the world, the importance of the home and family to many Jews and the importance of the synagogue as a place of worship and a focus for the community.

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

<b>Learning Objectives</b>	<b>What are the Jewish beliefs about the nature and ways of experiencing God?</b>	<b>Key words</b> • God • Monotheism • Prayer • Shema • Mezuzah
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• What are the characteristics of the Jewish God?</li> <li>• Recap work on the Shema.</li> <li>• The Amidah Prayer: How does the Amidah inculcates a sense of connection to God?</li> <li>• Prayer – individual, communal.</li> <li>• There are no pictures of God or human beings in a synagogue.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What is God like?</li> <li>• How do Jewish people communicate with God? Why?</li> <li>• How do Jewish people show their belief in God?</li> <li>• In what ways might someone ‘struggle’ with God?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Discuss what pupils remember from KS1 and 2 particularly the Shema and the mezuzah.</li> <li>• Research the Amidah prayer – why is this prayer regarded as the central prayer of Judaism?</li> <li>• Look at the rituals connected with jewish prayer.</li> <li>• Write a statement you think is true about God.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• God – CEM ISBN 1851000895</li> <li>• <b>DVD</b> Belief File – Judaism – BBC2</li> <li>• Resources from CFER</li> </ul>	

## Judaism Key Stage 3 – Optional

### Authority and Worship

<b>Learning Objectives</b>	<b>Do Jews have to go to the Synagogue to worship God?</b>	<b>Key words</b> • Synagogue or Bet ha Kneset • Community
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The main features and functions and the main differences between the Orthodox and Liberal and Reform Synagogues.</li> <li>• What is the role of the synagogue as a centre for the community?</li> <li>• Is it important for Jews to attend Synagogue to worship God? What other activities are held there?</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Is it important to have a place of communal worship?</li> <li>• Where do you go/what do you do to reflect your beliefs, values or traditions?</li> <li>• Is it better to worship on your own or in groups?</li> <li>• Why are communities important?</li> <li>• What do you gain and what do you need to belong to a community?</li> <li>• What makes a Synagogue special?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• In groups investigate a range of different synagogue styles Orthodox/Liberal/ Reform (from photos and virtual visits on the internet) Look at the design of a Synagogue and the implications for worship. and research the meaning of the symbolic features to present to the class.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Visit a local Synagogue</li> <li>• The Writing on the Wall – T Copley ISBN 1851750193</li> </ul>	

## Judaism Key Stage 3 – Optional

### Sacred and Inspirational Writings

<b>Learning Objectives</b>	<b>What is the significance of the Torah as a source of authority for Jews?</b>	<b>Key words</b> <ul style="list-style-type: none"> <li>• Torah Sefer Torah Authority Simchat</li> <li>• Structure of the Tenakh: Torah, Nev'im, Ketuvim.</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The structure of the Torah and the Authority of the Torah.</li> <li>• The significance of the Torah to Orthodox and Liberal Jews.</li> <li>• The importance of the Torah portion at Bar Mitzvah.</li> <li>• Rejoicing of the giving of the Torah at Simchat Torah.</li> <li>• The Torah is part of the Tenakh</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Which books are sources of authority to us?</li> <li>• Can a book's message be relevant for all time?</li> <li>• What might we celebrate that money can't buy?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Invite an Orthodox and Liberal Jew to discuss how they consider the words and messages of the Torah.</li> <li>• Research the activities that take place at Simchat Torah. What does this celebration tell you about the importance of the Torah in worship?</li> <li>• Identify different types of writing in the Tenakh. Why do different types of writings matter?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <b>DVD</b> Believe It Or Not</li> <li>• The Story of a Torah Scroll – E Ray ISBN 0933873042</li> <li>• The Torah – D Charing ISBN 0435303503</li> </ul>	

## Judaism Key Stage 3 – Optional

### Sacred and Inspirational Writings

<b>Learning Objectives</b>	<b>What is the significance of the significance of the Decalogue for many Jews?</b>	<b>Key words</b> • Decalogue • Moses Mitzvot
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Tenakh – the written Torah or Hebrew Bible which states the law.</li> <li>• Talmud – the oral law – how the law should be carried out.</li> <li>• The teachings of the commandments (mitzvot) , how many actual commandments were there?</li> <li>• The impact of some of the commandments on society.</li> <li>• Varied group’s attitudes to the commandments eg keeping the sabbath.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What rules are important for us to keep?</li> <li>• Can rules be relevant for all times?</li> <li>• Do you think people are punished for not keeping religious rules? How?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Look in Exodus, Leviticus and Deuteronomy for the laws (Mitzvots )given by God to Moses. Would it be possible to keep all the rules in our modern society?</li> <li>• Devise a top ten list for a better modern society.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• The Writing on the Wall – T Copley ISBN 1851750193</li> <li>• Invite an Orthodox speaker to talk about how they view and keep the rules.</li> </ul>	

## Judaism Key Stage 3 – Optional

### Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>How does the Jewish home reflect the religious lifestyle and Jewish identity?</b>	<b>Key words</b> • Kosher • Mezuzah case • Shabbat
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Friday night worship in the home, Keeping Shabbat</li> <li>• The role of the home for festivals</li> <li>• Keeping kosher</li> <li>• Mezuzah Case</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• How does the home reflect your values, identity and traditions, compared to an Orthodox Jewish home?</li> <li>• Is it important to have a special family time each week?</li> <li>• What badges/signs/symbols do Jewish people put inside and outside their homes to reflect their values, identity or traditions?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• What is the reason for the Mezuzah –recap from KS1 and 2</li> <li>• Research what happens during the 24 hours of Shabbat. Why does Judaism try to bring families together for Shabbat?</li> <li>• Why is family life an important part of Judaism?</li> <li>• Find out about Kosher food and relate to the learning on the Decalogue. Prepare a menu that reflects the kosher requirements.</li> <li>• Find out which other Jewish festivals that are celebrated mainly in the home.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Jewish Stories and Symbols – J Rose ISBN 1872012167</li> <li>• Photopack – Judaism – D Rose ISBN 18527676</li> <li>• Resources from CFER</li> </ul>	

## Judaism Key Stage 3 – Optional

### Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>How can following a Jewish life-style help people deal with modern issues?</b>	<b>Key words</b> • Tzedekah • Tikkun Olam • Charity • Responsibility • Shoah
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Tzedekah</li> <li>• Tikkun Olam</li> <li>• Work of Jewish charities eg Tzedek; Jewish World Relief.</li> <li>• Moral dilemmas eg Sanctity of Life; Prejudice and Discrimination. Attitudes to suffering</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Is it important to follow a self-devised set of rules for living?</li> <li>• What should happen when State and religious rules conflict?</li> <li>• How do Jewish people show care for others? How might actions help to restore goodness to the earth?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Research an aspect of the Holocaust to find out how Jews used their religion to get them through.</li> <li>• Write a problem page with answers for modern times from a Jewish perspective.</li> <li>• Write an environmentally focused Ten Commandments and then prepare a presentation to your class to justify your ten.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Tikvah Means Hope – P Polacco ISBN 0440412293</li> <li>• The Tattooed Torah – M Ginsburg ISBN 0807402524</li> <li>• Resources from CFER</li> <li>• The Holocaust memorial Trust <a href="http://www.hmd.org.uk">www.hmd.org.uk</a></li> <li>• Let the Earth Teach You Torah – E Bernstein &amp; D Fin ISBN 096328481</li> <li>• Judaism and Ecology – A Rose ISBN 0304323780</li> </ul>	

## Sikhism Key Stage 3 Optional

### Authority and Worship

Pupils will be developing a knowledge and understanding of Sikhism from their studies at Key Stage 2.

Sikhism should be portrayed as a religion which is practiced throughout the world and reference should be made to the impact of Sikhism within the local area.

Study of Sikhism should reflect that Sikhs believe in one God and pupils should be aware of the significance of the Gurus actions and teachings for Sikhs today.

Opportunities should be given for pupils to reflect on the connections between Baisakhi and the forming of the first Khalsa and be aware of why some Sikhs wear the 5Ks and Turban. Pupils should be aware of the importance of the Guru Granth Sahib and the way that it is used and treated, the role of the Gurdwara both as a place of worship and focus for the Sikh community should be explored as well the importance of Sewa to Sikh lifestyle.

<b>Learning Objectives</b>	<b>What is Truth?</b>	<b>Key words</b> <ul style="list-style-type: none"> <li>• Waheguru – Wonderful Lord</li> <li>• Sewa – Selfless service to others</li> <li>• Mukti – escape from rebirth</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Understanding of when something is true. The idea that truth is relative</li> <li>• Sikh – learner, disciple, a person who believes in the ten Guru's, the Guru Granth Sahib Ji and who has no other religion</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What is the meaning of truth?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Discussion of the word truth – what does it mean? Is the truth always clear cut? Or are there variances between what people think is true? survey the class – start by asking them basic truths, for example is the sky blue or is the earth round? Go on to think about more complex truths – for example is there only One God? Or are there many? Which of the religions are true? Is the Qur'an the truth? Is the Bible the truth?</li> <li>• Discuss with the students that truth is relative – in that what is true for one person may not be true to someone else.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Teachers resources on Sikhism from CFER</li> </ul>	

# Sikhism Key Stage 3 Optional

## Authority and Worship

<b>Learning Objectives</b>	<b>What were the circumstances that lead Guru Nanaks to come to Sikhism?</b>	<b>Key words</b> • Guru
<b>AT1 Learning About</b>	• How did events in his life affect Guru Nanak?	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What is the role of a 'Guru', what does Guru mean?</li> <li>• How did the politics of the time have an effect on the Guru?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• On a map of the Punjab region and identify the specific areas where Guru Nanak lived. Look at the politics surrounding the Punjab region – what effects did these have on the Guru?</li> <li>• Investigate the life of Guru Nanak. Are there any significant experiences which helped form his mind set later on in life?</li> <li>• Compare the early experiences of Guru Nanak with those of other religious founders – are there any similarities/differences?</li> <li>• Create a 'This is your Life' for Guru Nanak. ( pupils should not act as a Guru)</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Information on Guru Nanak.</li> </ul> <p>This <b>Resource sheet</b> will have been used in KS2</p>	

# Sikhism Key Stage 3 Optional

## Authority and Worship

<b>Learning Objectives</b>	<b>Who are the key figures early in Sikhism, how did they shape the faith?</b>	<b>Key words</b> • List of Gurus names • Diwali • Amritsar • Langar • Khalsa – Community of the pure
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>Briefly investigate the life/role/teachings of the other Sikh Guru's</li> </ul>	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>What are the key points in the development of Sikhism?</li> <li>Particularly concentrate on the final living Guru, Guru Gobind Singh, after him there was no living Guru.</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>Make a timeline of the various Guru's after the death of Guru Nanak.</li> <li>Groups to look at different Gurus and explain the role and identify the achievements of the Guru's after the death of Guru Nanak</li> <li>Read through information on Guru Gobind Singh and create a factfile on the life of Guru Gobind Singh.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li><b>Resource sheet;</b> Information on Guru Gobind Singh.</li> <li><b>Resource sheet;</b> List of living Gurus and achievements.</li> </ul>	

# Sikhism Key Stage 3 Optional

## Authority and Worship

<b>Learning Objectives</b>	<b>What do Sikh's believe?</b>	<b>Key words</b> <ul style="list-style-type: none"> <li>• Sat Nam – Eternal Reality</li> <li>• Akal Purakh – Eternal One</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Sikhs have very clear beliefs about God</li> </ul>	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• What does the Ik Onkar symbolise?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Look at a copy of the Mool Manta.</li> <li>• Read 'Sikh beliefs about God'</li> <li>• Find out what are the three names of God and their significance to Sikhs?</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• CFER artefacts</li> <li>• World religions; Sikhism. Piara Singh Sambhi ISBN 1-871402-12-3</li> </ul>	

## Sikhism Key Stage 3 Optional

### Authority and Worship

<b>Learning Objectives</b>	<b>What is particular about the Sikh place of worship?</b>	<b>Key words</b> <ul style="list-style-type: none"> <li>• Gurdwara</li> <li>• Langar</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The Gurdwara – the Sikh place of worship.</li> <li>• Not just a place of worship but also a community centre.</li> <li>• Sikhs believe that everyone is equal and should be treated that way</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What is a Gurdwara like? How is it used? Who leads the worship?</li> <li>• What is gained from belonging to a community and worshipping together? What do we give back?</li> <li>• What is the Langar Hall, why is it important to the community?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Find out about the activities that take place at the Gurdwara.</li> <li>• Find out what the Langar hall is and how it cements the Sikh community. Discuss how sharing helps the giver and receiver.</li> <li>• Why do people take their shoes off and cover their heads when entering?</li> <li>• Invite a speaker in to talk about their worship practices and the Sikh community in Croydon.</li> <li>• Visit the local Gurdwara.</li> <li>• Create a menu for the Langar. Remember that the idea is that no-one is excluded so the food needs to be vegetarian</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Visit the local Gurdwara</li> <li>• A Sikh speaker</li> <li>• Posters from CFER</li> </ul>	

## Sikhism Key Stage 3 Optional

### Sacred and Inspirational Writings

<b>Learning Objectives</b>	<b>What is the significance of the Guru Granth Sahib to Sikhs?</b>	<b>Key words</b> <ul style="list-style-type: none"> <li>• Guru Granth Sahib</li> <li>• Akhand Path</li> </ul>
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The sacred writing of the Sikh community is treated as a living Guru</li> </ul>	
<b>AT2</b> <b>Example questions.</b> <b>Learning from</b>	<ul style="list-style-type: none"> <li>• Why did Guru Gobind Singh Ji chose a book to be the next Guru rather than a human?</li> <li>• What do Sikhs who cannot have a Guru Granth Sahib in their home do when they want to read an inspirational text?</li> <li>• What are the different types of writings in the Guru Granth Sahib?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Research the reasons why Guru Gobind Singh decided that there should be no more 'human' Gurus</li> <li>• In groups research; who can read from the Guru Granth Sahib in the Gurwara, how is it used in worship, how is it kept at the Gurdwara, what is an Akhand Path and when does it occur and present findings to the class.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <b>DVD</b> Believe it or not – Sikhism</li> <li>• Websites <a href="http://www.siknet.com/stories">http://www.siknet.com/stories</a>. <a href="http://Sikhs.org">http://Sikhs.org</a>. <a href="http://sikh.net/Sikhism/gurus">http://sikh.net/Sikhism/gurus</a></li> </ul>	

## Sikhism Key Stage 3 Optional

### Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>What is the Khalsa and what is its importance to Sikhism?</b>	<b>Key words</b> • Guru • Gobind Singh • Khalsa • 5 Ks • Panj Pyare
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• The Khalsa is the special group for Sikhs joining involves certain ceremonies and the wearing of 5 items.</li> <li>• Khalsa Sikhs have a very distinctive appearance and this is the appearance that we associate with Sikhs</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• Why is a 'uniform important'? What was the reason that Guru Gobind Singh made the Khalsa?</li> <li>• What was the Guru trying to teach the Sikh community?</li> <li>• Who are the Panj Pyare and what is their role today?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Studies of the Khalsa can be broken into two parts – part one looking at the story of the Panj Pyare, and part two looking at identity. What are the special names given to men and women?</li> <li>• Create a front page of a newspaper telling the story of the formation of the khalsa from the viewpoint of someone who was there</li> <li>• Consider the 5 Ks and discuss their importance to the community</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• The 5 K's artefact box from CFER</li> </ul>	

## Sikhism Key Stage 3 Optional

### Lifestyle and Celebrations

<b>Learning Objectives</b>	<b>What are the celebrations involved in Guru Nanaks Birthday?</b>	<b>Key words</b> • Guru Nanaks jayanti • Gurpurb • Nishan Sahib
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Celebrated in November</li> <li>• Most sacred festival</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• How does celebrating bring the community together?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Research the activities that take place at this festival. What happens at the Gurdwara on this day?</li> <li>• Invite a Sikh speaker to discuss their feelings and experiences when celebrating.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Truetube resources</li> <li>• Information from CFER</li> </ul>	

## Challenge Key Stage 3

### How does remembering help us?

<b>Learning Objectives</b>	<b>Why are memorials important?</b>	<b>Key words</b> • Memorial • Shoah • Armistice day
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• What is a memorial?</li> <li>• Why do people have memorials?</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What kind of memorials do we know?-locally and nationally (eg. obituaries/grave-stones/names on benches/special days/yahrzeit candles/names of roses/diseases/bursaries, parades for soldiers brought back from war)</li> <li>• How might memorials help people?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Create a collage of different types of memorials.</li> <li>• Write a diary extract for Yom Ha Shoah. Explore a range of memorials to the Shoah and decide which reflects the message 'Never Again'.</li> <li>• Look for memorials near home /school and report to the class</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Yad Vashem web site <a href="http://www.yad-vashem.org.il">www.yad-vashem.org.il</a></li> <li>• Resources from CFER</li> </ul>	

## Challenge Key Stage 3

### How does remembering help us?

<b>Learning Objectives</b>	<b>What are the ways that people cope with loss and change in their lives?</b>	<b>Key words</b> • Rituals • Death
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Look at poetry and song lyrics that express the sorrow of loss. Also a range of suitable fiction.</li> <li>• Explore a range of pictures to investigate the range of practices used eg lighting candles; placing flowers/stones on graves.</li> <li>• Illustrate a range of artefacts used and recognise the way they are used and their significance.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What helps people when someone has died?</li> <li>• Why do some people find it helpful to have set rituals?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Draw an emotion graph for the loss of an object (could be used for the loss of a pet).</li> <li>• Explore the words connected with loss eg anger/sad/disbelief and draw pictograms.</li> <li>• Personalise death eg if death were a colour it would be ...; if death were a flower it would be ...</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <b>Lyrics</b> Candle in the Wind – Elton John Heaven – Eric Clapton</li> <li>• Candles; Yahrzeit Candles; Range of memorial cards /Posters – CFER</li> <li>• Waterbugs and Dragonflies – D Stickney ISBN 0264669045</li> <li>• The Kite and Caitlin – Roger McGough ISBN 037032371</li> </ul>	

## Challenge Key Stage 3

### How does remembering help us?

Challenge Key Stage 3		
<b>Learning Objectives</b>	<b>How is faith a source of strength and help to some people in time of loss?</b>	<b>Key words</b> • Spirituality
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• What are the personal qualities which can help in times of loss?</li> <li>• Where does inner strength come from?</li> <li>• Is an inner strength in everyone? How can it be developed?</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• How do people suffer? Physically? Mentally?</li> <li>• What might be a verse from a sacred text which would give inspiration in time of trouble?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Look through a range of newspapers and make a class collage of different types of suffering.</li> <li>• Brainstorm a list of words that help people in time of trouble eg family; hope; faith; friends; memories. Divide the list into material, human and spiritual.</li> <li>• Read/watch the Buddhist story of Kisa and the Mustard Seed. Discuss what Kisa learnt through her suffering.</li> <li>• Listen to someone from CRUSE/St Christopher's Hospice/The Samaritans.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <b>DVD</b> Buddhism Key Stage 2 – Clearvision</li> </ul>	

## Challenge Key Stage 3

### How does remembering help us?

Challenge Key Stage 3		
<b>Learning Objectives</b>	<b>What are the teachings on death, mourning and the afterlife from one faith tradition?</b>	<b>Key words</b> • Funeral • Mourning • Afterlife
<b>AT1 Learning About</b>	<ul style="list-style-type: none"> <li>• Pupils to choose a specific religion and research the teachings on death, mourning and the afterlife.</li> </ul>	
<b>AT2 Example questions. Learning from</b>	<ul style="list-style-type: none"> <li>• What are the rituals before and at the funeral?</li> <li>• How do the customs at the funeral reflect the chosen religion's belief in an after-life?</li> </ul>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Create a funeral guide to the religion chosen.</li> <li>• Create a board game to show the relationship within the religion between how a person lives their life and their belief of what happens after death.</li> <li>• Explore a range of mourning cards from the religion and make a literacy web of the key terms used.</li> <li>• Investigate a range of textual references from sacred pictures.</li> <li>• Pupils write how they would explain their own beliefs about the after-life to their friend and to their five year old sister.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Resources from CFER and the Internet.</li> </ul>	

## Challenge Key Stage 3

### Does God exist?

Learning Objectives	AT1 Learning about	Examples of AT2 questions Learning from	Key words	Activities	Resources
<p><b>Looking for God – where do we start?</b></p>	<ul style="list-style-type: none"> <li>Describe different types of truth</li> <li>Explain what is meant by religious truth.</li> <li>Suggest ways in which believers believe God's existence could be proved.</li> <li>Use a spider diagram/mind map to make a clear summary of class thinking.</li> <li>Understand and use appropriately the terms 'theist/m', 'atheist/m' and 'agnostic/ism'.</li> </ul>	<ul style="list-style-type: none"> <li>What is meant by an experience of God and the many forms that an experience might take?</li> <li>Can Truth be interpreted in different ways?</li> <li>Can each of the many ways be valid?</li> </ul>	<ul style="list-style-type: none"> <li>Theist/Theism</li> <li>Atheist/Atheism</li> <li>Agnostic/Agnosticism</li> </ul>	<ul style="list-style-type: none"> <li>List statements that pupils believe to be true, and ask them to explain why they believe them to be true.</li> <li>Look at statements of people's varying experiences of God, eg in nature, in events, in others, within themselves, in mysteries, in pictures. Discuss the causes and effects of such experiences.</li> <li>Identify differences between fact, opinion and belief. How important is each? How true may each be?</li> <li>Investigate the many types of truth people believe in, eg moral, religious, scientific, mathematical, historical, personal, linguistic, musical. Pupils to do a matching activity, taking an example of a truth and matching it from the list of types of truth in word or image.</li> <li>Rank the types of truth in different ways, eg in order of credibility, evidence and value. Ask pupils to explain what they put at the top and bottom of their lists and why. Discuss their choices as a class, focusing their thoughts on religious truth.</li> <li>If you were to look for proof of God's existence where would you look? Ask pupils to draw a spider diagram or mind map of their responses as a class.</li> </ul>	<ul style="list-style-type: none"> <li>Musical – 'One of us' - Joan Osborne, 'Precious Things/God' - Tori Amos, 'The Sign' – Ace of Base, 'Counting Blue Cars' – Dishwalla, 'Bring me to life' Evenescence, 'Losing my religion' – REM.</li> <li>Pictures – there are many on google. co.uk which show images of the earth/nature that could be used to discuss the existence of God.</li> <li>Religious – God speaking to Moses through the Burning Bush, the Angel Gabriel speaking To Mary.</li> </ul>

## Challenge Key Stage 3

### Does God exist?

Learning Objectives	AT1 Learning about	Examples of AT2 questions Learning from	Key words	Activities	Resources
<p><b>Why does God allow natural disasters?</b></p>	<ul style="list-style-type: none"> <li>• The main arguments disproving God's existence from the design of the world.</li> <li>• Identify the strengths and weaknesses of the argument in discussion and in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• What problems are posed by the argument from design.</li> <li>• Evaluate the strengths and weaknesses of the argument.</li> <li>• What about natural disasters?</li> </ul>	<ul style="list-style-type: none"> <li>• Disaster</li> <li>• Earthquake</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils in groups to share their thoughts on what problems this argument might have. Display summaries of their responses to the whole class, using a flip chart.</li> <li>• Read material that shows that the world is not always wonderful and beautiful, eg a report of an earthquake. Pupils, in small groups, to think about what these things mean for the argument from design, and to produce two ideas which weaken it and two which support it. Discuss the groups' thoughts.</li> <li>• What do you think about the argument from design? Ask pupils to answer this question in writing, making use of their notes, diagrams, etc, and explaining the reasons for their views.</li> </ul>	<ul style="list-style-type: none"> <li>• Images/DVD footage of recent earthquakes, tsunamis, hurricanes where natural disasters have affected the world around us.</li> <li>• CFER Resources</li> </ul>

## Challenge Key Stage 3

### Does God exist?

Learning Objectives	AT1 Learning about	Examples of AT2 questions Learning from	Key words	Activities	Resources
<p><b>Can the natural world reveal God?</b></p>	<ul style="list-style-type: none"> <li>The main arguments to prove God's existence from the design of the world.</li> <li>Students own arguments concerning the existence of God and the natural world.</li> <li>Read Biblical text concerning creation with understanding.</li> </ul>	<ul style="list-style-type: none"> <li>What is the argument from design theory?</li> <li>What is your illustration for the argument from design?</li> <li>Students to reflect on their own experience/ ideas of creation</li> </ul>	<ul style="list-style-type: none"> <li>Creation</li> <li>Awe</li> <li>Design argument</li> </ul>	<ul style="list-style-type: none"> <li>Ask pupils to bring poems, pictures or pieces of art which convey to them a 'sense of wonder'. In small groups, pupils discuss their examples and also talk about any moments when they have experienced a feeling of awe when surrounded by nature. Groups then contribute one or two anecdotes and artistic experiences to the whole class and thoughts on what these experiences might mean to them. Introduce the concept of creation as a type of truth proving the existence of God.</li> <li>Groups read together Psalm 19<sup>1-4</sup> and identify how the psalmist is using the evidence of the natural world.</li> <li>In pairs, pupils talk about the design argument and think of their own examples of it. They make notes together, then write at least two sentences summarising the argument, one saying what an atheist might say to challenge the argument, and one saying what they themselves feel at the moment. Ask them to consider the questions What do you think about this argument? What arguments can you think of to disprove the argument from design?</li> </ul>	<ul style="list-style-type: none"> <li>Bible Ref - Psalm 19 1-4</li> <li>Visual - Google images</li> <li>Poetry - <a href="http://www.poetryarchive.org/childrensarchive/search.do?method=theme&amp;searchTerm=nature">http://www.poetryarchive.org/childrensarchive/search.do?method=theme&amp;searchTerm=nature</a></li> <li>Poetry: For example 'earth cries' by Jean 'Binta' Breeze, or 'The Leaf's Lament' by Andrew Fusek Peters.</li> </ul>

## Challenge Key Stage 3

### Does God exist?

Learning Objectives	AT1 Learning about	Examples of AT2 questions Learning from	Key words	Activities	Resources
<p><b>Can the universe reveal God?</b></p>	<ul style="list-style-type: none"> <li>• The main characteristics of the cosmological argument.</li> <li>• To be able to identify and evaluate strengths and weaknesses of the design and cosmological arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• What the concept of cause and effect is.</li> <li>• To explain the cosmological argument.</li> <li>• To evaluate strengths and weaknesses of the design and cosmological arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Cosmological.</li> <li>• Ex nihilo.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up an experiment which will show cause and effect, eg dominoes in a line, or the game board for 'Mousetrap'. Pupils to predict what will happen during the experiment. Watch the experiment and then talk about examples of cause and effect in the world around them.</li> <li>• Pupils to consider how they think the earth came to be here. Introduce the argument that God is the first mover: God started everything off, just like someone had to in the experiment. Look at the cosmological argument in more detail and ask pupils to answer the questions How would some theists argue that the way in which the universe operates reveals God? What are your own views about this argument for God's existence? Why do you think some people would say this argument doesn't prove God's existence?</li> <li>• Ask pupils which argument they think is most convincing – design or cosmological – and why. Hold a class vote and display the results in a bar graph along with an explanation.</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific/mathematical – an experiment of some sort showing cause and effect. E.G. dominoes, mousetrap.</li> </ul>

## Challenge Key Stage 3

### Does God exist?

Learning Objectives	AT1 Learning about	Examples of AT2 questions Learning from	Key words	Activities	Resources
<p><b>Can God be experienced?</b></p>	<ul style="list-style-type: none"> <li>• What are the different forms of religious experience people may have?</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on questions of meaning and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Truth.</li> <li>• Experience.</li> <li>• Awe.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to think of any examples of religious experience they know about from their studies at key stage 1 and 2 or from their own experiences. Produce a large spider diagram displaying all their thoughts.</li> <li>• Investigate a number of different forms of religious experience, eg vision, dream, conversion, prayer, meditation, worship, through a variety of different media, eg video, newspaper article, tape a song, sacred writings, textbooks. Ensure that each of the different types of religious experience is looked at philosophically, so that pupils ask questions about whether these experiences may be true.</li> <li>• Having investigated religious truth in this unit, ask pupils to explain why theists believe in God. Give pupils a 'belief line' (5 = I believe in God; 0 = I'm not sure; - 5 = I don't believe in God) and ask them to put themselves on it, recording the reasons for their decision.</li> <li>• Pupils to reflect on the reasons for their decision above. Ask them to imagine what it would take to change their decision; discuss their ideas, showing respect for everyone's thoughts and views on the notion that without God there is no meaning or purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Suitable DVD, news articles, songs, textbooks.</li> </ul>

## Challenge Key Stage 3

### Does God exist?

Learning Objectives	AT1 Learning about	Examples of AT2 questions Learning from	Key words	Activities	Resources
<b>God – What is the Christian View?</b>	<ul style="list-style-type: none"> <li>To recognize Christian beliefs about the nature of God</li> <li>To look at ways of experiencing God.</li> </ul>	<ul style="list-style-type: none"> <li>In what way do Christians experience God?</li> </ul>	<ul style="list-style-type: none"> <li><b>Key ideas</b> God as Omnipotent, Omniscient, Transcendent, Almighty, Father, Creator; Humans made in the image of God.</li> <li><b>Key words</b> – Holy Spirit, Trinity, Omniscient, Almighty, Creator, Omnipotent.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce students to the question ‘what difference might it make to the life of a person if they believe in God?’ - Discuss different responses with students. How might believing in God affect a Christian’s life?</li> <li>Use some popular music to get students thinking about responses to previously asked questions. Give students copies of lyrics to examine and interpret – what do they show us about the influence of belief on a person’s life.</li> <li>Investigate with students what these pieces of music indicate to us about the nature of God</li> <li>Introduce students to the ‘Trinity’. Explain to students the idea of ‘Father, Son and Holy Spirit’. Go on to investigate ideas of monotheism and polytheism, and how the Trinity fits in. What does the Trinity tell us about the nature of God?</li> </ul>	<ul style="list-style-type: none"> <li>Examples of music to use, Evanescence ‘Bring me to Life’ or The Ambassador ‘Gimme Dat’.</li> <li>Art: images of Jesus (Dali’ Crucifixion).</li> </ul>

## Challenge Key Stage 3

### Does God exist?

Learning Objectives	AT1 Learning about	Examples of AT2 questions Learning from	Key words	Activities	Resources
<p><b>God – what is the Hindu view?</b></p>	<ul style="list-style-type: none"> <li>To know the significance of the Trimurti for many Hindu's.</li> <li>Brahman – ultimate reality, the only thing which is real, but yet one which we know nothing about even though we think we do.</li> </ul>	<ul style="list-style-type: none"> <li>What is the Hindu belief in Brahman as the ultimate reality?</li> <li>Introduce the concept of the 'Trimurti'. Explain the various roles – Brahma, Vishnu and Shiva.</li> </ul>	<ul style="list-style-type: none"> <li>Ultimate Reality.</li> <li>Trimurti.</li> <li>Brahma, Vishnu and Shiva.</li> <li>Maya.</li> </ul>	<ul style="list-style-type: none"> <li>Think about the concept of truth and how we know if something is real.</li> <li>Students to create a table identifying things that we believe to be true. Using this list, students to identify things which are true to them/personal to them, and ones which are true for everyone. How do they know these things are true? Evidence?</li> <li>Discuss with students, can we believe things which we cannot see? E.g. oxygen?</li> <li>The Matrix – show the scene where 'Morpheus offers Neo the blue pill or the red pill', how does this relate to reality? How do we know what is real?</li> <li>Introduce students to the idea of Maya and the concept of nothing being real or existing.</li> <li>'The Blind men and the Elephant' read/act out. How does this relate to Hindu teachings of Maya, and Hindu ideas of Brahma?</li> <li>Students to think about the different roles they have and how they behave within each of these roles. Eg as a child/sibling/friend/student.</li> <li>Discuss with students how having a God with many different roles could affect a person's behavior – Hindu God's family tree identifying the Trimurti and the various avatars of Vishnu.</li> </ul>	<ul style="list-style-type: none"> <li>Extracts from the film The Matrix</li> <li>'Hindu God's Family tree' – Folens Specialsresource book.</li> <li>Resource Sheet The Blind man and the elephant.</li> </ul>

## Challenge Key Stage 3

### Does God exist?

Learning Objectives	AT1 Learning about	Examples of AT2 questions Learning from	Key words	Activities	Resources
<p><b>God – What is an Islamic view?</b></p>	<ul style="list-style-type: none"> <li>• To think of the different ways of experiencing Allah.</li> <li>• Introduce and explain concept of 'Tawhid' – the Oneness and Unity of Allah.</li> </ul>	<ul style="list-style-type: none"> <li>• What are Muslim beliefs about the nature of Allah?</li> </ul>	<ul style="list-style-type: none"> <li>• Tawhid, Shahadah and Shirk.</li> <li>• Tesbih.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about qualities that we have – how do they affect our behaviour?</li> <li>• Discuss the 99 names of Allah and how Allah is experienced.</li> <li>• Students could – create a class collage showing some of the 99 attributes of Allah, create a poster reflecting evidence of Allah in the world.</li> </ul>	<p>Resource sheet -99 names of Allah sheet.</p> <ul style="list-style-type: none"> <li>• Islam in today's world resource book.</li> <li>• Islamic prayer beads.</li> </ul>

## Challenge Key Stage 3

### Does God exist?

Learning Objectives	AT1 Learning about	Examples of AT2 questions Learning from	Key words	Activities	Resources
<p><b>God – What is the Jewish view?</b></p>	<ul style="list-style-type: none"> <li>Ways of experiencing God.</li> </ul>	<ul style="list-style-type: none"> <li>What are Jewish beliefs about the nature of God?</li> <li>.How do people communicate with God? Discuss with students the importance of prayer, both individual and communal.</li> </ul>	<ul style="list-style-type: none"> <li>Yahwah</li> <li>Torah</li> <li>Tenakh</li> <li>Mezuzah</li> </ul>	<p>How do you perceive God? What is God like?</p> <ul style="list-style-type: none"> <li>Discuss with students how they communicate. Go onto ask them about their perceptions on communication – which is the best/worst/favourite/hated?</li> <li>Can a person communicate with someone they can't see or hear? What if there wasn't even the evidence to show for definite that that person existed?</li> </ul> <p>Write a statement of they what think is true about God.</p> <p>Recap knowledge of the Mezuzah. Design own container for their statement of belief.</p>	<ul style="list-style-type: none"> <li>A mezuzah and the Shemah (Resource Sheet).</li> </ul>

## Challenge Unit Key Stage 3

**Tribes** – The Plenary Session of each of the first 4 lessons should be each group showing/discussing what they have decided for their Tribe.

Learning Objectives	AT1 Learning about	Examples of AT2 questions Learning from	Key words	Activities	Resources
<p><b>What is a Tribe?</b></p> <p><b>Why do people feel the need to live in groups?</b></p>	<ul style="list-style-type: none"> <li>• Pupils to examine how a community is constructed and reflect on the implications of community cohesion. They are encouraged to examine the different puzzle pieces of a successful community. Pupils will evaluate the importance of tolerance and understanding compare and contrast theist, atheist and agnostic views about God/ God's existence.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do people believe in God?</li> <li>• What beliefs about God are personal to people?</li> <li>• How do some people experience God in the world around them?</li> <li>• What is your stereotypical idea of a tribe?</li> </ul>	<p>Religion</p> <ul style="list-style-type: none"> <li>• Theism</li> <li>• Atheism</li> <li>• Pantheism</li> <li>• Agnosticism</li> <li>• Truth</li> <li>• God</li> <li>• Faith</li> <li>• Proof</li> <li>• Evidence</li> <li>• Experience</li> <li>• Justification</li> <li>• Probability</li> <li>• Belief</li> <li>• Tribe</li> <li>• Community and identity</li> </ul>	<ul style="list-style-type: none"> <li>• Start by discussion comparing and contrasting theist, atheist and agnostic views about God/God's existence.</li> <li>• Discuss symbols, their importance and examples.</li> <li>• Create a tribe name and symbol.</li> <li>• Create a tribal flag, explaining what it stands for and how it creates a sense of identity.</li> </ul>	<p>As well as a range of textbooks and published resources, this unit will be enhanced by the use of ancient and modern materials from believers' sources, including:</p> <ul style="list-style-type: none"> <li>• Resources from a variety of media – visual, video and poetic resources that exemplify ideas within the unit, e.g. CD-ROMs containing great works of literature.</li> <li>• Religious artefacts including posters from CFER.</li> <li>• Sources illustrating theist, atheist and agnostic viewpoints.</li> <li>• Relevant religious scriptures that describe and explain revelatory experience.</li> <li>• A classroom visit from a member of a religious community.</li> <li>• Websites, e.g.</li> </ul> <p><a href="http://www.thesite.org.uk">www.thesite.org.uk</a></p>

## Challenge Unit Key Stage 3

**Tribes** – The Plenary Session of each of the first 4 lessons should be each group showing/discussing what they have decided for their Tribe.

Learning Objectives	AT1 Learning about	Examples of AT2 questions Learning from	Key words	Activities	Resources
<p><b>What do people mean by belief?</b></p>	<ul style="list-style-type: none"> <li>• What are morals and what is the/a conscience.</li> <li>• What is meant by the terms belief, monotheism, polytheism?</li> </ul>	<ul style="list-style-type: none"> <li>• ‘What is a conscience?</li> <li>• What does it mean?</li> <li>• Is its theory better than practice?</li> <li>• Identification of own beliefs, reflection of how this has impacted life.</li> <li>• What is the importance of beliefs – religious and non-religious on society?</li> </ul>	<ul style="list-style-type: none"> <li>• Conscience belief</li> <li>• Monotheism</li> <li>• Polytheism</li> </ul>	<ul style="list-style-type: none"> <li>• In groups create a belief system for the tribe.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources from a variety of media – visual, video and poetic resources that exemplify ideas within the unit, e.g. CD-ROMs containing great works of literature.</li> <li>• Religious artefacts including posters from CFER.</li> <li>• Sources illustrating theist, atheist and agnostic viewpoints.</li> <li>• Relevant religious scriptures that describe and explain revelatory experience.</li> <li>• A classroom visit from a member of a religious community.</li> <li>• Websites, e.g. <a href="http://www.theresite.org">www.theresite.org</a>.</li> </ul>

## Challenge Unit Key Stage 3

**Tribes** – The Plenary Session of each of the first 4 lessons should be each group showing/discussing what they have decided for their Tribe.

Learning Objectives	AT1 Learning about	Examples of AT2 questions Learning from	Key words	Activities	Resources
<p><b>Why is it important for society to have laws?</b></p>	<ul style="list-style-type: none"> <li>• Reflect on the concept of authority.</li> <li>• Look at the Golden Rule from different Religions.</li> <li>• Look at the Ten Commandments.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the difference between identity and symbols?</li> <li>• Why is it important to have rules and to carry out punishments?</li> <li>• What punishments do we use for people who break the rules?</li> <li>• Is there a difference between religious rules and secular rules?</li> </ul>	<ul style="list-style-type: none"> <li>• Law.</li> <li>• Rule.</li> <li>• Secular punishment.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion on the implications of laws on the individual and society.</li> <li>• What sort of punishments do we use on a local scale (i.e. school or at home), and what sort of punishment do we use on a national/international scale.</li> <li>• Create laws and punishments for your tribe being able to give reasons for your choices</li> <li>• Publish a scroll laying out laws and punishments of the Tribe.</li> </ul>	<ul style="list-style-type: none"> <li>• The Ten commandments.</li> <li>• The Golden Rule Resource sheet.</li> <li>• The Sermon on the Mount. From The Bible.</li> </ul>

## Challenge Unit Key Stage 3

**Tribes** – The Plenary Session of each of the first 4 lessons should be each group showing/discussing what they have decided for their Tribe.

Learning Objectives	AT1 Learning about	Examples of AT2 questions Learning from	Key words	Activities	Resources
<p><b>Why do religious people have special ceremonies and festivals?</b></p> <p><b>Do non-religious people have these also?</b></p>	<ul style="list-style-type: none"> <li>• Explain and define the words customs and ceremonies.</li> <li>• Look at some religious Artefacts and their use in ceremonial proceedings.</li> </ul>	<ul style="list-style-type: none"> <li>• What makes an artefact 'religious'?</li> <li>• Does an artefact have the same meaning to everyone who views it?</li> <li>• What are the various customs that religious people carry out?</li> </ul>	<ul style="list-style-type: none"> <li>• Artefact.</li> <li>• Custom.</li> </ul>	<ul style="list-style-type: none"> <li>• In groups write an explanation of a custom and a ceremony for the tribe.</li> <li>• Make an artefact to illustrate or to be used during the custom or ceremony that you have invented.</li> </ul>	<ul style="list-style-type: none"> <li>• Religious Artefact boxes from CFER.</li> <li>• Looking at Artefacts book.</li> </ul>

## Challenge Unit Key Stage 3

**Tribes** – The Plenary Session of each of the first 4 lessons should be each group showing/discussing what they have decided for their Tribe.

Learning Objectives	AT1 Learning about	Examples of AT2 questions Learning from	Key words	Activities	Resources
<p><b>What is community cohesion?</b></p> <p><b>Why is it important to Society?</b></p>	<ul style="list-style-type: none"> <li>• Explain community cohesion using Croydon as an illustration.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to live together in harmony?</li> <li>• Is it important to allow different cultures to keep their own practices?</li> </ul>	<ul style="list-style-type: none"> <li>• Community.</li> <li>• Cohesion.</li> <li>• Interfaith</li> </ul>	<ul style="list-style-type: none"> <li>• After amalgamating the tribes create a new tribe name, flag and symbol to create a new tribe.</li> <li>• Introduce of new laws and punishments for tribe.</li> <li>• Discuss the difficulties faced by the new tribe – issues of identity, loyalty etc. How do these reflect society?</li> <li>• Investigate interfaith issues and croydon faiths together group</li> </ul>	<ul style="list-style-type: none"> <li>• Materials for making new flag.</li> <li>• Use of video camera to record and review the new tribe.</li> </ul> <p><b><a href="http://www.faithstogetherincroydon.org">www.faithstogetherincroydon.org</a></b></p>

## Key Stage Four and Five

### Key Stage Four

The law still states at Key Stage Four schools are required to teach religious education. This has led to most schools following a syllabus from either one of the range of GCSE Religious Studies Short or Long Courses. Short courses are now being phased out so the choice of long course requirements will be left to the school but should include a study of Christianity and at least one other principal religion. In order to deliver the programmes of study, schools will need to devote 5% of curriculum time to RE at Key Stage Four.

During Key Stage Four pupils should be given opportunities to follow a study which should incorporate two components which relate to the attainment targets.

#### AT1 – Learning about religions

- Use appropriate language to develop their knowledge and understanding of the key beliefs, values and traditions of the religions studied.
- Recognise the variety of beliefs and practices within one religious tradition and identify how they may change over time.
- Reflect on secular and religious stories with a moral or spiritual dimension and respond thoughtfully and critically to key features and behaviours.
- Develop the ability to devise and ask relevant questions when investigating religious traditions.
- Consider how belonging to a faith tradition can make a difference to the life-style and moral attitudes of individuals and communities.

#### AT2 – Learning from religion and human experience

- Respond with supporting evidence to a range of contemporary moral and religious issues and human experiences.
- Evaluate, using appropriate evidence, peoples different responses to religious and other views on human identity and moral issues.
- Reflect upon their own attitudes, behaviours and experiences and evaluate with reference to inspirational texts and personalities.
- Show respect when visiting places of worship, handling artefacts and listening to others.

### Statutory Requirements at Key Stage Four

- The study of at least Christianity and one other principal religion.
- The learning objectives of a GCSE course.

### Religious Education at Post 16

The law and this Croydon Agreed Syllabus requires schools to provide religious education for all 16-19 year old students in sixth forms.

Religious Education Post 16 provides an opportunity for students to develop and extend work from earlier key stages. It should make a significant contribution to the students' spiritual, moral, social and cultural development as they prepare for life beyond schools. Schools can approach the fulfilment of these legal requirements in one or more of the following ways:

- Through discrete RE courses; schools may, for example, wish to take the opportunity to follow a nationally accredited GCSE or A/S course.
- As part of a general studies/school enrichment programme. The organisation of such may include a series of religious education days incorporating a variety of visits, workshops and speakers.
- A project-based flexible learning approach which gives students time to develop particular interests – possibly leading to an internally awarded certificate.

## Resources – The Golden Rule

### Baha’I

He should not wish for others that which he doth not wish for himself.

### The Buddha

I will act towards others exactly as I would act towards myself.

### Christianity

Treat others as you would like them to treat you.

### Confucianism

Do not do to others what you would not like for yourself

### Epictetus

What you would avoid suffering yourself, seek not to impose on others.

### Hinduism

This is the sum of duty; Do naught to others which, if done to thee, could cause thee pain

### Jainism

He should treat all beings as he himself should be treated. The essence of right conduct is not to injure anyone.

### Judaism

What is harmful to yourself do not to your fellow men. That is the whole of the law and the remainder is but commentary.

### Islam

None of you ‘truly’ believe, until he wishes for his brothers what he wishes for himself.

### Sikhism

As thou deemest thyself, so deem others. Cause suffering to no one; Thereby return to your True Home with honour.

Humanists agree with these rules because they are based on the way human beings have worked out the best way of living with each other.

## Resources – Importance of prayer

*Children should learn that it is an important part of the life of religious people and that there are different kinds of prayer.*

### Christianity

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

### Hinduism

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

### Islam

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

### Judaism

Prayers are said at the Synagogue every weekday. It is every Jewish mans duty to attend prayers as often as possible because they can only take place if ten adult males are present to form a minyan, or quorum.

Men should pray in the morning, afternoon and evening. The prayer book is called the siddur and contains different types of prayer including the Shema, which affirms belief in One God, which is repeated morning and night. The Shema is rolled up in the mezuzah and placed on the doorposts of Jewish homes and also within the tefillin, which is strapped onto the forehead and arms during morning prayers.

There are set prayers to be said as well as prayers for many occasions, such as seeing the new moon, for food and drink or setting out on a journey so that faith and prayer permeates the whole of life.

### Sikhism

Sikhs believe there is one God and that all people are equal. The purpose of life is self-realisation and on knowing oneself one meets God. Prayer and hymn singing are important for focusing on God and realising God within.

Set prayers from the Guru Granth Sahib are said by many Sikhs morning and evening. Members of the Khalsa have to say the 39 'steps' of the morning prayers but most families use the first five. The Mool Mantra is a statement of belief for Sikhs composed by Guru Nanak and found at the beginning of every chapter of the Guru Granth Sahib.

## Resources – What helps people pray/think

### Prayer can take the form of:

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

### Attainment Target 1

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

### Attainment Target 2

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

### General Activities

- Could a piece of writing, a picture or music be the basis of a prayer or inspire prayer?
- Look at pictures and respond in discussion and written work
- Paint own picture or abstract to show prayer
- Make a montage of pictures as a stimulus for prayer
- Listen to music and write down ideas that come into your mind
- Read or listen to poetry and discuss whether it could be used as a prayer or provoke prayerful thoughts
- Younger children could listen to stories about special, secret places
- Look at stories of Saints, how did their prayer and devotion change their lives.
- Make a prayer tree or a thought tree.
- Use some brick effect wallpaper to make a prayer or thought wall
- Look at pictures of people who are praying and discuss why they are, pictures of people at football matches, war memorials, the Wailing wall are particularly good.
- Make a Buddhist prayer flag or tie thoughts to a tree or bush in the playground.

### Investigate artefacts connected with prayer (can be obtained from CFER)

- **Christianity**  
Prayer beads, prayer book, the Bible, Icons
- **Buddhism**  
Prayer beads, prayer wheels and prayer flags
- **Hinduism**  
Holy writings, prayer beads, home shrine
- **Judaism**  
Prayer book (siddur) the Torah, Mezzuzah, Tefillin
- **Islam**  
Ritual washing, rak'as, prayer mat, compass, the Qur'an, prayer beads
- **Sikhism**  
The Japji particularly the Mool Mantra, Nit-Nem, the daily rule, a Gutka.

## Resources – Avalokiteshvara – A Buddhist Story

Gather round, come close and listen. I want to take you to a mythical land that hovers somewhere near our earth. It may be just above the clouds – you might catch glimpses of it on stormy days. It looks just like our world, with trees and rivers, homes and villages, but is special in that from this place you can look down and see everything that is happening on the earth.

The hero of our story lives here with others of his kind. He's sixteen years old, tall with long shiny black hair. He is wearing a loose red robe that leaves bare his muscled arms and strong calves, the colour of maple syrup. He has a handsome face with a wide, welcoming smile and large almond-shaped blue eyes that look at you with such warmth and interest that you feel glad to be alive.

For this is no ordinary teenager. He is a Bodhisattva. He has special powers to help people who get into trouble. Buddhists call him Enlightened because he looks at the world differently to most of us. He sees that often human beings get into difficulties because they just do not understand the way the world works. They think that, for example, if someone hurts you, the best way to sort things out is by hurting them back; or the way to be happy is to work ever harder to get money, and miss out on enjoying life. And then he sees that some human beings are just sore with grief and unhappiness that they in no way deserve. He looks down on all of them with kindness, seeing the suffering, offering comfort and good advice to anyone who will let him.

He loves his work and has dedicated himself to becoming totally kind, compassionate and wise so that he can be even better at giving the right kind of help to folk when they get into sticky situations. However, little does he know it, but he is about to get into a sticky situation himself.

We are visiting our hero on a very special day. As he looks down on the world with deep love and, perhaps with youthful enthusiasm, he declares that he will make a vow. He shouts it to the skies. 'If I ever hesitate to save human beings, may my body shatter into a thousand pieces.'

For a few heartbeats the world stops turning as his words vibrate through every stone and living thing on the planet and then with a slight shudder that many think must be a small earthquake, the earth continues on its way.

Our hero then settles himself down into a deep meditation as he tries to help all human beings reach enlightenment and happiness. We see him meditating for many years.

Eventually though, he comes out of his meditation. We see him slowly stretching and standing; the hair on his face and head grown long and shaggy, there is a soft smile on his lips, he knows he has done his best. He looks down again at the world of beings, yes some have learnt how to live well, but then he sees how many continue in their foolish, harmful ways, hurting others and hurting themselves. For a moment he feels frustrated and fed up – what slow learners these humans are - and in that instant he falls to the ground and his head and body shatter into a thousand pieces.

Lying there bleeding and in agony he cries out. He cries to the most loving being he knows, the Buddha Amitabha. Seeing him there, Amitabha rushes to help. The Buddha miraculously puts our hero back together again – but he looks totally different. Instead of just two arms, he now has a thousand – he can help many beings now – and each has an eye to see when beings need him. Instead of just one head, he now has 11 heads, each looking in a different direction so that he can take away suffering all over the world. He is now perfectly equipped to carry out the work he longs to do.

He is known as the Bodhisattva Avalokiteshvara. This myth about his life has been passed on from person to person all over the Eastern world and he is valued from India and Tibet to South East Asia, China and Japan.

Now the point about a myth is not whether its true, but what it is trying to say. This myth tells us a lot about how Buddhists see the world. For instance, how did Avalokiteshvara view human beings (apart from his fleeting moment of frustration)? What do you think about this view?

The myth also gives a picture of the kind love and compassion that Buddhists believe are in the heart of every human being and is available to everybody. Many Buddhists meditate on Avalokiteshvara in order to deepen their own love, compassion and wisdom.

## Resources – Jewish Harvest – Sukkoth

The Jewish harvest celebrated in the Autumn. Jewish people remember the time when they were on their journey out of Egypt to find their new land Israel. During the journey, which is supposed to have lasted forty years, they had no permanent home and lived in temporary tents. To give thanks for their safe journey Jewish people build a Sukkah (or shelter) and live, eat and even sleep in it for seven days. Jewish people gathering their harvest in the autumn build shelters in the fields.

Visit a local synagogue and look at their Sukkah  
Find out the significance of the Lulav and Eetrog.

*Alongside class work on thankfulness or harvest the role play area could be set up as follows.*

### Role play area – Sukkah

#### Resources

- Four long tubes from the inside of carpet or lino or bamboo garden poles.
- String or rope.
- Some evergreen branches if possible or strips of green cloth.
- Table and chairs.
- Plates, cups, bowls, knives, forks, spoons.
- Silver stars.

#### Inside

##### **Hang from the ceiling:**

- Thread strings of beads to represent fruits or make papier mache fruits and thread with string.
- Cut out bird shapes and colour, make wings out of concertina of paper pushed through the middle and opened out.
- Cut out butterfly shapes and paint half, fold together to make symmetrical patterns. Do this on both sides.
- Make paper flowers and thread on string.
- Make paper leaves and thread on strings.

- Make a frame using the cardboard rolls and fix the poles across the top to make a frame for the roof. Criss cross string to make a ceiling and either cover with light branches or with pieces of cloth. Fix silver stars to the ceiling above that can be seen through the roof.

##### **On the walls:**

- Use magazines to make collage pictures of foods.
- Make a lulav from a tube with green, yellow and white paper streamers coming out of the top.
- Make an etrog out of paper maché.

#### Activities

- Put table and chairs inside and let children pretend it is their home corner.
- Share and eat food together.
- Draw pictures of food and fruit to further decorate the walls.
- Make decorated table mats.

## Resources – Role play area – Jewish house at Shabbat

### Learning outcomes

To recognise the importance of the home and family for Jewish people.

To understand the terms Sabbath and Shabbat.

Alongside work in the classroom on special days or the Sabbath the role play area could be used as a Jewish home.

### Resources

Usual home corner equipment with cooker removed or covered. A film case or small square box, labelled Mezuzah stapled to the entrance.

Put three silver stars high up on wall above house to represent the stars that start and end the Sabbath.

Scarves for girls, 'best' dressing up clothes.

A white cloth or large sheet of white paper for the table.

Tape of Shabbat songs.

Two candle sticks and candles. *Children could make these from cotton reels or thick card rolls covered in foil or painted silver. Candles could be made from thinner card rolls painted yellow with yellow paper in the top, when the candles are lit the paper is pulled up and when unlit the paper is pushed down again.*

A collecting box decorated and labelled charity or TZEDAKAH BOX and some toy money.

A wine cup, *made from a desert pot painted silver.*

Braided Challah bread, *made from plaited yellow play dough.*

Challah covers. *Use paper fringed at each end, children to design (patterns /pictures of candles and broken bread) and colour using wax crayons.*

Table decorations, *made from paper flowers and pretend candles*

Wine coasters, *Draw round circles, cut out and colour.*

Havdallah candle, *three strips of coloured paper plaited together with yellow paper flame on top.*

Havdallah spice box, *decorated cardboard box with a little cinnamon or a few cloves sealed inside.*

Fishing game. *Decorated paper fish with words/sounds on one side and a paper clip on the top, children go fishing using a magnet, if they can read the word they keep the fish.*

### Activities

Make all the resources indicated to the left.

Write or draw on a small strip of paper an example of good behaviour or kindness that the children need to remember. Put these into the 'mezuzah'.

Write a simple prayer of thanks for the world around us.

Draw a picture representing something to be thankful for.

Tidy the area and lay the table for the group.

Put some play money in the charity box, write a note of how much is collected and what charity it might go to.

Act out the breaking of bread and lighting the candles.

Pretend to have a family meal all sitting at the table.

Play the fishing game to represent the fish that is often eaten.

Play 'Hunt the spice box'.

Act out the end of Shabbat using the Havdallah candle and spice box.

## Resources – Explaining Brahman

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

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

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

These words sum up the basis of what is believed by most Hindus about the nature of the Supreme Being known as Brahman. He is unlimited, the source and power of all life (omnipotent) and is all- knowing (omniscient).

Hindus also describe Brahman as the ultimate reality which pervades the universe and is within everything (omnipresent). The atman (real self or soul) in all living things is considered to be a tiny fragment of Brahman and is eternal. Many Hindus believe that when they reach moksha (their final liberation) they will be reunited with God.

The universe is constantly going through the pattern of birth, growth and death. The three most important functions of God within this world relate to this continuous cycle of life. These three have corresponding deities known together as the trimurti and are represented by Brahma (not to be confused with Brahman) as the creator, Vishnu the preserver and Shiva the destroyer. The trimurti are believed to control the three qualities of goodness, passion and ignorance which permeate and regulate all matter.

God has many ways of acting and being known, he creates new worlds and universes in the form of BRAHMA.

Without Gods actions life could not continue, when evil threatens the world VISHNU comes to fight it. He has come ten times in different forms called AVATARS, two of these have been Krishna and Rama.

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

## Resources – Krishna and Draupadi

One Day Krishna and his sister were getting ready to go somewhere very special. His sister had put on her best Sari which had a beautiful border of gold thread at the bottom. She had so looked forward to this outing as it had meant at last that she was able to wear her Sari for the first time.

Krishna was in the kitchen waiting for his sister. It was a hot day and the journey was going to be long so he thought it would be a good idea to cut some fruit off the tree. He reached for the knife but suddenly shrieked with pain. The knife had cut his arm and he was bleeding badly.

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

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

### Lord Krishna

Lord Krishna is an avatar, or incarnation of Lord Vishnu.

Krishna is a popular deity, he reminds Hindus of their responsibilities and expects people to contribute to a well ordered society by putting others before themselves. He also reminds them that God's creation is theirs to enjoy responsibly while also having fun. There are many stories of him from childhood to the saga of the Bhagavad Gita and his teachings and help to Arjuna. He is a guide and support and teaches not to be narrow in our views and opinions, that distinctions are not relevant to the development of an everyday understanding of what to do and how to live in this world.

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

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

## Resources – Krishna and the Serpent

One day the cowherds took the calves to the Jamuna River. They were very hot and thirsty and all quickly bent to drink the water but immediately collapsed onto the ground.

What they didn't know was that deep in the water lived a horrible hundred-headed snake called Kaliya. He had polluted the river and all the grass and trees, except one, had shrivelled up and died.

Krishna and his brother Balaram came past and saw all their friends lying as if dead. Krishna quickly climbed the only tree that was left growing and from high up he could see the snake lying in the middle of the water. He tied his belt to the top branch of the kadamba tree and leapt from the top. He landed with a huge splash and attracted the snake's attention.

'Why are you disturbing me?' hissed the snake and started to fight with Lord Krishna and winding him up in his huge coils. For hours they fought with each other and all the villagers came to watch. Some were almost frightened to death because the snake fought so fiercely and the earth trembled and meteors fell from the sky. Every time Krishna was caught in the snake's coils, he expanded his body and quickly contracted again so he could slip out of the coils. The serpent's eyes glowed red and he spat poison from his hundred heads and tried to

sink his fangs into Krishna's body. Lord Krishna smiled and danced from head to head crushing the snake, until he had to admit defeat. Other snakes, Kaliyas wives, came out to beg Krishna to show mercy.

'Take your wives and family and go and live in the ocean. Never come back to this river again.' Said Lord Krishna.

'I have lived here because I am afraid of the king of the birds, the great eagle called Garuda. I knew he would not kill me here but if I go to the ocean he will surely swoop down and eat me.' Said Kaliya.

Krishna told him that he would be safe because Garuda would see the marks of his feet on Kaliyas heads and would know not to hurt him. So Kaliya and his wives and family went to live in the ocean.

Lord Krishna went to the riverbank and touched all the cowherds and the calves. His touch brought them back to life and everyone who had watched the fight praised Krishna for his great bravery and the happy ending he had brought about.

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

## Resources – The Blind Men and the Elephant

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

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

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

So the six men went to see the elephant.

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

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

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

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

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

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

“No, no, like a rope”

“Snake”

“Wall”

“Fan”

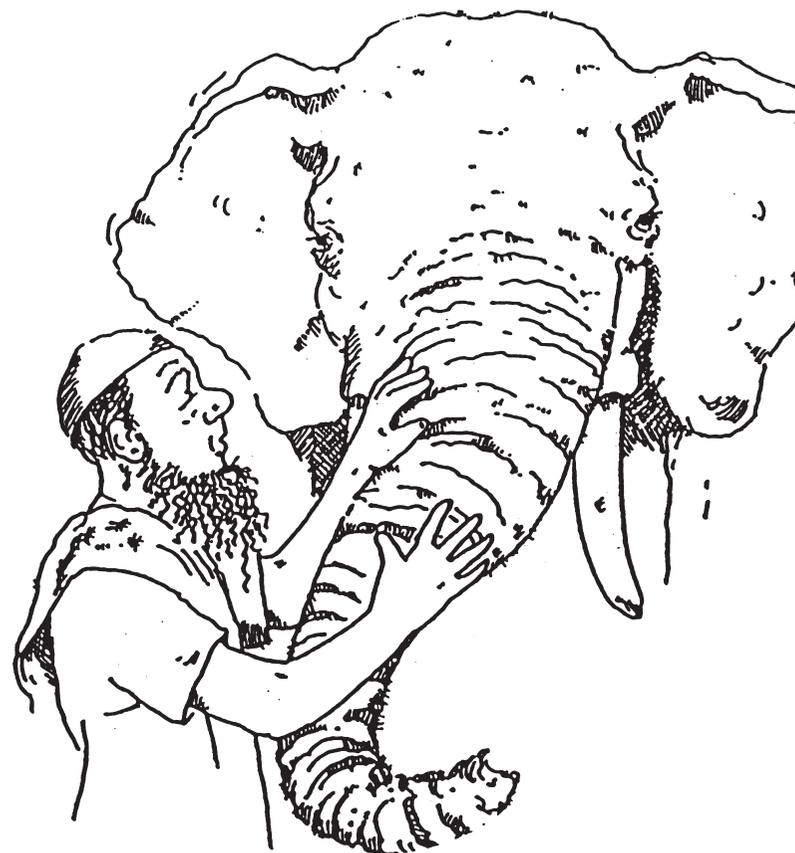
“Tree”

“Spear”

“You’re wrong”

“I’m right”

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



## Resources – The Puja Ceremony

The puja ceremony is performed at the home shrine, or Grumandir, and at the Mandir.

It involves all the senses. The Puja tray is an important part of the home shrine, they can be borrowed from CFER.

The video 'Croydon Community Speaks' has a section on home shrines and also a section where the puja ceremony is fully explained.

The home shrine is generally found in a quiet part of the Hindu home

On the shrine there will generally be pictures or murtis of the favourite household deities.

There may be a picture of a Hindu saint or teacher.

The Hindu symbol AUM and possibly a book of Hindu scripture such as the Bhagavad Gita.

Fruit or nuts to offer to the deity.

Mala or prayer beads.

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

### The Puja Tray contains:

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

### Which of the senses is connected with which object?

- The worship starts with the bell being rung to wake the deity, the diva and the incense is lit and offerings of fruit or nuts are made.
- Arti, or hymns, may be sung and prayers are said. The deity is washed and the kum kum powder is used.

The worshipper may use the mala to help with meditation or may meditate on a picture on the shrine.

### Reading from the sacred writings may also be part of the worship.

- It is easy to turn the role play area into a Hindu home with a home shrine.
- Groups of children could make items for a mini shrine in a box, alternatively the children could bring in their own precious objects and make a class shrine of these.



## Resources – Raksha Bandhan Hindu festival

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

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

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

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

Starting with a story is the simplest method and there are various versions of the story to be found. ('Krishna and Draupadi', 'Celebrate; Hindu Festivals', 'Festivals; Hindu Festivals')

### **Some subsequent activities could include;**

- Watching part of the video 'Water, Moon, Candle, Tree and Sword' from C4 Stop, Look, Listen. This comes with a very useful booklet.
- Exploring a range of Rakhis and noting the symbols on them, leading to an understanding of the symbols in worship.
- Making a Rakhi and discussing the feelings that Hindu children are expressing when they perform the ceremony.
- Looking at A Rakhi Tray.
- Exploring symbols found on Raksha Bandhan cards Look at messages in the cards and compare with word lists from previous attainment target 2 work.
- Look at pictures or a murti of Krishna and discuss the importance of Krishna to Hindus. Listen to some more stories about his life, or the poem Krishna and possibly have a discussion about very bad /good behaviour.

## Resources – The Mool Mantar

There is only one God, Eternal Truth is his name, maker of all and present in all. Fearing nothing and hating nothing, timeless is his image, not born and not dying, by the grace of the Guru made known.

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

### The teachings of Guru Nanak

- There is only one God
- Worship and pray to the one God, and to no one else.
- Remember God, work hard and help others.
- God is pleased with honest work and true living.
- Before God, there is no rich, no poor, no black and no white.  
It is your actions that make you good or bad.
- Men and women are all equal before God.
- Love everyone, and pray for the good of all.
- Be kind to people, animals and birds.

- Do not fear.
- Do not frighten.
- Always speak the truth: God and truth are two in one.
- Be simple in your food, dress and habits.
- God is the end of which no one knows.
- The more you say the more it grows.

*Look at these teachings and compare with the rules for living of the other faiths studied.  
Look at the golden rule sheet.*

## Resources – Guru Gobind Singh

### Guru Gobind Singh 1675-1707

Guru Gobind Singh was the last living Guru and was the son of the previous Guru, Guru Tegh Badur who was martyred for preaching that everyone should be allowed to worship as they wished.

During this time the persecution of the Sikhs worsened and the Sikhs were forced to fight for their right to worship God. Guru Gobind Singh was a good fighter and he is particularly remembered for the founding of the Khalsa, the brotherhood of the Sikhs, which gave them a means of protection and feeling of solidarity. See Baisakhi.

Becoming a member of the Khalsa is a voluntary step, which involves a spiritually and physically disciplined way of life.

*There are many stories about the wisdom and bravery of Guru Gobind Singh that can be found at CRERC. See The Water Carrier page 43.*

Guru Gobind Singh was the last living Guru and was the Guru who instigated the Khalsa or brotherhood of Sikhs.

In 1734CE, several years after his death, the Dasam Granth was put together which contains his hymns and his teachings. It is highly regarded but not treated with the reverence of the Guru Granth Sahib. However copies of the Dasam Granth are all the same in the same way that copies of the Guru Granth Sahib are all the same.

The hymns are about the hard times he lived in and also about the need for peace and harmony. There was a lot of intolerance within Indian society because of religious differences.

#### Guru Gobind Singh wrote:

- 'the temple and the mosque are the same; the Hindu worship and the Muslim prayers are the same;
- All men are the same; it is through error that they seem different...
- Allah and Abekh are the same; the Purans and Qur'an are the same:
- They are all alike: it is the one God who created them all'.

#### The Jap Sahib, from the Dasam granth says;

- 'God has no mark or symbols, no colour or caste, not even family lineage; God's form, colour, shape and dress can be described by no one. God is immovable and self – existent and shines in borrowed light. No-one can measure God's might.'

## Resources – The Water Carrier

Once when Guru Gobind Singh and his men had been fighting the Emperor Aurangzeb, they were losing badly. Many soldiers had been injured and killed and the Sikhs were under siege.

A water carrier named Bhai Ghanaya went out onto the dusty plain and moving amongst the injured and dying offered them water to comfort them. Some of the Sikh soldiers who were watching began to notice that he was giving water to all the men, not just the Sikhs but to the emperor's men aswell. They went to find the Guru to complain. When they found him they were angry and said 'Bhai Ghanaya is giving water to our enemies and our friends alike. Why have we been fighting if he is going to help them?'

The Guru sent for Bhai Ghanaya and asked if it were true. Bhai Ghanaya replied, 'I was walking through the battlefield and saw many men who are badly wounded and many who will die. It was the least I could do to give them water whether they were enemies or not'.

Guru Gobind Singh smiled and praised Bhai Ghanaya saying, 'We should always help those in need, whoever they may be. Take this ointment and give it to the wounded when you give them water, that will be a true Sikh action of kindness'.

- *What does this story tell you about Sikh beliefs and teachings*
- *What does the story tell you about Guru Gobind Singh*
- *Find out why the Sikhs were fighting the Emperor's men*
- *Write your own story using this concept*

## Resources – Baisakhi

Baisakhi is the festival that celebrates the founding of the Khalsa by Guru Gobind Singh in 1699. It is celebrated on 13th April and marks the beginning of the New Year for Sikhs.

The celebrations last three days, the first two days are taken up with an Akhand Path, a continuous reading of the Guru Granth Sahib. On the third day new members of the Khalsa are admitted into the fellowship. Five members of the Khalsa, representing the original Panji Pyares, administer the ceremony. New members first symbolically drink amrit, a special sweet liquid which has been stirred using a kirpan and then receive the 5 Ks. After congregational hymns, prayers and sharing of karah prashad there is a celebration meal for everyone in the langar, representing the equality of all people eating together.

Guru Gobind Singh, the last living Guru founded the Khalsa or brotherhood. He called all the Sikhs together and asked for a volunteer to come forward and die for him. One by one five people, all from different castes, volunteered and were taken into the tent. After each one had gone in the Guru returned with his sword covered in blood. When this had happened five times the Guru brought the men out of the tent dressed in special robes and declared them to be the

founding members of the Khalsa which was for the protection of the Sikh people and their right to worship God as they wished to.

Guru Gobind Singh gave the first members of the Khalsa five things which all begin with the letter K in the Punjabi language so they are known as the 5 Ks.

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

The Guru also told the people to remember that all were equal in the eyes of God and to take the same name to show this, men were to be called Singh, which means lion, and women to take the name Kaur, which means princess.

## Resources – Sioux poem – Chief Seattle's testimony

*Chief Seattle, leader of the Sioux tribe is attributed with the following, which is extracted from a speech made in response to an offer to buy land from the Indians.*

The great, and I presume also good, white chief sends us word that he wants to buy our lands but is willing to allow us to reserve enough to live on comfortably.

There was a time when our people covered the whole land, as the waves of a wind-ruffled sea cover its shell-paved floor. That time has long since passed away with the greatness of tribes now almost forgotten.

Our religion is the traditions of our ancestors, the dream of our old men, given them by the Great Spirit and is written in the hearts of our people. We will ponder your proposition, and when we have decided we will tell you. But should we accept it, I here and now make this the first condition: that we will not be denied the privilege, without molestation, of visiting at will the graves of our ancestors and friends. Every part of this country is sacred to my people. Every hillside, every valley, every plain and grove has been hallowed by some fond memory or some sad experience of my tribe.

How can you sell the sky or the warmth of the land? The idea is strange to us. Yet we do not own the freshness of the air or the sparkle of the water. When the buffaloes are all slaughtered, the wild horses all tamed, the secret corners of the forest heavy with the scent of many men and the views of the ripe hills blotted by talking wires, where is the thicket? Where is the eagle? Gone.

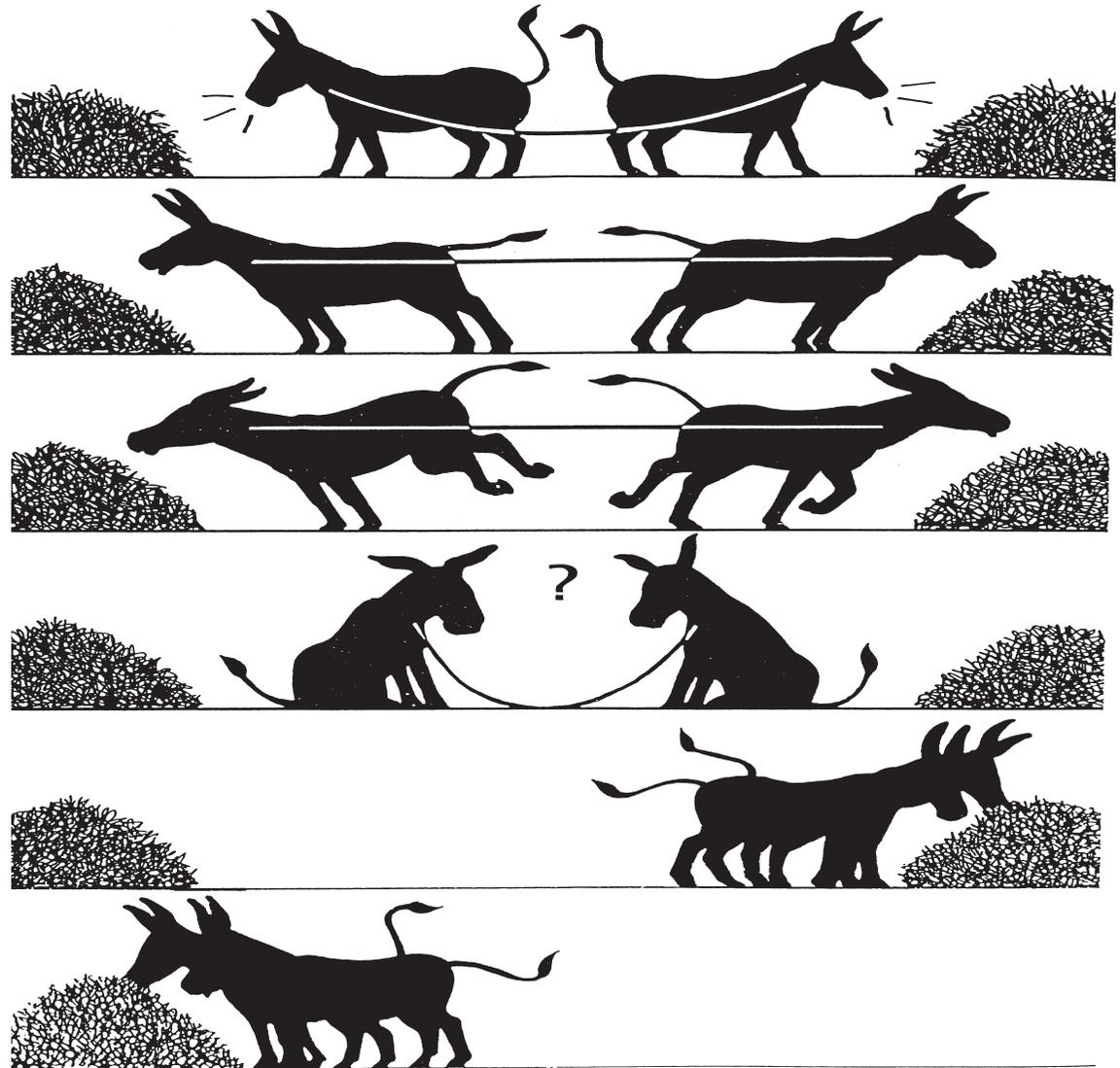
Only when the last tree has died and the last river has been poisoned and the last fish been caught will we realise that we cannot eat money.

## Resources – Incident sheet

- Mum is not feeling well, what could you do to help.
- Dad says the car needs washing.
- It's nearly time for dinner, what could you do to help.
- Your big sister is worried about her exam, how could you show you care about her.
- Your big brother's team has won the cup, how could you show you are pleased for him
- Granny is going into hospital, what could you do for her to make her feel better
- Grandpa has a bad back and is worrying about the garden, how could you help him.
- Some people are coming to visit, what could you do to help mum get the house ready.
- Your friend at school is upset, how will you help them feel better.

Pupils discuss these incidents and work out what they can do to solve them and present their answers to the class.

## Resources – Picture story of Two Donkeys



## Resources – How do you resolve the conflict?

### Checkmate

*I raised my voice but he kept quiet*

*I picked a fight but he wouldn't riot*

*I held his arm but he shook it free*

*I called him names but he smiled at me*

*I said my brother would treat him rough*

*He calmly said it was all a bluff*

*I tried to kick him in the shin*

*He only answered with a grin*

*I clenched my fist to give him a punch*

*He said 'Get lost, you'll be late for lunch'*

*In the end, to my dismay,*

*He turned his back and walked away*

*My mates weren't impressed with what I'd done*

*In fact they decided THAT HE'D WON!*

### Questions

- When do you find it hard to say sorry? Why?
- How can saying sorry often help to make things better?
- Do you find it hard to forgive sometimes, if so, when?

## Resources – The People of the Garlands

In the beginning the world was very still. Everything was silent and petrified and grey. The earth at that time appeared to be covered with small mounds of grey sand. When you examined the mounds very carefully you could see that they were not mounds of sand but the shapes of people who were so still that they did not move even to take a breath. When touched they felt cold and hard and unfriendly.

One day the sun appeared in the sky and shone on the world. Gradually the earth, the air, the stars, the oceans, the soil, the mountains, the trees, and the sky took some warmth from the sun. The last to take the warmth the sun offered were the people.

As the people became warm the blood began to flow through their bodies and brought them to life. They stretched, looked at each other, reached out and touched each other, spoke to each other and embraced each other in friendship.

They went off in groups and explored the world. They found that the earth was covered with beautifully coloured flowers. Some of the people collected daffodils, others collected shamrocks, some collected wild roses and others collected the beautiful flowers of the heather, which they found growing on the hills at the foot of the mountains. They were delighted with the beautiful colours and the delightful smells that came from the flowers. They became engrossed in collecting as many of their favourite flowers as they could. They delighted in giving garlands of the flowers to other people to wear. The earth was filled with the sound of their laughter and merriment.

Suddenly the sun disappeared and they felt cold and hungry and afraid. They stopped what they were doing, saw that each of the groups looked different and they felt threatened and afraid of each other. The people with the daffodils clustered together and ran to one part of the earth. The people with the roses raced to another part, the people with the shamrocks raced to another and the people with the heather ran to another.

They soon forgot that they had once raced and laughed together and spoken with each other and been friends. Instead of seeing the things about them, which were the same, they saw only what was different.

They hewed huge valleys out of the earth and surrounded them with ravines and canyons to keep people from the other groups out.

Eventually they found that the daffodil people had rivers within their valley but no earth to plant their seed in, the shamrock people had earth but no rivers, the heather people had fire but no animals and the rose people had animals but no fire. One day a person whom they didn't know appeared on a high hill between their valleys. She looked at the people huddled together in their separate valleys and called to them.

“What are you all afraid of? Come over and talk with each other.”

Some of the people very hesitantly came towards the visitor. She asked them what it was that they were afraid of and why they were so quiet and sad. They told her that they were afraid of the people in the other groups because they looked

different from them and because they feared that they might be attacked and robbed of what their valleys possessed. They lamented about what they were short of and that they believed they would probably eventually die because of what they lacked.

The visitor said “Why don't you treat all your valleys as one place and share with each other what each valley has given you. Then everyone would have what she or he needs and you would have no need to be afraid of each other.”

The people gathered, fell silent and thought about what the visitor had said to them. They began to remember that they had once all played together, had shared the garlands of flowers they had picked and had been happy in each other's company. Slowly they began to embrace each other and to celebrate the return of their friendship. The brightness of the sun returned to the valleys and they felt the warmth of its rays growing through their bodies again. They took the garlands back and made new ones. The new ones were even more beautiful than the first. Because they were each made up of daffodils, roses, heather and shamrocks and the brilliance of their bright colours once again filled the earth.

## Resources – Investigating facts and beliefs about God

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

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

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

### Write out the following filling the blanks.

- 1 I believe my name is  
I believe this to be true because
- 2 I believe Ellesmere Port is in England.  
I believe this to be true because
- 3 I believe the best football team is  
I believe this to be true because
- 4 I believe there is/is not a God.  
I believe this to be true because
- 5 I believe water freezes and becomes ice.  
I believe this to be true because
- 6 I believe when it rains I become wet.  
I believe this to be true because
- 7 I believe there are many wars happening in the world.  
I believe this to be true because
- 8 I believe it's important not to steal.  
I believe this to be true because
- 9 I believe the Bible is a special book for Christians  
I believe this to be true because

### Now think of something you consider to be true and why you believe it.

- 10 I believe  
I believe this to be true because

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

## Resources – Denominations

### Generally there is agreement on the following points between the different denominations:

- One God who is creator
- Jesus Christ, God's Son, lived, died and rose again
- The trinity of God the Father, God the Son and God the Holy Spirit
- Christians need to live their lives in response to God
- The Bible speaks of God and Jesus and is there for Christian learning, spiritual guidance and refreshment.
- Most variations occur in the following areas:
  - The practise of worship
  - Where and who authority comes from
  - How the church is organised
  - Interpretation and emphasis of the Bible

### The Roman Catholic church

- This was the first organised church and started in the first century.
- The Pope is the head of the church and all authority comes from him, it is believed that he is God's representative on earth.
- All the leaders are unmarried men.
- The Bible and the doctrines of the church have equal authority.

### Orthodox church

- In the 5th century the Orthodox Church split from the Roman Catholic Church.
- There is no single leader, leaders must be men although they can be married.

### Anglican church

- Henry VIII formed the Anglican church when the Pope would not grant him a divorce
- The ruling monarch is the head of the church and the Archbishop of Canterbury is the leader of the clergy who can be male or female, married or single.

### Protestant church

- 'Protesting churches' returned to the simpler way of the early church and the authority of the Bible.
- Started by Martin Luther in Germany in the 16th century. Leaders can be married or single, male or female. The congregation has a major say in the running of the worship.

Using the information make a table of the differences between the denominations.

## Resources – Advent Information

Advent is the period which is four weeks before Christmas. Advent comes from the Latin 'adventus' or arrival so it is a period of preparation for the arrival of Jesus, who Christians believe, was the son of God.

Advent is the beginning of the Church Year for most churches in the Western tradition. It begins on the fourth Sunday before Christmas Day, which is the Sunday nearest November 30, and ends on Christmas Eve (Dec 24). If Christmas Eve is a Sunday, it is counted as the fourth Sunday of Advent, with Christmas Eve proper beginning at sundown.

Historically, the church colour of Advent is purple. This is the colour of penitence and fasting as well as the colour of royalty to welcome the Advent of the King. The purple of Advent is also the colour of suffering used during Lent and Holy Week. This emphasises an important connection between Jesus' birth and death. The nativity, the Incarnation, cannot be separated from the crucifixion; originally Advent was a time of penitence and fasting, much as the Season of Lent and so shared the colour of Lent.

In the four weeks of Advent the third Sunday came to be a time of rejoicing that the fasting was almost over (in some traditions it is called Gaudete Sunday, from the Latin word for "rejoice"). The shift from the purple of the Season to pink or rose for the third Sunday Advent candles reflected this lessening emphasis on penitence as attention turned more to celebration of The first Sunday of advent is sometimes the 30<sup>th</sup> November but Advent calendars always start on 1<sup>st</sup> December. The idea of the calendar is to measure the time ahead and the preparations.

Another symbol of Advent is the Advent wreath. The circle of the wreath has no beginning or end, like Gods mercy. The greenery symbolises renewal and eternal life. The candles each have a symbolic meaning.

There are four candles (usually red or purple, although the third one can also be pink) and one bigger one in the middle which is white and represents Christ. The candles are representative of the light of the world but each one is symbolic in its own right. One candle is lit on each of the four Sundays and the final one is lit at midnight

on Christmas Eve and again on Christmas day. The first Sunday candle represents Hope and Mary the mother of Jesus. The second Sunday is for Peace, the third candle is for Joy and the readings are about John the Baptist and how he prepared the way for Jesus. The last Sunday is Joy and is again about Mary. These are arranged in a circle and greenery is entwined through the circle. Often the wreaths are hung from ribbons or, more usually, placed on a small round table.

## Resources – Many messages

The Bible is the Holy Book of the Christian faith. It is made up of two sections which each have a number of books.

- What are the 2 sections called?
- How many books in the first section?
- How many books in the second section?

The books are all about different things, there are books of letters, rules, poetry, the future, life stories and history.

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

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

Why do you think that?

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

## Resources – Job description of a vicar

Someone who is an effective evangelist, they should have a living prayer life and be able to share it with the congregation.

They should be orthodox in Faith as expressed by the Church of England and be able to expound it.

Their ministry should be inspired by the scriptures and should possess an ability to apply theology to daily events.

Someone who sees themselves as vicar of the parish not just the congregation, a person who believes in Christian action.

They should be a good communicator and preacher and a good pastoral visitor who is easily at home with all sorts of people.

Someone who has pastoral sensitivity towards those with alternative family lifestyles, but who is nevertheless willing to promote the ideal of the Christian family life.

Someone who has experience of multi-cultural ministry and who will be keen to promote ecumenical links.

A pastor who possesses an ability to relate to and minister to all age groups and who will be supportive of church based organisations.

Someone who is willing to help all members of the church discover their vocation and ministry.

An efficient administrator/ organiser who is able to delegate and has a good sense of humour.

### Jesus' job description

- To comfort the sad
- To heal the sick
- To make the lame walk
- To bring the dead back to life
- To set prisoners free
- To let the oppressed go free
- To preach good news to the poor

## Resources – A typical day in the life of a vicar

When a person is ordained as a priest they are given authority by the Bishop to undertake duties:

- To preach the word of God
- To administer the sacraments: Baptism; marriage; burial; anointing the sick; celebrate Holy Communion; forgive sins.
- To care for the parishioners, that is people in the parish, whether or not they go to church

Look at this example of a days work and discuss which of the duties each activity corresponds with.

Time	Description
8.00	Says morning prayers in church
8.30	Has breakfast with the family
9.00	Takes children to school and stays to lead the collective worship
10.00	Desk work, looking at post and writing up notes from a funeral visit
11.00	Midweek Holy Communion Service
11.45	Meeting in church with the Diocesan architect to discuss repairs
	Lunch
1.30	Visits parishioner in hospital
2.30	Visits housebound parishioner
3.15	Desk work, writing article for the parish magazine and notes for the Sunday sermon
5.00	Spends time with family and eats dinner
6.30	Confirmation preparation at home with group of children
7.30	Wedding rehearsal in church
8.00	Missions committee meeting with members of the Parish council
9.30	Desk work, writing sermon
10.00	Reading to prepare for Lent course study group.

## Resources – Wanted – A disciple

Discuss the children's ideas about Jesus and the sort of person he was.

Look at 'The Christ We Share' pack from CMS for pictures showing different aspects of his character.

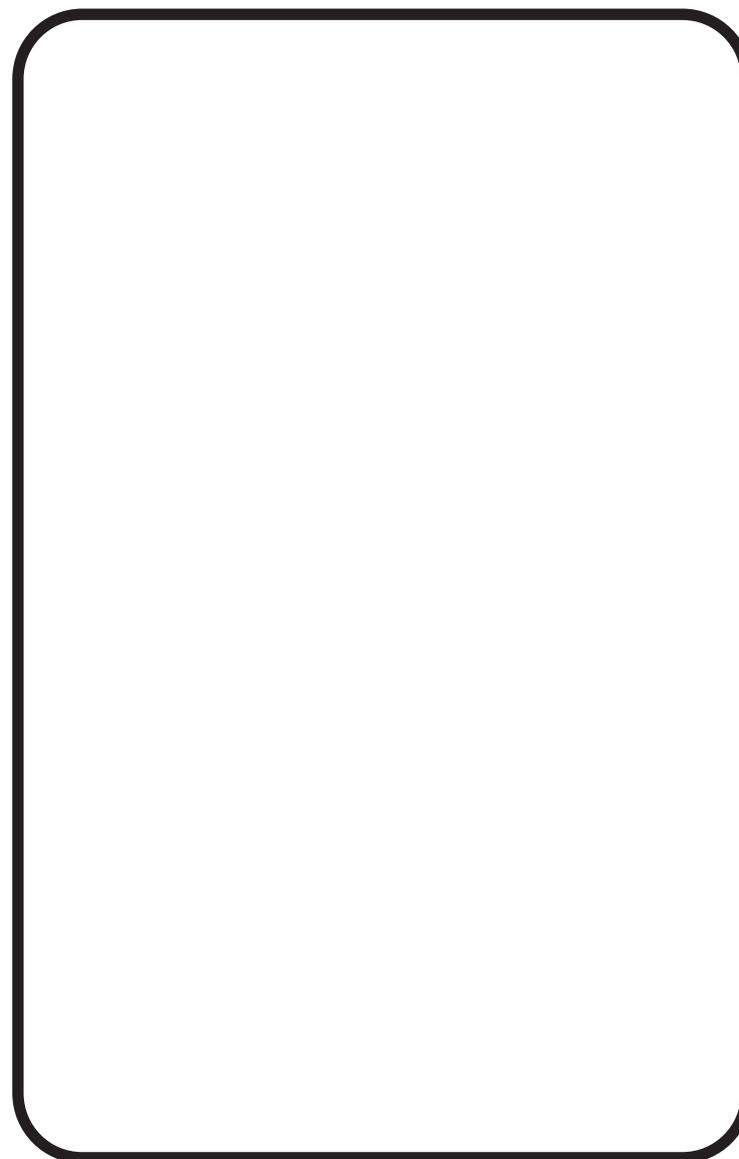
Emphasise that he was a good person who preached that people should be kind to each other and their enemies. Leaders in those days were expected to be warlike and to fight their enemies.

- Brainstorm ideas about what makes a good person:
- Who do you look up to?
- Who are your role models?
- What sort of person would you follow?
- Listen to the story of how he called the Disciples (**Mark** 1:14-20, **Luke** 6:12-16)
- Would children give up their lifestyle to follow someone?
- Find out about the former lifestyles of the twelve
- Make a shield for each disciple to display
- Look at **The Miracle Maker**. BBC video

### Use the worksheet

What would you think if you heard Jesus preaching?

What would you say if Jesus asked you to come and be a disciple?



## Resources – References from the Bible on forgiveness

### (Kids Life Application Bible)

**Leviticus 19 verse 18** Never seek revenge or bear a grudge against anyone, but love your neighbour as yourself.

**Matthew 5 verse 44** But I say love your enemies. Pray for those who persecute you.

**Matthew 6 verse 12** And forgive us our sins, just as we have forgiven those who have sinned against us.

**Matthew 6 verse 39** If you are slapped on the right cheek, turn the other one too.

**Luke 6 verse 37** Stop judging others, and you will not be judged. Stop criticising others, or it will come back on you. If you forgive others, you will be forgiven.

- 1) Discuss what is meant in the Leviticus quote by the word revenge and why it is harmful to both the giver and receiver.
- 2) Ask pupils to create a word chart with 'negative' words that start with the letters R E V E N G E then ask pupils to create a word chart with 'positive' words that start with the letters L O V E.
- 3) Ask pupils who they think is speaking in the verses from Matthew and Luke and why they think someone needed to give this message.
- 4) These passages were written a long time ago. Ask pupils to look through papers and magazines to create a class collage of situations today where people need to think about these teachings.

*This exercise may be used to reinforce verse finding skills using a Bible (see also 'Many messages')*

## Resources – Approaching God at KS2 and Investigating God at KS3

### Approaching God KS2

#### Have the children ever thought about God?

Look at some of the descriptions of God in the Bible.

#### Do the descriptions match their ideas?

In groups brainstorm the qualities of:

- A carer
- A king
- A shield
- A creator
- A father
- A judge
- A listener
- A friend

### Who might have all these qualities?

#### Would you like to talk to a person like this?

- Choose the three words from each brainstorm that describe the qualities of God best to make a display.
- Read 'In God's Name'
- Why do you think all those names were used to describe God.
- Link with work on Allah, look at the 99 names of Allah from the Qur'an
- Link with work on prayer.
- Look at The Lord's Prayer, children decide whether the qualities they thought of are covered in the prayer.

### Investigating God KS3

#### Is your idea of God like any of these?

- A Headteacher who looks after us but knows when we have done wrong
- A parent who is always there to care for us
- A magician
- A being greater than we can possibly think of or imagine
- Nothing, God does not exist
- Someone there to support me when I am in trouble
- Someone who knows what I will do and when I will do it
- A power that is evil or does not care about people's suffering
- A power that can heal people when they are ill

*Give your reasons*

## Resources – The 99 beautiful names of Allah, revealed in the Qur'an

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

## Resources – Pilgrimage Journeys - The Hajj

The Hajj is the fifth pillar of Islam and all Muslims are expected to try to go to the Holy City of Makkah on a pilgrimage at least once in their life. It is mainly undertaken during the month of Ramadan.

There is a set route to take to fulfill the Hajj. Only Muslims are allowed into Makkah to perform Hajj and a special visa and permission letter from the Imam must be taken. Everyone dresses in a white garment called an Ihram to show that everyone is equal.

### The Pilgrimage or Hajj

Preparation. Pilgrims bath and dress in IHRAM and express intention to perform Hajj

Go round the Ka'aba seven times touching or raising hand to the black stone

Walk seven times between the Safa and Marwa hills. This recalls Hagar's search for water for Ishmail when they were in the desert

#### Day 1

Move to MINA which is 3 miles from Makkah by noon.

Prayers are said in the mosque. This is the day of reflection.

#### Day 2

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

#### Day 3

Known as Yaum-al-Nahr or day of sacrifice. Pilgrims collect 7 stones to throw at the pillars at Mina to recall Abraham throwing stones at Satan.

Then a sacrifice of a lamb or goat is made to remember Abraham who was willing to sacrifice his son.

Elsewhere in the Muslim world this day is celebrated as Eid-al-Adha and involves celebration and sacrifice

#### Day 4

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

#### Day 5

Having stayed again at Mina the pilgrims return to Makkah and again go seven times round the Ka'aba.

They then drink at the zam zam well where Hagar found water for Ishmail in the desert.

### Questions and activity

- What does pilgrimage mean?
- What other examples of pilgrimage can you think of
- What special places do you go to
- What special journeys have you made
- Why does a Muslim save up to go on Hajj?
- What does it feel like to be with all the others and all dress the same?
- What does it feel like to be in places that Mohammed was in?
- Write a postcard from your Hajj telling how you feel
- Create a board game of your Hajj
- Devise 5 beliefs that affect the way you live
- Read The cobblers story
- Packing the suitcase activity
- Watch the video section on Hajj in 'Water, Moon, Candle Tree and Sword' *Channel 4*

## Resources – The Night of Power: Lailat ul Qadr

Muhammad the Prophet, Peace be upon him,  
Was chosen by Allah to reveal the creed.  
Alone in a cave on the mountains near Mecca  
Muhammad was given the command to: 'Read!'

The visit of Gabriel and words of the vision  
Entering his heart in that special hour  
Are remembered by Muslims all the world over  
At Lailat-ul-Qadr, The Night of Power.

In the years that followed, more words came  
upon him  
Revealing the message of Allah's plan -  
Rules for living, from birth to life's ending  
Forming when finished, the precious Qu'ran.

So sacred to Muslims is the word of Allah  
They read it and learn it whenever they can.  
And every year they recall that first vision  
As they fast through the month of Ramadan.

Every hour of the day from dawn to sunset  
While the rest of the world are taking their fill  
Islam turns its back on eating and drinking  
In loyal obedience to Allah's Will.

Fasting reminds them of their dependence  
Upon all the gifts to be grateful for.  
It's a time to remember those with less fortune,  
And what it is like to be hungry and poor.

When the month is over and the new moon  
sighted  
A time for rejoicing is then decreed.  
For three whole days there is celebration  
At the joyous festival known as Eid.

New clothes are worn and gifts are given.  
Food is prepared for friends to share.  
Cards are exchanged and families united  
To celebrate Allah's loving care.

What night is it celebrated on?

Why is it important?

Who was involved in the night of power?

What happened to Mohammad on the first night  
of power?

What did he feel like afterwards?

What did he do after the first night?

What do Muslims do to remember the first night  
of power?

## Resources – The Five Pillars of Islam

The Muslim religion is like a shelter held up by five pillars. They are called

**Shahadah**, the declaration of faith

**Salah**, prayers which are said 5 times a day

**Zakat**, giving and the purification of wealth

**Sawm**, fasting from dawn to dusk during Ramadan

**Hajj**, a pilgrimage to the Holy city of Makkah at least once

Draw a picture of the five pillars with their correct name and use the 'bricks' below to fill in the pillars.

See if you can make up some more examples of how your life might be affected by following the five pillars of Islam.

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

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

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

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

*Giving charity helps people who are ill or poor.*

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

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

*During this month I try to read the Qu'ran.*

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

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

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

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

*In some countries you can paint your house after Hajji.*

## Resources – Dilemmas

### Discuss these dilemmas from a Muslim friend's point of view

- Your friends want you to go to Pizza Hut but it is Ramadan
- You are picked for the netball team, but the away match is being played outside on a pitch adjacent to a main road
- The school will not allow mendhi patterns to be worn
- Your friends are all starting to smoke and want you to join them
- You want to start wearing hijab but your mum thinks you are too young
- You have been given permission to leave school to go to Friday prayers at the mosque but your friend wants you to go to town instead
- Two non-Muslim friends want to meet you in town and suggest McDonalds as the meeting place

## Resources – Packing the suitcase

Use this as a means to investigate the artefacts associated with Hajj. Pupils read one of the sections below and select from a range of artefacts the correct one to place in a 'suitcase'.

*As a Muslim I believe that there is only one God and that Muhammad is the messenger of God. This is the Shahadah that I have in my house and in my car. I will want to place these in my case.*

---

*My sisters and cousins all wear the Hijab to cover their head and neck. They wear it when they are outside. My sister started wearing hers at puberty but my cousins want to wear it at seven. I will pack an extra one for the journey in case it is needed.*

---

*At last the time is drawing near for my pilgrimage and I have to think very carefully about what I will take with me. I know that at Gatwick Airport there is a prayer room so I will be able to offer my prayers. I will need to keep my special prayer mat in my hand luggage. In Islam you can pray anywhere as long as you are facing Makkah, have the right intention and have washed. I like my prayer mat as it helps me to concentrate and I know the ground is then clean.*

---

*I am afraid my geography is not very good so when I am on the plane I will have difficulties finding which way to pray as I must face Makkah the city where the Prophet was born and the Kabbah is located. I am sure I will find this very useful so I will pack it in my hand luggage.*

---

*I have requested Halal food on the plane. This is because Muslims do not eat pork or substances such as gelatine and all animals must be killed in a special way. Just in case, I have brought some of my own Halal food. This will need to go in my hand luggage.*

---

*On the way back from my pilgrimage I will make up some fast days I missed due to ill health. I will break fast at sundown with these and bring these for my friend who is a Turkish Muslim.*

---

*I will need to take my Ihram with me. This indicates brotherhood, equality and purity. Just imagine ... the richest person in the world may stand next to me wearing exactly the same Ihram as me! I would like to be buried in the ones I have worn for Hajj in the way my grandfather was buried.*

---

*I must not forget my Hajj belt. Many people say this is where the idea of money belts originated. In it I will keep my money, visa and letter from the Mosque. This is most important as only Muslims are allowed to go to Makkah.*

---

*It is hard to believe that this time next week I will have seen the Kabbah. This is the cube shaped structure in the centre of the grand Mosque in Makkah, believed to be the first house built for worship of Allah. I think I will keep these ID cards in my luggage so that I can look at them and the plaques from my wall during the long flight.*

---

*Throughout my journey I will use my Subhah. This will help me to focus my thoughts on Allah and his many glorious attributes. I shall use my Subhah to help me pray.*

---

*I know how special the Qur'an is to my daily life and I will soon be able to see the cave at Hira where the Qur'an was revealed to the Prophet. I will take it to read on my journey.*

---

*Before I go it is essential that I see all my family are provided for. I usually take my grandmother to the Mosque for prayers but she will be able to pray at home while I am away. As she is partially sighted I will provide her with a Muzzein Alarm. I know that when I get back home it will bring back memories for me too.*

---

*Islam places great emphasis on the value of water. Past pilgrims have told me how thirsty they get. I will get a container from the Zam Zam well. This is where the water first sprang from in answer to Hagar's prayer.*

---

## Resources – The Hadith

Hadith are the sayings and teachings of Muhammad. He stressed the equality and the responsibility of each individual to the community and lived by the correct conduct and customs as revealed to him by the angel sent by Allah. The Hadith is a form of authority for Islam which is second only to the Qur'an.

Look at the sayings from the Hadith and think how they would guide your actions. How would you illustrate them in action.

*Have sincerity in your actions.*

*Be truthful.*

*Show mercy to others and you will receive their mercy.*

*Avoid anger.*

*Save yourself from jealousy.*

*One who encourages others to do good deeds is like one who performs them.*

*Avoid going into debt.*

*Treat others with the best manners.*

*One who makes false accusations will not enter paradise*

*The best person is the one who benefits others.*

## Resources – Translations of some verses from the Holy Qur'an

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

### Respect/Good Conduct

19.76 And Allah doth advance in guidance those who seek guidance: and the things that endure, Good Deeds, are best in the sight of thy Lord, as rewards, and best in respect of their eventual return.

35.31 That which We have revealed to thee of the Book is the truth, – confirming what was revealed before it: for Allah is assuredly- with respect to His servants – well acquainted and fully observant.

### Cleanliness/hygiene

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

### Patience

3.200 O ye who believe! Persevere in patience and constancy; vie in such perseverance; strengthen each other; and fear Allah, that ye may prosper.

11.115 Not so do those who show patience and constancy, and working righteousness; for them is forgiveness and a great reward.

16.126 And if ye punish, let your punishment be proportional to the wrong that has been done to you: but if ye show patience, that is indeed the best for those who are patient.

### Charity

2.110 And be steadfast in prayer and regular in charity: And whatever good ye send forth for your souls before you, ye shall find it with Allah, for Allah sees well all that ye do.

2.277 Those who believe, and do deeds of righteousness, and establish regular prayers and regular Zakat (charity) will have their reward with their Lord: On them shall be no fear, nor shall they grieve.

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

### Diet

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

## Resources – Attributes of Allah

Islam is an Arabic word which means 'peace, submission and obedience'.

Followers of Islam are called Muslims. Muslim means 'one who has submitted to God'

The Arabic word for God is Allah.

The central belief of Islam is the existence of Allah. The universe exists because Allah brought it into existence. Allah is neither male or female.

'Allah is one, the eternal God. He begot none, nor is He begotten. None is equal to Him.

Holy Qur'an.' Surah 112

'He is Allah, the One, Allah is Eternal and Absolute. None is born of him, He is unborn.

There is none like unto Him.' Holy Qur'an.

Surah112

Muslims try to understand Allah through his qualities and attributes. In the Hadith Muhammad pbuh says; 'There are ninety-nine that are Allah's alone. Whoever learns, understands and enumerates them enters paradise and achieves eternal salvation' (Bukhari)

Besides the ninety-nine names mentioned by the prophet other names are attributed to Allah in the Qur'an.

- Children can brainstorm other names they know for God, eg. Brahman, Waheguru, God, Yahweh
- Look at a subha, Muslim prayer beads which have 99 beads one for each of Allah's names
- Look at the sheet of ninety-nine names. Look up the meaning of some in a dictionary.
- What do the children think Allah might do to show that characteristic
- Write a name on card with the characteristic on the other side and hang up as a mobile.

## Resources – The Two Brothers

There were once two brothers who were Muslims. One of them was married with children and one was single. They lived on a farm that they both owned and shared things equally between them.

One night the married brother was counting his blessings and thinking about the harvest. He thought about his brother who had no wife to care for him or children of his own to make him happy.

He decided to give him a treat and crept out into the night and moved 6 sacks of grain from his store into his brothers store.

On the same night the unmarried brother was lying awake and thinking about how his brother had a wife and children to feed and that he should really have a larger share of the farms' produce. He knew his brother would feel embarrassed so he crept out into the night and moved 6 sacks from his store into his brothers storehouse.

They were both very surprised in the morning to find they each had as many sacks as they had started with. Neither of them ever mentioned it to the other as they didn't want to show off about their generous thoughts.

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

## Resources – The words of the Prophet Muhammad, pbuh

Regard the life and property of every Muslim as a sacred trust. Return the goods entrusted to you to their rightful owners.

Hurt no one so that no one may hurt you. Remember that you will indeed meet your Lord, and that He will indeed reckon your deeds.

O People, listen to me in earnest, worship Allah, say your five daily prayers (Salah), fast during the month of Ramadan, and give your wealth in Zakat.

Perform Hajj if you can afford to. Remember, one day you will appear before Allah and answer your deeds.

So beware, do not stray from the path of righteousness after I am gone.

I leave behind me two things, the QURAN and my example, the SUNNAH and if you follow these you will never go astray.

## Resources – Story of Bilal

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

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

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

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

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

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

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

## Resources – What does it really mean

### The Qur'an is the Holy book of Islam.

The Angel Gabriel revealed it to Muhammad, when Muhammad was 40 years old and continued with further revelations over a period of 23 years. The night when the first revelation came is called the Night of Power, or Lailat-ul-qadr

Muhammad was born in the city of Makkah in about 571CE, his parents both died when he was young and his uncle looked him after.

The name Muhammad means 'Highly Praised'.

He was an illiterate man unable to read or write but a deep thinker. He would often go on retreat to the caves of Hira near Makkah. This is where he received the first revelations, which he had to memorise. His first convert was his wife followed by his close family and friends but he was told by the angel to 'Arise and deliver thy warning' to others. He told the revelations to his secretary who wrote them down.

The Qur'an is arranged in 114 Surahs (chapters) and 6236 Ayahs (verses) in order of length not in the order they were received. It is considered to be the actual words of Allah so is always read in Arabic, the language it was given in. Surah 2:24 challenges humans to produce better words 'And if ye are in doubt as to what we have revealed from time to time to our servant, then produce a Surah like thereunto...But if ye cannot- And of a surety ye cannot – Then fear the fire.'

The word Qur'an means reciting, it is meant to be heard.

Studies have been made of copies of the Qur'an from all over the world and matched to the earliest copies and have been found to be identical wherever they are from. Many Muslims learn the whole Qur'an by heart, they are called Hafiz.

The Qur'an is valued by Muslims as the mother of books and treated with great respect, Muslims must wash before touching it and make sure they are in the right frame of mind. The Qur'an has guidance for Muslims about all aspects of their lives, it directs behaviour and covers commerce, laws and social and moral issues. There are guidelines about fasting, prayer, food laws, judging others, creation and death.

Translations of the Holy Qur'an can be found on the Internet.

Look some up and find out the rules for Helping Others, Prayer, Allah, Giving, Marriage Guidance and Family.

# Glossary

This glossary contains words and terms which appear in the syllabus. The letter in brackets denotes the religions referred to (Also displayed at the bottom of each page):

- (B) **Buddhism**
- (C) **Christianity**
- (H) **Hinduism**
- (I) **Islam**
- (J) **Judaism**
- (S) **Sikhism**

## **ABSOLUTE**

The perfect self-existent ultimate reality.

## **ADHERENTS**

Followers of a particular religion.

## **ADVENT (C)**

The beginning of the Christian year. The four weeks preceding Christmas Day used as a period of penance and preparation for 'The Coming' (Advent).

## **ADVENT CALENDAR/ADVENT**

## **CANDLE (C)**

Popular aids to counting the days or weeks till Christmas.

## **AGNOSTICISM**

Neither affirming nor denying the existence of God by declaring that the evidence for belief is inconclusive.

## **AHIMSA (H)**

A law of reverence for and non violence to every form of life.

## **AKHAND PATH (S)**

Continuous reading of the Guru Granth Sahib.

## **ALLAH (I)**

Islamic name for God (see supreme being)

## **ALMIGHTY (C)**

See supreme being.

## **ALTAR (C)**

A wooden or stone table in Anglican, Roman Catholic and Orthodox churches, the focal point during the celebration of the Eucharist. In some churches this is known as the Communion Table.

## **AMRIT (S)**

A mixture of sugar and water used at the naming of an infant and at initiation into the Khalsa or Sikh community. Amrit sanskar is the name of the initiation ceremony.

## **AMRITSAR (S)**

Place of the Golden Temple

## **ANNUNCIATION (C)**

The announcement of the Incarnation of God given to the Virgin Mary by the Angel Gabriel.

## **ARK (J)**

Chest containing the Tablet of the Law in the Holy of Holies in the Temple in Jerusalem. A cabinet in a synagogue that houses the Scrolls of the Law.

## **ARTEFACTS**

Objects associated with a particular religious practice, religion or denomination.

## **ARTI (H)**

A small lamp used during puja. The arti flames are symbolic of purity.

## **ASCETISM**

The behaviour of a person who practices self denial and abstains from worldly comforts for religious reasons.

## **ATHEISM**

A denial that there is any supreme being or deity.

## **ATMAN (H)**

Soul or inner self.

## **ATTITUDE**

A way of thinking, opinion or feeling held by an individual. The development of positive attitudes is an important aspect of education.

## **AUM/OM (B) (H)**

A sacred syllable in sanskrit used for meditation, a symbol. The most sacred mantra.

## **AVATAR (H)**

Incarnations of a god who descends in times of crisis.

## Glossary Continued

### **BAISAKHI (S)**

Festival to celebrate the founding of the Khalsa.

### **BAPTISM (C)**

Rite of initiation into the Christian faith, either by sprinkling with water or by immersion into water, symbolising the washing away of sins and rebirth. Infant baptism is also known as Christening. Adult baptism with total immersion is sometimes referred to as Believer's Baptism.

### **BAR MITZVAH (J)**

Attainment of religious maturity of a Jewish boy at the age of 13. Usually accompanied by a ceremony in the synagogue.

### **BAT MITZVAH (J)**

Attainment of religious maturity of a Jewish girl at the age of 12. Very often accompanied by a ceremony in the synagogue.

### **BCE**

Before common era.

### **BET HA KHESSET (J)**

Synagogue the Jewish place of meeting. Literally 'House of Assembly'.

### **BHAGAVAD GITA (H)**

One of the sacred writings of Hinduism, a section of the Mahabharata epic.

### **BIBLE (C)**

The sacred books of the Christian, comprising the Old Testament (The Law, the Prophets and writings shared with the Jewish faith) and the New Testament (the scriptures of the Christian Church containing the Gospels, Acts of the Apostles, Epistles and Revelation).

### **BISMILLAH (I)**

'In the name of Allah' prayer invoking the name of Allah.

### **BRAHMA (H)**

Creator God, one of the Trimurti.

### **BRAHMAN (H)**

See supreme being.

### **BREAD AND WINE (C)**

The chief elements of the Eucharist, Mass or Holy Communion, re-enacting the Last Supper, the meal Jesus took with his disciples before his betrayal and crucifixion. Jesus commanded this to be continued and likened the bread and wine to his body and blood. Different denominations interpret the significance of the bread and wine to different degrees, either as a commemoration or as a sacrifice.

### **BUDDHA (B)**

The term 'The Enlightened One' assumed by Siddhatha Gotama c 531 BCE, the Founder of Buddhism.

### **CANTOR (J)**

The prayer leader and chief singer who leads public worship in the synagogue. CE Common era.

### **CHAURI (S)**

Yak hair set in a wooden or metal handle, waved over the Guru Granth Sahib as a mark of respect to its authority.

### **CHRIST (C)**

A title given to Jesus. It comes from the Greek 'Christos' which means 'anointed one'. The Hebrew equivalent for this gives us the word 'Messiah'.

### **CHRISTENING (C)**

See Baptism.

### **CHRISTINGLE (C)**

An orange, tied round the middle with ribbon, with a candle and sweets or dried fruit, symbolising the world, God's love, Jesus and God's gifts.

### **CLERGY**

Ordained people in a religion set aside from ordinary people to perform ritual duties ie minister, priest, vicar.

### **COMMANDMENTS**

A divine instruction, see Ten Commandments.

### **COMMUNION (C)**

See Bread and wine.

### **CONFIRMATION (C)**

Rite of admission to full communion in the Church in Anglican, Roman Catholic and some Orthodox traditions.

### **CONVICTION**

A fixed or firmly held belief or opinion.

### **COVENANT**

God's promise to the Israelites and their commitment to worship him alone.

### **CREED (C)**

Formal statement of the essential articles of Christian belief, from the Latin credos 'I believe'.

### **CRUCIFIX (C)**

A cross with an image of the crucified Christ.

## Glossary Continued

### **DECALOGUE**

See Ten Commandments.

### **DEDICATION**

A ceremony of initiation or acceptance into a faith community.

### **DEITY**

From the Latin deus meaning God.

### **DENOMINATIONS**

A group within, or branch of, a religion.

### **DHARMA (H)**

Duty; moral or religious duty of an individual.

### **DHAMMA/DHARMA (B)**

The teachings of the Buddha. Universal law. Ultimate truth.

### **DIVALI (H) (S)**

Festival of Light, marks the end and beginning of the Hindu year. Associated with Lakshmi, goddess of wealth and Rama's return as the rightful king. Rows of lights are lit to welcome the deity, fireworks are set off, houses decorated and presents exchanged. Sikhs also celebrate Divali to mark the release of Guru Hargobind Singh.

### **DIVAS (H)**

Oil lamps usually clay with cotton wicks used at Divali.

### **EARLY CHURCH FATHERS (C)**

Theologians of the Early Christian Church who attempted to define Christian doctrine eg Athanasius.

### **EASTER (C)**

The most important festival celebrating the resurrection of Jesus on Easter Sunday. The preceding week (Holy Week) including Palm Sunday, Maundy Thursday and Good Friday commemorates the events leading up to the resurrection and is a time of penance and prayer.

### **EID UL FITR (I)**

Festival marking the end of Ramadan, the month of fasting which marks the revelation to Muhammad of the Qur'an.

### **EIGHT FOLD PATH (B)**

Eight steps which the Buddha taught would lead to Enlightenment.

They are:

1. right understanding
2. right thought
3. right speech
4. right action
5. right livelihood
6. right effort
7. right mindfulness
8. right contemplation

### **ELDERS (C)**

Officials in some Non-Conformist churches who take part in decision making, administration, teaching and preaching.

### **ENLIGHTENMENT (B)**

The awakening to ultimate truth by which man is freed from the endless cycle of personal reincarnation to which all men are otherwise subject.

### **ETHICS**

The study of morals or moral standards, religious or secular.

### **EXODUS**

See Moses.

### **EXPLICIT RELIGIOUS EDUCATION**

A term used in RE meaning that the religious element is clearly stated.

### **FAITH**

A word often used as a synonym for 'religion'. Also a set of beliefs regarded as authoritative by members of a religious group; also trust and confidence in a deity.

### **FAITH COMMUNITY**

Those people within the local community who belong to a specific religion.

### **FESTIVALS/CELEBRATIONS**

A special day or season celebrating religious or national events.

### **FIVE K'S (S)**

Symbols worn by Sikhs who are initiated into the Khalsa.

#### **KACHERA**

Under shorts.

#### **KANGHA**

Comb.

#### **KARA**

Steel band worn on the right wrist.

#### **KESH**

Uncut hair.

#### **KIRPAN**

Sword.

### **FIVE PILLARS (I)**

The five duties required by Islam:

**SHAHADAH** (Profession of Faith)

**SALAH** (prayer)

**ZAKAT** (Alms)

**SAWM**

(Fasting)

**HAJJ**

(Pilgrimage to Makkah).

### **FIVE PRECEPTS (B)**

A set of training principles taken on voluntarily; each has two aspects, behaviour to move away from and behaviour to move towards.

### **FONT (C)**

A container of water for Baptism.

## Glossary Continued

### **FOUR NOBLE TRUTHS (B)**

The principles through which Buddha gained enlightenment.

1. The Truth concerning the nature of suffering.
2. The Truth concerning the cause of suffering.
3. The Truth concerning the cessation of suffering.
4. The Truth concerning the eight fold path which leads to the cessation of suffering.

### **FOUR SIGHTS (B)**

Seen by Siddhata Gotama which caused him to seek answers to the problem of suffering: an old man, a sick person, a dead body and a holy man.

### **GOD**

see supreme being.

### **GOLDEN RULE**

A maxim which appears in most religions – summed up by Jesus “Whatsoever you wish men would do to you, do so to them” (Matthew 7:12).

### **GOSPELS (C)**

‘Good News’ Applies particularly to the four gospels of the Apostles Matthew, Mark, Luke and John. Gospel: The absolute truth.

### **GRANTHI (S)**

Reader of the Guru Granth Sahib who officiates at ceremonies.

### **GURMUKHI (S)**

‘From the Guru’s Mouth’. Name of script in which the scriptures are written.

### **GURU GOBIND SINGH (S)**

Founder of the Khalsa, the community of the pure.

### **GURU GRANTH SAHIB (S)**

The Holy Book of the Sikhs, the last and final Guru recognised by Sikhs. It provides a focal point for worship in the Gurdwara.

### **GURU NANAK (S)**

The founder of Sikhism 1469 – 1539 CE. Guru means teacher.

### **HADITH (I)**

Sayings and stories about Muhammad; second in importance to the Qur’an.

### **HAFIZ (I)**

Someone who knows the whole Qur’an by heart.

### **HAJJ (I)**

Pilgrimage to Makkah.

### **HALAL (I)**

Any action or thing which is permitted or lawful.

### **HANNUKAH (J)**

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

### **HANNUKIAH (J)**

The nine branched candlestick used at Hannukah. Lighting the candles on the eight days of the Festival recalls the miraculous provision of oil for the Temple on the occasion of the first celebration.

### **HARAM (I)**

Anything unlawful or not permitted.

### **HARIJANS (H)**

‘Man of God’. Members of certain castes formerly considered inferior or untouchable, honoured by Ghandi.

### **HAVDALAH (J)**

Meaning separation. The name of a ceremony to mark the end of Shabbat.

### **HEAVEN**

A state of joy in the eternal presence of God.

### **HELL**

A state of eternal punishment for sin. Absence of God.

### **HIJAB (I)**

Head covering worn to respect Allah.

### **HOLY SPIRIT (C)**

The third person of the Trinity (Three in One and One in Three), bestowed on the disciples at Pentecost in the physical sign of wind and tongues of fire.

### **ICONOGRAPHY/ICON/DIPTYCH**

Representation of ideas, events and legends by symbols and pictures, used as aids to worship.

### **ID [EID] (I)**

Recurring happiness, a religious holiday, eg Id-ul-Adha and Id-ul-Fitr.

### **IK ONKAR (S)**

The first phrase of the Mool Mantra. A symbol of faith.

### **IMAM (I)**

The person who leads public worship. The Imam does not have authority in the Sunni sect, nor is a priest.

### **IMPLICIT RELIGIOUS EDUCATION**

Areas of shared experience, self awareness, relationships, raising issues on fundamental questions, moral stance and feelings of awe, wonder and joy.

### **INCARNATION (C)**

The assuming of a human body by the Son of God.

### **INCENSE**

Various aromatic substances burnt for their fragrant odour during religious ceremonies.

## Glossary Continued

### **JAGANNATH (H)**

Festival celebrating the Lord Krishna.

### **JANMASHTAMI (H)**

Birthday of the Lord Krishna.

### **JATAKA (B)**

Stories which are accounts of the previous lives of the Buddha.

### **JIBRAIL (I)**

Islamic word for the Angel Gabriel. Jibrail revealed the Qur'an to Muhammad.

### **JUMAH (I)**

Friday prayers at the mosque which are compulsory for males.

### **KA'BAH (I)**

A cube shaped structure in the centre of the grand mosque in Makkah. The first house built for the worship of Allah.

### **KARMA (B)**

Intentional actions that affect one's circumstances in this and future lives.

### **KARMA (H)**

The fruits of one's actions, a cumulative influence on the cycle of life and death.

### **KAUR (S)**

Princess - name given to all Sikh females.

### **KEY STAGE**

The National Curriculum sets out Key Stages in a pupil's education from 3-16.

They are:

- Foundation = age 3- 5
- Key Stage 1 = age 5- 7
- Key Stage 2 = age 7-11
- Key Stage 3 = age 11-14
- Key Stage 4 = age 14-16
- Post 16

### **KHALSA (S)**

Community of pure Sikhs.

### **KHANDA (S)**

Double edge sword. Sikh emblem on the Nishan Sahib.

### **KIPPAH (J)**

The skull cap worn by orthodox male Jews at all times and by other male Jews when praying.

### **KOSHER (J)**

Food prepared according to dietary laws.

### **KRISHNA (H)**

Widely worshipped avatar of the God Vishnu.

### **LAKSHMI (H)**

Goddess of wealth whose special time is Divali.

### **LANGAR (S)**

Kitchen, community eating place in The Gurdwara.

### **LAYLAT UL QADR (I)**

The night of power – celebrated during Ramadan, the first time Jibrail appeared to Muhammad.

### **LECTERN (C)**

A stand which supports the Bible in Church, often wood or brass and in the shape of an eagle.

### **LENT (C)**

The forty days before Easter Sunday which start on Ash Wednesday. A time of penance and prayer leading to the most important Christian festival, Easter.

### **LIBERAL JUDAISM (J)**

A movement in Judaism which believes that religion should adapt to changing circumstances and needs. Goes further than the Reform Jews in an attempt to adapt to modern life.

### **LIFE STYLE**

The rule of life, behaviour, morals etc expected of adherents by each religion.

### **LORD'S PRAYER (C)**

The prayer taught by Jesus to his disciples, also called Our Father. Matthew 6:9-13  
Luke 11:2-4.

### **MADDRASSAH (I)**

Islamic school.

### **MALA (H)**

See prayer beads.

### **MANTRA**

Psalms of praise from the Veddas. Any sacred word or syllable used as an object of concentration.

### **MASS (C)**

The celebration of the Eucharist. See Bread and Wine.

### **MEDITATION (B)**

To reflect and contemplate spiritual matters as a religious practise.

### **MESSIAH**

An exceptional or hoped for liberator of a country or people. For Jews – the awaited King to be sent by God to free them. For Christians – Jesus Christ.

### **MEZUZAH (J)**

A case with a parchment scroll inside, written on the scroll is the Shema. Fastened to the right hand doorposts of every door and gatepost which has a lintel.

### **MIDDLE PATH (B)**

See The Eightfold Path.

### **MINBAR (I)**

The pulpit from which the Friday sermon is preached.

## Glossary Continued

### MISSION

A specific task or duty. A person's vocation. Missionary, a religious person who spreads the message of their religion.

### MITE (C)

A very small contribution or sum of money. "The Widow's Mite".

### MITZVOT (J)

Commandments, found in the Tenakh, giving rules for living. There are 613 positive mitzvot.

### MOKSHA (H)

The state of liberation from the cycle of rebirth, attained by knowledge, work and devotion (Yoga).

### MOOL MANTRA (S)

Basic statement of belief, 'There is only one God...' at the beginning of the Guru Granth Sahib.

### MONOTHEISM

The belief or doctrine that there is only one God.

### MORALS

Religious and secular commitments concerning good and bad, right or wrong, duties, obligations, rights and responsibilities.

### MOSES (C) (J)

Hebrew prophet who led the Israelites out of Egypt into the promised land and received the Ten Commandments and other laws from God.

### MUDRA (B)

Ritual hand gestures as illustrated by the hands of Buddha images.

### MUHAMMAD (I)

Prophet of Allah and founder of Islam. Born 570CE in Makkah.

### MULTIFAITH

A term covering the variety of religious commitments found in our society.

### MURTI (H)

An image of a God or Goddess.

### NAM JAPNA (S)

Meditation on God's name.

### NATIVITY (C)

The birth of Jesus Christ.

### NAVARATI (H)

Nine day festival which celebrates good triumphing over evil.

### NISHAN SAHIB (S)

Sikh flag flown at Gurdwaras.

### NON THEISTIC

A commitment to a philosophy which does not include a belief in a deity eg Humanism and certain Buddhists.

### OMNIPOTENT (C)

Very great or unlimited power, an epithet for God.

### OMNISCIENT (C)

Having infinite knowledge or understanding.

### ORDAINED (C)

To be consecrated as a priest.

### ORTHODOX CHRISTIANITY (C)

The Eastern Orthodox Churches split from the Roman Catholic Church in 1054. They follow the Byzantine tradition and are self governing churches eg Greek Orthodox.

### ORTHODOX JUDAISM (J)

The traditional wing of Judaism. Strictly interpreting the Law in letter and spirit.

### PALKI (S)

Canopy over the Guru Granth Sahib in the Gurdwara.

### PARABLE (C)

Stories that Jesus told in order to answer questions or explain his teachings.

### PASSOVER/PESACH (J)

A major festival commemorating the escape from slavery in Egypt, led by Moses. It is celebrated for 8 days by the eating of Matzah – the food of faith, and with a service called 'seder' for the first two nights, in the home or under synagogue auspices.

### PATKHA CLOTH (S)

To keep boys hair tidy before they start to wear a turban.

### PHARISEE

A member of an ancient Jewish sect which taught strict observance of Jewish traditions.

### PLACES OF WORSHIP

- Church
- Chapel Christian
- Citadel Salvation Army
- Meeting House Quaker
- Synagogue Jewish
- Mosque Islam
- Mandir Hindu
- Gurdwara Sikh

### PRACTICES

The customs, ceremonies and lifestyle of each religious group.

### PRASHAD (H) (S)

Food and other offerings presented to the deity and therefore consecrated, then distributed to those present as part of worship.

## Glossary Continued

### PRAYER BEADS

Beads on a thread used as aids for devotional purposes. Buddhist (Mala) have 108 in 2 parts, each representing the 54 stages of becoming a Bodhisattva (ie reaching Enlightenment). Hindu (Mala) have 108 beads for reciting 108 names of a deity or for repeating a Mantra 108 times. Muslims have 99, one for each of the names of Allah. Christian (Rosary) have 165 in 15 groups of 10, with 10 separating beads and 5 between the string and the crucifix. The 15 groups are the 15 Mysteries of Christ – The Joyful, the Sorrowful and the Glorious Mysteries.

### PRIEST

An individual who has the right to offer sacrifices or perform rituals for members of a religion. Often acts as mediator between members and God.

### PRODIGAL (C)

Someone who is recklessly wasteful or extravagant with goods and money. 'The Prodigal Son'.

### PSALMS (C)

Sacred song or hymn. The 150 sacred songs, lyric poems and prayers in the Book of Psalms in the Old Testament.

### PUJA (H)

Daily act of worship and adoration of a deity practised at home or in the Mandir.

### DURGA PUJA

Special puja in honour of the Goddess Durga. See Navarati.

### PULPIT (C)

An elevated stand from which the sermon is delivered. To the left or right of the altar or behind the Lord's Table in denominations which emphasise the Word of God.

### PURIM (J)

The festival connected with the story of Esther and her bravery against Haman.

### QUR'AN (I)

Sacred book of Islam revealed to Muhammad.

### RABBI (J)

Title given to an authorised teacher. In Orthodox Judaism only men can be Rabbis, in Reform and Liberal Judaism women can also become Rabbis.

### RAK'AS (I)

The positions adopted by Muslims at prayer.

### RAMADAN (I)

The 9th month of the Muslim calendar, observed by fasting.

### RAMAYANA (H)

The epic poem of Rama of his marriage to Sita, her abduction, rescue and their restoration to their kingdom. Celebrated at Divali.

### REFORM JUDAISM (J)

19th century movement to modernise the services, using the vernacular, uniting men and women in family pews, interpreting the dietary laws liberally.

### RELIGION

The spiritual aspect of human experience – the expression of people's belief. A way of life based on a set of beliefs and practices.

### REPENTANCE (C)

Deeply felt remorse for one's past actions or sins and a resolve to make amends by loving God.

### RESURRECTION (C)

One of the central doctrines of the Christian Church, that Jesus was raised from the dead on the third day. The rising again from the dead of all men at the Last Judgement.

### rites of passage

Practices that mark important changes in the life of an individual from birth to death.

### RITUAL

Meaningful acts performed in strictly prescribed patterns which are understood by the worshippers to communicate a religious truth. (symbolic action).

### ROSH HASHANAH (J)

A time for remembering sins, repenting and seeking forgiveness.

### RUMALA (S)

Cloth which covers the Guru Granth Sahib.

### SACRED

Exclusively devoted to a deity or religious ceremony, worthy of, or regarded with, reverence and awe or respect.

### SACRED BOOKS/WRITINGS

The inspired words which are held in high degrees of reverence by a religion.

### SACRED THREAD (H)

Symbol of initiation which hangs from left shoulder diagonally across the chest to the right hip. Presented to a boy when he reaches 9 years old, only the top three classes of society are eligible. The ceremony is considered a second birth.

### SADAQAH (I)

Caring through deeds and actions; Charity.

## Glossary Continued

### **SALVATION (C)**

Deliverance by redemption from the power of sin and its penalties.

### **SAMSARA (H)**

Endless cycle of re-birth.

### **SANATAN DHARMA (H)**

A way of life for a Hindu.

### **SANGHA (B)**

Assembly or community of Buddhists. The Sangha can include lay people.

### **SANSKRIT (H) (B)**

Ancient language of India now used only for religious purposes.

### **SECULAR**

Non religious.

### **SEDER (J)**

(see Passover/Pesach) The form of service used at the Passover Meal.

### **SEFER TORAH (J)**

The scroll or actual parchment on which the Torah is written.

### **SERMON ON THE MOUNT (C)**

The title given to the teaching of Jesus which includes the Beatitudes (The 9 sayings which begin 'Blessed are the...' Matthew 5: 3-12).

### **SEWA (S)**

Service to humanity and the Gurdwara.

### **SHABBAT (J)**

A day of rest and renewal, devoted to worship and rest from work. Orthodox Jews observe this from sunset on Friday to sunset on Saturday.

### **SHALOM (J)**

A greeting or farewell meaning 'Peace be to you'.

### **SHALWAR KAMEEZ (I)**

The tunic and trousers normally associated with Muslim women and girls but worn by women from many religions (including Christians in Pakistan).

### **SHEMA (J)**

The central statement of Jewish belief found, written on parchment, inside the Mezuzah. Deuteronomy 6: 4-9 and 11: 13-21.

### **SH'ITE (I)**

An Islamic sect which broke from the main group in the 7th Century CE which regards Ali, the nephew of Muhammad as the first Caliph, and venerates Ali's successors.

### **SHIVA (H)**

Shiva the destroyer, one of the Trimurti.

### **SHOAH (J)**

Hebrew word for holocaust; literally meaning destruction.

### **SHRINE**

Places of particular sacred association, large or small, in national locations eg Lourdes, in towns, countryside or worshipper's homes.

### **SHRUTI/SMRITI (H)**

Stories and teachings from sacred writings and literature that have been heard and remembered.

### **SIDDATHA GOTAMA (B)**

See Buddha.

### **SIMCHAT TORAH (J)**

Festival celebrating the end of the annual cycle of readings from the Torah.

### **SINGH (S)**

Lion – name given to all Sikh males.

### **SPIRITUAL**

Concerned with awareness and experience of inner feelings, to do with the intangible forces at the centre of existence, relating to God or gods, to Ultimate Reality and Truth.

### **STAR OF DAVID (J)**

'The Magen David', the Shield, or Star of David, a Jewish symbol also found on the flag of the State of Israel.

### **STUPA (B)**

A domed edifice containing Buddhist (or Jain) relics.

### **SUKKOT (J)**

An eight day harvest festival celebrating the period when the Israelites lived in the wilderness, also called 'Tabernacles'.

### **SUNNAH (I)**

Stories and teachings from the Qur'an.

### **SUNNI (I)**

The name given to the main group within Islam. They maintain Sunnis (Tradition), keep to the true faith laid down by Muhammad and recorded in the Hadith.

### **SUPREME BEING**

A term for God or the most important God in a pantheon.

### **SURAH (I)**

The name given for each of the 114 divisions of the Qur'an.

### **SUSTAINABILITY**

To establish and to uphold the truth and justice of a thing.

### **SYMBOL**

A sign, object or words that means more than its immediate form.

## Glossary Continued

### **TAKHT (S)**

A platform on which the Guru Granth Sahib is rested.

### **TALMUD (J)**

The primary source of Jewish religious law consisting of the Mishnah and the Gemara.

### **TAWHID (I)**

Belief in the oneness of Allah. Absolute monotheism.

### **TENAKH (J)**

The written Torah. See Torah

### **TESTAMENT (C)**

A covenant instituted between God and man. Either of the two main parts of the Bible.

### **THANKAS (B)**

Wall hangings to help meditation.

### **THE TEN COMMANDMENTS**

The law given to Moses by God on Mt. Sinai.

### **THEISM**

The belief in an omnipresent, eternal creator and the preserver of the universe.

### **TIKKUN OLAM (J)**

Charity. Literally 'setting the world to rights'.

### **TORAH (J)**

Literally teaching, instruction or law, consists of the five books of Moses, which make up the Pentateuch: Genesis, Exodus, Leviticus, Numbers and Deuteronomy. see Tenakh

### **TRADITION**

Customs, beliefs and practices handed down through generations, that shape particular societies and religions.

### **TRIMURTI (H)**

Three major aspects of Brahman; Shiva, Vishnu and Brahma.

### **TRINITY (C)**

Also called the Holy Trinity, the union of God the Father, God the Son and the Holy Spirit in one Godhead.

### **TRIPITAKA (B)**

Three baskets: The collection of writings of Buddhism Vinaya Pitaka – rules for monks and nuns. Sutta Pitaka – teachings of Buddha Abhidharma – explanation of the teachings.

### **TURBAN (S)**

Head covering worn by male Sikhs to keep their uncut hair clean and tidy.

### **TZEDEKAH (J)**

Charity. Literally, righteousness.

### **ULTIMATE QUESTION**

The basic questions of life all human beings ask eg. the meaning of life and death, good and evil.

### **UMMAH (I)**

World wide community of Muslims. The nation of Islam.

### **VALUES**

Beliefs and ideas held to be of worth. These can be shared by people from many religious and non-religious backgrounds.

### **VEDAS (H)**

The oldest Hindu scriptures. The revealed knowledge of Hindu sacred writings.

### **VESTMENTS (C)**

Symbolic garments worn by priests during the sacraments (Baptism, Confirmation, Eucharist, Penance, Extreme Unction, Ordination, Matrimony).

### **VISHNU (H)**

Vishnu the preserver, one of the Trimurti.

### **VOCATION**

An inclination to follow a special career or way of life, particularly a religious way of life.

### **WESAK (B)**

Festival (May-June) remembering the birth, enlightenment and death of The Buddha.

### **WORSHIP**

Reverent love and allegiance given to a deity, expressed through public and private prayer, meditation, music, art, etc.

### **WUDU (I)**

Ritual washing before prayer.

### **YAD (J)**

A pointer, usually in the shape of a hand with extended forefinger, used when reading the Torah in a synagogue to avoid damaging the scroll.