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Croydon Agreed Syllabus for Religious Education 2024 - 2029

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Year 6 Curriculum

SACRE Curriculum 2024 - 2029

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Year 6

What do we need on Life's Journey?

Overview of the Questions for each Year

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

KS2 Adaptive Teaching ideas

Sensitivities

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

Adaptations for including children in discussions

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

Strategies

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

Adapted outcomes

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

Teaching Vocabulary

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

• Adaptive Teaching

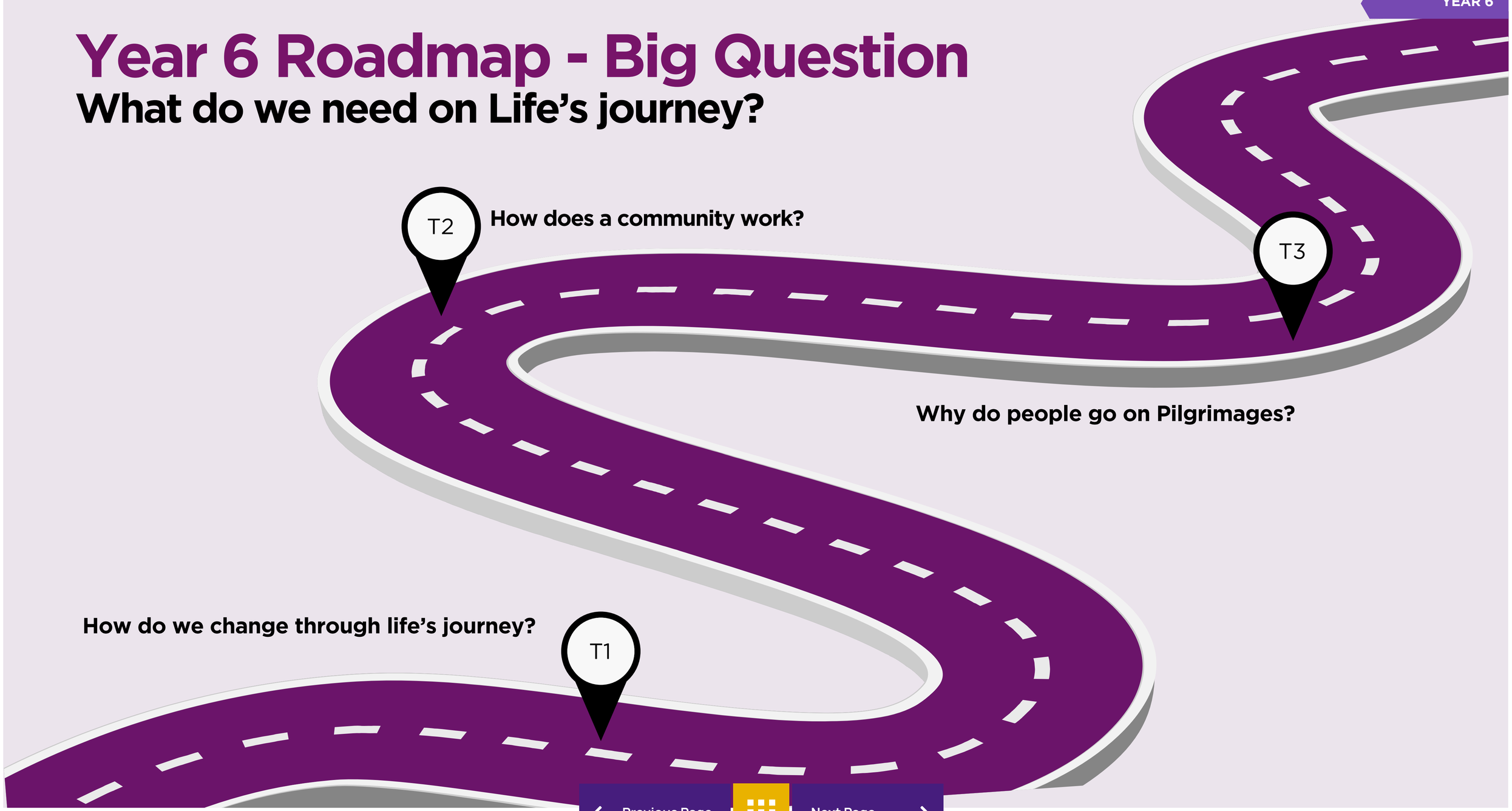
- Consider ICT, for children to create presentations etc as an alternative to writing.
- Adapt how children show understanding– discussion/ drawing/ annotations etc.
- Avoid using lots of different types of questions during discussions.
- Use pictures/images on resources as a prompt. · Incorporate drama/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

Further help

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

Year 6 Roadmap - Big Question

What do we need on Life's journey?



Year 6 - Autumn Term

How do we change through life's journey?

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

- That there are many rituals practised to mark the changes in a person's lifetime

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

- Understand the term Rites of Passage
- Talk about the different rituals that mark progress through life
- Understand that the different religious and nonreligious groups have different ceremonies

Background knowledge for teachers:

Resource sheets for Year 6.

Specific Vocabulary:

- Christening, Baptism, Rumula, Guru Granth Sahib, Adhan, Aqiqah, Naam karan, Confirmation, Bar/Bat Mitzvah

Key words:

- Change, Cycle, Ceremony, Birth, Bystander, Cooperation

Prior knowledge

- Information on religions and world views learned through KS1 and KS2

Sensitivities

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

Questions to consider

What are the circumstances that change things in people's lives?

Why are some people admired because of their qualities?

Why are special moments in some people's lives marked by religious ceremonies?

How do non-religious people mark special times?

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

Why is marking a change from childhood to adulthood important for many people?

What promises do people make at their weddings?

What are the emotions connected with loss and leaving?

What have we found out about Rites of Passage?

British Values Addressed

Respect

School Values Addressed

Acceptance

Curiosity

AT2

What ceremonies do people have to mark the changes through their lifetime?

Core Concept

Belonging

Celebration

Identity

Scheme of learning

Year 6 - Autumn Term
How do we change through life's journey?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are the circumstances that change things in people's lives?	Everything changes with age. People have different ceremonies to mark the changes in their lives and religious groups have specific ceremonies during a persons life	• How do seasons change? • What moods do you think of for summer, winter, autumn, and spring? • What will change in your life? • What won't change? • What ceremonies do people have to mark the changes?	• **Discuss** the different rites of passage that pupils can think of or have experienced so far. • Experience might be a naming ceremony or christening. Getting ready for a bar or Bat mitzvah. Going to someone's wedding etc. Think about the ceremonies that people have which mark changes in their lives	• Draw mood faces for the seasons. • Look at pictures of different seasons, emphasising the continuous cycle of nature. • Identify what will change/what won't. • Resources - Home - RE:quest (request.org.uk) Rites of passage	Change Cycle Ceremony Rites
Why are some people admired because of their qualities?	Try to find admirable people in the children's experience	• Who do we admire? • Why do we admire them? • What do they do that makes them special? • How does their behaviour make them special? • How are they role models?	• Identify what qualities we admire in people. Bravery, courage, excellent behaviour etc. • Are there people in school we admire?	In groups research a person who is admired because of their qualities. Identify the qualities of the person Explain how you will try to develop those qualities in yourself.	

Scheme of learning

Year 6 - Autumn Term
How do we change through life's journey?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why are special moments in people's lives marked by religious Ceremonies? **How do non-religious people mark special times in their lives?**	A resource at the end of Year 6 has information on ways that people mark birth, puberty, marriage and death.	• What are the special moments in a person's life?e.g. naming ceremonies, childhood to adulthood, confirmation, weddings, funerals. • Have you had a day when you felt special? • How did people prepare that day for you? • What was expected of you on the day?	• Discuss the questions given • Reflect on key memories the class have from birth to the present day using a timeline with highs and lows. • Pupils to talk about the ceremonies in their own faith or life experience.	• Look at photographs, posters, artefacts and items associated with Christian Baptism and naming ceremonies from other faiths and non-religious groups, confirmation, Bar and Bat Mitzvah, maturing to adulthood, marriage and funerals. • Create a souvenir table or class display of personal milestones • Make a Class book with each child doing one page in a 'Me' book with a foil mirror in. • Devise a 'Me' shield like a coat of arms. • Resources-Artefacts and Posters • Range of Fiction e.g • Badger's Party –H Oram & S Varley ISBN 0006645542 • You Are Very Special – Su Box and Susie Poole ISBN 0745933483 • Annie's Gift –Angela Shelf Medearis. ISBN 737243104980	

Scheme of learning

Year 6 - Autumn Term
How do we change through life's journey?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What ceremonies do we have at the beginning of our life?	Sikh parents choose the name using the first letter of the first word in the Guru Granth sahib at a special ceremony Use the resource sheet for information on different birth rituals.	• What are the special ceremonies at the birth of a baby? • Why are our names important? • Why were you given your name? • How were you given your name? • What does your name mean? • Why is it important to know a person's name?	• Use the resource sheet for information on different birth rituals and consider a suitable selection for your class. • Consider some of the different ways babies are celebrated and named. • Look at the order of the baptism service and prayers and promises spoken. • Talk about what happens in the first 7 days of a Muslim baby's life. Why do the parents give the weight of the hair to charity?	• Write your name vertically and use the first letter to start a word or phrase that describes you. • Listen to a recording of the call to Prayer. • What would you want to whisper into a newborn baby's ear? • Design a special Rumula (Sikhism) • Pupils open a book at random and choose a name with the first letter of that page. • Resources • BBC Two - Pathways of Belief, Places of Worship - Christianity, A Christian baptism (pt 1/3) - what is a baptism? • My Christian Faith. • My Muslim Life. • My Sikh Life. • My Jewish Life. • Resources - RE:quest (request.org.uk)	Birth Christening Baptism Rumala Guru Granth Sahib Adhan Aqiqah Naam Karan

Scheme of learning

Year 6 - Autumn Term
How do we change through life's journey?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why is marking a change from childhood to adulthood **important for many people?**	• Research some of the rituals and promises associated particularly with confirmation in Christianity and • Bar/Bat Mitzvah in Judaism and Dastar Bhandi in Sikhism. • See resource sheet –Into adulthood	• In your family, is there a ceremony to show that you have reached adulthood?	• Reflect on "maturing" ceremonies as a key ritual in life. Think about what they believe to be the main differences between childhood and adulthood.	• Pupils to discuss and make a list of promises they would make to their community as they progress into adulthood. • Discuss the promises made at these ceremonies by candidates and parents. • Resources-Confirmation box (St James the Great Thornton Heath) • Religious Studies KS2: What is a Bat Mitzvah? - BBC Teach • Confirmation Service book from the Southwark Diocese website	Confirmation Bar and Bat Mitzvah Dastar Bandhi
What promises do people make at their weddings?	• Use the resource sheet for information on weddings. • Find out about and describe the events of a Christian or Hindu wedding. • What is the meaning of the symbols used?.	• Where do people get married? • Do you know anyone who is married? • Has anyone ever been a bridesmaid or page boy? • Explain to the class what they did and how they felt. • What is the meaning of the wedding vows?	• Explore the reasons why people get married. • Ask a leader of a faith community or a humanist celebrant to come and talk about the wedding ceremony.	• Find out about the symbolism of weddings. What is the meaning of the symbols used. • Find out about the different promises made at weddings from different faith groups. Make up a set of wedding vows. • resource sheet for information on weddings. • Religious Studies KS2: A Hindu wedding ceremony - BBC Teach	

Scheme of learning

Year 6 - Autumn Term
How do we change through life's journey?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are the emotions connected with loss and leaving?	Some religions have special teachings concerning death and the after-life, research into some of these. Use the resource sheet. Care needs to be taken to check whether you have a pupil who has recently suffered a bereavement This is obviously a sensitive area, and children need to feel they are in a secure and supportive learning environment to share their feelings and experiences.	• What have you lost? • How did you feel? to develop pupils understanding of beliefs about life after death consider the power of feelings associated with loss. • What has changed for us this year? (e.g. new teacher, new friends, new home etc.). • Why do people move house? • In what ways do we show we remember people? • How can we say thank you for the lives of people?	• Pupils could explain what they think will happen when they die. Discuss ideas as a class. • Make a montage of words connected with loss • Read Water Bugs and Dragonflies. • Read the story of Kisa Gotami or watch the BBC story of the mustard seed. • Talk about and make a list of all the people who have special days e.g. Anne Frank Day, Martin Luther King Day, St. George's Day.	• Visit a local cemetery. Look on the gravestones for messages showing what people believe about death. • Draw a chart of emotions to reflect a time when you have lost/found something. • Use the resource sheet for information on funerals. BBC Two - Belief File, Issues, The story of the mustard seedGood Grief – B Ward ISBN 1853023248. • Sing to the Stars – M BarrettISBN 0316082244. • Badger's Parting Gifts –S Varley ISBN 0006643175 • The Leaving Morning – A Johnson ISBN 0531059928. • The Kite and Caitlin – R McGough. • Waterbugs and Dragonflies – Doris Stickney – • ISBN 0264669045.	Birth Christening Baptism Rumala Guru Granth Sahib Adhan Aqiqah Naam Karan

Scheme of learning

Year 6 - Autumn Term
How do we change through life's journey?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What have we found out about Rites of passage? **Are they important?**		• Does everyone go through rites of passage? • What are the feelings engendered by these rituals?	• Recap the learning for the term. • Discuss any questions the pupils have about the learning	• Make a mind map of what they have learned	

Assessment Opportunity

- Understand the term Rites of Passage
- Talk about the different rituals that mark progress through life
- Understand that the different religious and nonreligious groups have ceremonies to mark progress through their lives

Year 6 - Spring Term

How does a community work?

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

- What a child needs to know and remember by the end of the unit:
- That people usually live together in groups and there are various customs, laws and activities that keep society working together

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

- Understand what makes a society
- Understand that customs and laws help society to work together
- Understand the concept of community cohesion

Background knowledge for teachers:

Teachers will need to recap on various learning that pupils have done in the key stage

Specific Vocabulary:

- Capital punishment

Key words:

- Authority, Respect, Belief, Custom, artefacts

Prior knowledge

- Teachers will need to recap on various learning that pupils have done in the key stage

Questions to consider

This unit can take several weeks and be revisited during the spring term.

What is a Tribe?

What do people mean by belief?

Why is it important for society to have laws?

Why do religious people have special ceremonies and festivals? (2 lessons)

Do non- religious people have these also?

What is community cohesion?

Why is it important to Society?

British Values Addressed

Respect

School Values Addressed

Acceptance

Curiosity

AT2

What makes society work?

Core Concept

Living Together

Community cohesion

Scheme of learning

Year 6 - Spring Term
How does a community work?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is a tribe?	Pupils to examine how a community is constructed and reflect on the implications of community cohesion. They are encouraged to examine the different puzzle pieces of a successful community. Pupils will evaluate the importance of tolerance and understanding compare and contrast theist, atheist and agnostic views about God/God's existence.	• Why do people feel the need to live in a group or tribe? • What is your stereotypical idea of a tribe? • Does a tribe need a figure head or a God to worship?	• Recap ideas about Why people believe in God? • What beliefs about God are personal to people? • How do some peopleexperience God in the world around them? • Start by discussion comparing and contrasting theist, atheist and agnostic views about God/God's existence. • Discuss symbols, their importance and examples. At the end of the lesson share the flags and the explanations	• In groups create a tribe name and symbol. • Create a tribal flag, explaining what it stands for and how it creates a sense of identity. • Home - RE:ONLINE (reonline.org.uk) for many resources	Religion • Theism • Atheism • Pantheism • Agnosticism • Truth • God • Faith • Proof • Evidence • Experience • Justification • Probability • Belief • Tribe Community and identity
What do people mean by belief?	Recap the ideas of beliefs and world views that pupils have learnt up to now	• What is a 'conscience? • What does it mean? • Is its theory better than practise?	• Discuss the questions. Talk about different belief systems and world views. Recap previous learning. • At the end of the lesson groups to share their thoughts	• Together chart all the things they can remember from previous learning about beliefs • In the same groups (Tribes) create a belief system for the tribe. • It does not have to be religious	Conscience Belief Monotheism Polytheism

Scheme of learning

Year 6 - Spring Term
How does a community work?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why is it important for society to have laws?	Reflect on the concept of authority. Recap the Golden Rule from different worldviews. Recap the Ten Commandments, the 5 pillars, the eightfold path and other sets of rules you have encountered	• What is the difference between identity and symbols? • Why is it important to have rules and to carry out punishments? • What punishments do we use for people who break the rules? • Is there a difference between religious rules and secular rules?	• Discussion on the implications of laws on the individual and society. • What sort of punishments do we use on a local scale (I.e., school or at home), and what sort of punishment do we use on a national/ international scale. At the end of the lesson groups to tell the laws they have made	• In the usual groups Create laws and punishments for your tribe being able to give reasons for your choices • Publish a scroll laying out laws and punishments of the Tribe.	Law. Rule. Secular Punishment
Why do religious people have special ceremonies and festivals? **Do non-religious people have these too?** **2 Lessons**	There are many religious festivals celebrated around the world and gatherings for non-religious reasons where people celebrate birthdays, the love of music, solstices etc.	• Does an artefact have the same meaning to everyone who views it? • What are the various customs that people carry out? • What makes an artefact 'religious?'	Discuss celebrations that pupils have taken part in. Are there special clothes or activities connected to these? Share the ceremonies	• In groups make up and write an explanation of a custom and a ceremony for the tribe. • Make an artefact to illustrate or to be used during the custom or ceremony that you have invented. • In the second lesson celebrate all the work and look at the different Tribes and their laws and celebrations	Artefact customs

Scheme of learning

Year 6 - Spring Term
How does a community work?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is community cohesion? **Why is it important to Society?**	Explain community cohesion using Croydon as an illustration. Croydon is one of the most religiously diverse boroughs in London.	• Why is it important to live together in harmony? • Is it important to allow different cultures to keep their own practises? • What does the phrase 'live and let live' mean?	Discuss how all the tribes are set up and then discuss how to amalgamate them all into one community. Should there be a new flag/motto/ laws? Who would be in charge? Discuss the difficulties faced by the new tribe – issues of identity, loyalty etc. How do these reflect society?	• After amalgamating the tribes create a new tribe name, flag and symbol to create a new tribe.	Community. Cohesion. Interfaith

Assessment Opportunity

- Understand what makes a society
- Understand that customs and laws help society to work together
- Understand the concept of community cohesion

Year 6 - Summer Term

Why do people go on pilgrimages?

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

- Children consider what is important to them, what do they believe in?
- Learn about what each of the four featured religions believes about a deity.
- Reflect on why people believe in God

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

- Pupils can say what many people think about God
- Pupils can describe what is similar about the belief in God from the religions studied.
- Pupils can discuss similarities and differences from the different religious and nonreligious point of view.

Background knowledge for teachers:

Prior learning on Christianity/Hinduism/Sikhism and Islam particularly the 5 Pillars.

Specific Vocabulary:

- Makkah, Kaaba, Hajj, Ummah, Medina, Kumbh mela, Ganges

Key words:

- Pilgrimage, Sacred, Artefacts, Purification

Prior knowledge

- Prior learning on Christianity/ Hinduism /Sikhism and Islam

Sensitivities

comparing personal beliefs

Questions to consider

What is a pilgrimage and what is its significance?

What happens when people go on a pilgrimage?

What is the importance of the Hajj for Muslims throughout the world?

What is the main place of pilgrimage for the Hindu community?

Do Sikhs have a place of pilgrimage?

What is the most important part of a pilgrimage for a faithful person?

British Values Addressed

Respect

School Values Addressed

AT2

What is the importance of a pilgrimage for a person of faith?

Core Concept

Belonging

Duty

Joy

Scheme of learning

Year 6 - Summer Term
Why do people go on pilgrimages?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is a pilgrimage and what is it's significance?	A pilgrimage is a religious journey, often very difficult to make, to a special religious place. People do it to help them come closer to God, to get to know God better and to be better Christians/Muslims/Hindus etc. Canterbury is the chief cathedral in the country (the Archbishop of Canterbury is the leading churchman of the Church of England) Religious people may see life itself as a pilgrimage i.e. a religious journey whose purpose is to help them come closer to God. They will try to live their lives according to the guidance of their religion: at important times in their lives, when they have important choices to make, they will pray for God's guidance in making the right decision: and they will see death possibly, depending on the religion, as the possibility of a fuller life with God.	• Have pupils got a special place they have been to? • What made the journey special, how did they prepare for it? • Was the journey special because of where they went, or was it (also) special in itself? • What did they see and do on the journey? • Have parents or grandparents been on a Pilgrimage? Where to?	Introduce the idea of pilgrimage. Discuss the key facts and also ask whether following your football team abroad might be a sort of pilgrimage.	Pupils to think about their own 'pilgrimage' through life so far and in the future. How will they make decisions about their lives? In groups make up a set of values to live life by (previous work on the laws of various religions and worldviews) e.g I want to be rich/ happy/healthy/ wealthy/charitable etc. Put the values in order of priority and discuss as a class. Pupils then either make a display of these values or write about their own aspirations for their lives ahead with reasons. Resources: Make a List of values to help pupils Pictures of people of different faiths on pilgrimage	pilgrimage

Scheme of learning

Year 6 - Summer Term
Why do people go on pilgrimages?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What happens when people go on a pilgrimage?	Different religious groups have different sacred places of pilgrimage. Christians have many sites in this country as well as making pilgrimage to Jerusalem, Lourdes in France and Santiago de Compostela in Spain. Muslims make a Pilgrimage to Makkah at least once in their life Hindus go to bathe in the Ganges.	• What do you think it feels like to go on a pilgrimage? • What do you think people want to see when they arrive?	Ask pupils the questions and discuss. Explain the activity	• In groups find out about some different Christian places of Pilgrimage in the UK i.e Canterbury, Walsingham, Glastonbury, Holywell (Wales) St Albans, Lindisfarne, Iona and the Saints that are connected with these sites. Each group to make a presentation about their findings. • Resources: Websites for each of the shrines. Rochester and Southwark Cathedrals both have Pilgrimage trails for schools • http://www.york.ac.uk/projects/pilgrimage/explore.html general information	Sacred
What is the importance of the Hajj for Muslims throughout the world?	The Kaaba, built by the Prophet Ibrahim. The importance of Makkah for worship Umrah and Hajj Ummrah meaning pilgrimage Fulfilling the Hajj to Makkah is one of the duties of Muslims, known as the Five Pillars. Muslims who are fit and able to afford it should perform the Hajj at least once in their lifetime.	• Why do you think this is one of the five pillars of Islam? • What are the actions that a Muslim has to carry out of the Hajj? • Why is it important to gather together to do a pilgrimage?	Look at the different things that a Muslim does during their Hajj Use packing the suitcase or look at a video and discuss Resources: Sheet: Packing the suitcase Artefacts from St James the Great Windsor Rd Thornton Heath Religious Studies KS2: The Muslim pilgrimage, Hajj - BBC Teach https://www.alislam.org/articles/hajj-pilgrimage/	• Investigate artefacts which have a special significance for Hajj, e.g compass, dates, ZamZam water, Ihram. • Watch a video on the Hajj and use five senses to retell what it was like • Write a postcard from Makkah or one of the other places ie Medina	Umrah Medina

Scheme of learning

Year 6 - Summer Term
Why do people go on pilgrimages?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is the main place of pilgrimage for the Hindu community?	Pilgrimage is an important aspect of Hinduism. It's an undertaking to see and be seen by the deity. The River Ganges is a sacred river which many Hindus visit on pilgrimage. In Varnasi (one of the most holy cities in India) visitors may bring the bodies of their dead relatives to be cremated by the Ganges. The visitors also bathe in the river for purification – washing away of sins.	• what happens at the Kumbh Mela?	Discuss the Hindu pilgrimage site of the Ganges Kumbh Mela: What is the Hindu festival? - BBC Newsround Look at the video	• Look at pictures of Hindu pilgrimage and find out what a Hindu pilgrim to the Ganges might do. • Write a postcard to a friend describing the Kumbah Mela and your feelings	Kumbh mela Ganges purification
Do Sikhs have a place of Pilgrimage?	**Pilgrimage is not compulsory for Sikhs, and some Sikhs choose not to visit religious sites.** some of the cities or places Sikhs might try and visit are: Amritsar – to visit Golden Temple (Siri Harminder Sahib) Himachal Pradesh – Poanta Saib – related to Guru Gobind Singh 10th Guru Manikarana Sahib Gurdwara – Guru Nanak (hot springs where langar is cooked on top of it). Anandpur Sahib near Chandigarh – this site is where the Khalsa was initiated. Nanded – where Guru Gobind Singh's ashes were kept. Patna Sahib, the birthplace of Guru Gobind Singh ji.	• Some Sikhs believe that the money spent on pilgrimage could be used as part of Vand Chhakna or Sewa to help others. • Although Pilgrimage is not compulsory for Sikhs why would a Sikh go on a pilgrimage?	What is Sewa? What do Sikhs do to help others in the community? Recap previous learning. Look at pictures of the Golden Temple what is special about it?	• Find out about the Golden Temple and write a postcard home from your 'visit' explaining why you went there.	

Scheme of learning

Year 6 - Summer Term
Why do people go on pilgrimages?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is the most important part of a pilgrimage for a faithful person?	Religious pilgrimages have several things in common. Pilgrims see the actual arrival at the holy place as an integral part of the pilgrimage whilst deciding to go, making the plans and undertaking the trip are all important aspects of the pilgrimage	• Having looked into pilgrimage from the perspective of different world views what have pupils learned about the need for pilgrimage in these faiths? • What have pupils discovered about the meanings of different forms of religious expression? • Are there secular places of pilgrimage?	Recap the learning and presentations that the pupils have done about pilgrimage What are the comparisons between the faith groups activities can they find. Suggest some places of secular 'pilgrimage' e.g. Wembley football stadium, Disneyland. Could a trip to such a place have the same meaning as that experienced by a religious person on a pilgrimage?	Draw up a chart to illustrate the similarities and differences in pilgrimage between the faiths and seculr groups looked at.	

Assessment Opportunity

- Pupils can say what many people think about God
- Pupils can describe what is similar about the belief in God from the religions studied.
- Pupils can discuss similarities and differences from the different religious and nonreligious point of view

Resources appendix

Autumn Term

Summer Term

Year 6 - Autumn Term

Birth Rites

Christianity

Recap on Baptism and Christening within the Christian Church

Islam

When a baby is born, the Muslim call to prayer, known as the Adhan, (“God is great, there is no God but Allah. Muhammed is the messenger of Allah. Come to prayer.”) Is recited into the baby’s right ear by the father. The baby is given a taste of some- thing sweet, it was a practise carried out by the Prophet Muhammed PBUH (Peace be upon Him) and is believed to help the digestive systems get started. After seven days the Aqiqah ceremony is performed in which the baby’s scalp is shaved of hair. This is to show that the child is the servant of Allah. Parents then weigh the hair and give the equivalent weight in silver to charity or distribute meat to the poor. Muslims often naming sons Muhammed and daughters after his wife/daughter.

Hinduism

The jatakarma ceremony welcomes the baby into the world. The father places a small amount of ghee and honey on the baby’s tongue and whispers the name of God in his ear. During this the father feeds honey to the baby and pierces the baby’s ear. This ear piercing is supposed to enhance the memory of the child. Brahmins chant Mantras for a healthy, long life of the child. In Nama- karana ceremony the child is given a name. Nama literally means ‘name’ and karana means ‘to make, to effect’. All the activities in the world are carried on the basis of name. Every parent has the duty to give a nice name to the child, which reminds the child of some goal or objective in the life.

Judaism

Any child born to a Jewish mother is considered a Jew. On the first Sabbath after a Jewish child is born, the infant’s father is called forward at the synagogue to recite the aliyah (an opportunity to bless the reading of the Torah)and ask blessings for the health of mother and child. If the child is a girl, she is named at this time. Boys will be named on the eighth day after birth, as part of the rite that takes place on the 8th day.

Sikhism

When a Sikh baby is born the Mool mantra is whispered into its ear and a drop of honey put on its tongue. The baby is taken to the Gurdwara, and mother and baby are given Amrit to drink, the parents bring butter, sugar and flour for making Prashad for the worshippers. The parents might also present a new Rumala to the Gurdwara (the cloth covering the Guru Granth Sahib).
Each day the Granthi opens the guru Granth sahib at random and the first verse on the left-hand page is the message for the day. The first letter of the left-hand page of the random opening becomes the first letter of the babies name. The parents bring a number of choices for the name and the congregation is often asked to help choose.

Humanism

Humanist naming ceremonies provide a good way to illustrate the importance of freedom to humanists and the value they place on the support we receive from, and the connections we make, with other people in our lives. A humanist naming ceremony is a non-religious ceremony at which there are no set words or actions. The parents are free to decide where to hold it, what happens, and what they want to say. Freedom is very important to humanists. The focus at a humanist ceremony is often on the child’s freedom to decide for themselves what they believe and how they want to live, and the responsibility of other people to support them to find happiness. Typically, family and friends will make promises or offer advice to the new child. Humanists don’t believe in a god or gods. The connections we make with other people, and the love and support they can offer us, is therefore very important to them.

Year 6 - Autumn Term

Into Adulthood

Christianity

Confirmation is a sacrament or ritual that strengthens or deepens a baptized person's relationship with God. It serves as a way for individuals to confirm the promises made on their behalf during infant baptism. Through confirmation, a person becomes a full member of the Christian community. During the ceremony, a bishop (or other clergy) usually lays hands on the confirmands, symbolizing the gift of the Holy Spirit. Confirmands publicly declare their faith and commitment to Christ, having been to a series of classes on what it means. In the Bible Acts 8:14-17 describes how Peter and John laid hands on the newly baptized in Samaria, and they received the Holy Spirit.

Sikhism

Dastar Bhandi Usually, when a Sikh boy reaches a certain age, usually 11 to 16, a turban ceremony is performed for the child. The Sikhs tie turban for the first time on the head of a child in presence of Sri Guru Granth Sahib. This ceremony can be held at the Gurdwara or at any place where the Guru Granth Sahib is installed. At this ceremony, Ardas is recited and then the child's first turban is ceremonially tied on by the Granthi, or a Sikh elderly person

Judaism

Bar/Bat Mitzvah bar (male) bat (female) mitzvah is a coming-of-age ritual mentioned in the Talmud. According to Jewish law, before children reach a certain age, the parents are responsible for their child's actions. Once Jewish children reach that age, they are said to "become" b'nai mitzvah, at which point they begin to be held accountable for their own actions. Traditionally, the father of a bar or bat mitzvah offers thanks to God that he is no longer punished for his child's sins. In Orthodox communities, boys become bar mitzvah at 13 and girls become bat mitzvah at 12. After this point, children are also held responsible for knowing Jewish ritual law, tradition, and ethics, and can participate in all areas of Jewish community life to the same extent as adults.

In some Jewish communities, men's and women's roles differ in certain respects. For example, in Orthodox Judaism, once a boy turns 13, it is permitted to count him for the purpose of determining whether there is a prayer quorum, and he may lead prayer and other religious services in the family and the community. At the ceremony in the Synagogue the candidate reads from the Torah in front of the congregation in Hebrew.

Humanism

At around the age of 7-9 years old children enter a period of childhood, which is commonly known as 'The Age of Reason'. This is a very special time in the lives of these young people and we gather to celebrate and give thanks for their presence in our lives and to mark their stepping into another phase in their development. Coming of Age Ceremonies Humanist 'Coming of Age' ceremonies are a non-religious alternative to rites of passage for young persons as they prepare to enter adulthood. These ceremonies mark the person's transition into adulthood where Humanist values-social justice, human rights, equality and compassion - are emphasised.

Hinduism

Ritu Kala Samskara is a ceremony for girls at puberty where they are given their first saree to wear and celebrated as a woman. For boys it is known as the Sacred Thread ceremony (the Upanayanam in Sanskrit), and can take place during any odd-numbered year in a boy's life, usually when he is seven, nine, or 11 years old. There is a solemn religious rite that inducts the little boy into youth, where the father tells him secretly the Gayathri Mantra--the supreme and most sacred of all Hindu mantras, which is the basis of all other mantras and the essence of the Vedas (a Hindu scripture).

Year 6 - Autumn Term

Wedding Rituals

Christanity

Christian Marriage - YouTube

Sikhism

Firstly, The bride and the bridegroom exchange garlands (jayamaala) and declare: “Let all the learned persons present here know, we are accepting each other willingly, voluntarily and pleasantly. Our hearts are concordant and united like waters.” The bridegroom is brought to a specially decorated altar called ‘mandap’ and offered a seat and a welcoming drink and the groom’s mother gives a necklace (mangala sootra- the emblem of marital status for a Hindu woman.) to the bride. A sacred fire is lit and the groom, holding the bride’s hand, says “I hold your hand in the spirit of dharma we are both husband and wife” and they walk round the fire 4 times. The couple walk seven steps reciting a prayer at each step, the seven vows which are exchanged. for food, strength, prosperity, wisdom, children, health and friendship. A symbolic matrimonial knot is tied after this ceremony and then they are blessed the priest for a long and prosperous married life.

Islam

In Islam a marriage is a social contract which brings rights and obligations to both parties and can only be successful when these are mutually respected and cherished. The actual Muslim wedding is known as a nikah. It is a simple ceremony, at which the bride does not have to be present so long as she sends two witnesses to the drawn-up agreement. Normally, the ceremony consists of reading from the Qur’an, and the exchange of vows in front of witnesses for both partners.

No special religious official is necessary, but often the Imam is present and performs the ceremony. He may give a short sermon. There are certain things which are basic to all Muslim marriages. The bride and groom are asked three times if they accept each other in marriage according to the terms of their traditional marriage contract which they then they sign, Marriages have to be declared publicly. The publicity is usually achieved by having a large feast, or walimah - a party specifically for the purpose of announcing publicly that the couple are married and entitled to each other. Many wedding customs are a matter of culture and not of Islam. The bride and groom may be obliged to sit on ‘thrones’ on a platform, to be seen by the guests. They may receive gifts, or gifts of money.

Judaism

Jews are traditionally married underneath a special canopy known as a chupa, which symbolises the home that the couple will share. The rituals associated with Jewish weddings begin as soon as a couple are engaged, with a ceremony known as tena’im. It involves breaking a plate to symbolise the destruction of the temples in Jerusalem, as a reminder that even in the midst of celebration Jews still feel sadness for their loss. Many Jews fast on their wedding day to cleanse themselves of sin The ceremony begins with the signing of the Ketubah - the Jewish marriage contract which sets out the legal terms of the marriage. The origins of the Ketubah go back to the days of the Sanhedrin - the Jewish Supreme Court - in Jerusalem a few thousand years ago - in order to protect the bride by the terms of her dowry. Next there is a ceremony known as Bedecken (veiling), in which the bridegroom places the veil over the bride’s face. This symbolises the groom’s intent to clothe and protect his wife, and dates back to Biblical times, when Rebekah covered her face before she married Abraham’s son Isaac.

Seven is an important number because God created the world in seven days and so the groom and the bride are symbolically creating the walls of the couple’s new home. When the bride reaches the Chupa she walks round the bridegroom once, or if orthodox seven times. Seven cups of wine are drunk during the ceremony and several prayers are said binding the couple together. One of the most important parts is the giving of the ring. It must be a complete circle without a break, to emphasise the hope for a harmonious marriage and must be plain without stones or decoration. During the ceremony, the officiator of the service, usually the Rabbi, will make a speech about the couple and bless them as they begin their new life together. The service also features a prayer, usually sung by a cantor, about the sadness Jewish people at the destruction of the Temples in Jerusalem. The ceremony ends with the breaking of a glass by the groom, which is also linked to remembering the destruction of the Temples.

Humanism

A humanist wedding is a non-religious ceremony that often focuses on the value of our connections with other people and celebrate the diversity of loving relationships.
https://understandinghumanism.org.uk/res_films/what-is-a-humanist-ceremony/

Sikhism

Marriage is an important aspect of Sikhism, as it is seen as a sacred bond of mutual help and spiritual bliss. According to Sikh teachings, marriage is not just a social contract, but a way to attain union with God through love and devotion. Here are some key points about the Sikh view of marriage: Marriage is a unity of mind and soul between two people who become one in the eyes of God. Marriage is a means to attain spirituality and not an end in itself. The real goal of marriage in Sikhism is to merge both souls with Waheguru, the Supreme Soul. Marriage is a partnership of equals, as the husband and wife have equal rights and responsibilities in their relationship. They are expected to support each other in worldly and spiritual matters. Marriage is a commitment of fidelity and mutual respect. The couple vows to remain faithful to each other in the presence of the Guru Granth Sahib, the Sikh scripture, and the holy congregation. Marriage is a blessing of sexual union and procreation. Sikhs believe that sex is a gift from God and a way to express love and intimacy. Children are seen as a great blessing and a continuation of the family lineage.

Year 6 - Autumn Term

Funerals and Death Rites

Christanity

Get an order of service for a funeral from the local church

Sikhism

Most Hindus are cremated as it is believed that this will help their soul to escape quickly from the body. Various rituals take place, prayers and hymns are sung and a lamp, rice balls and a mala, or garland of flowers, are placed in the coffin. In India people hope to have their funeral at the burning ghats on the shores of the sacred river Ganga (Ganges). Here the body is placed on a large pile of wood, then the eldest son says the appropriate Vedic prayers and lights the fire. In- cense and ghee (cooked and clarified butter) are poured into the flames. Afterwards the ashes are sprinkled on water. Many people take the ashes to India to put on the waters of the Ganga: others may take them to a river or the sea near to where they live

Islam

Muslims try to bury as fast as possible and certainly within three days. The body is washed and wrapped in a white cloth or in the Irham they wore on Hajj. Muslims prefer not to use a coffin but in some countries they must by law. Muslims are buried facing the Muslim holy city, Makkah, which is also the direction that Muslims always face when praying. Muslims believe that there will be physical resurrections on the Day of Judgement so do not have cremation. Tombstones and decorations are not usually found and Muslims like to have a section of a cemetery only for Muslims.

Judaism

Men and women have equal rights to play a part in funeral and mourning rituals. As soon as someone dies preparations are made for burial which must take place as quickly as possible. The body is washed and dressed in a simple white shroud. Men are wrapped in their tallit (prayer shawl) with the fringes cut off to show that he is now free of the religious laws. From the time of death until burial, the body is never left alone in its simple wooden coffin.

No flowers are given at a Jewish funeral and the service is short. Orthodox Jews do not usually allow cremation but Progressive Jews sometimes cremate the dead. For the next seven days a candle is kept burning and the mirrors in the house are covered. The mourners stay at home praying. The dead person is remembered each year on the anniversary with a lit candle and a spe- cial prayer. When people visit a Jewish grave they place a small stone on the gravestone as a sign of respect.

Sikhism

Sikhs Death –Antim Sanskar is considered a natural process: an absolute certainty - an event that will happen sooner or later - an event that is guaranteed to take place: and only happens when the Almighty commands and never otherwise - as a direct result of God's Will or Hukam. To a Sikh, birth and death are closely associated, because they are both part of the cycle of human life of "coming and going" which is seen as transient stage towards Liberation. When a person dies the next of kin will visit the gurdwara to arrange a Sehaj Paath (10-day full reading ensuring the 10th day falls on the day of the funeral cremation). After the cremation the family and friends will return to the Gurdwara, for the final reading and hymns being sung from the Guru Granth Sahib. Langar is served and congregation will pay respects and leave.

Kiratpur Sahib is the place where Sikh people immerse the ashes of their departed ones into Sutlej River. This city as founded by Guru Hargobind Sahib ji. The ashes of Sikh's three gurus were immersed here, so it has become a sacred place to Sikh community.

Humanism

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

For many humanists, the main purpose of a funeral is to provide an opportunity for the family and friends of the deceased to grieve, to share memories, and to celebrate the life of the person who has died. Humanists do not believe in an afterlife. Many therefore feel that the words and sentiment at a religious funeral would be inappropriate for them. A humanist ceremony is conducted by a humanist celebrant and there will often be music and readings chosen by the deceased or by family and friends. Sharing stories about the deceased can support the grieving process and help people to remember them. Rather than prayers, there will often be time for reflection.

Humanist_Onelife_deathfear_11.indd (understandinghumanism.org.uk)

Year 6 - Summer Term

Muslim Pilgrimage

Packing the suitcase: A way to investigate the artefacts associated with Hajj. Pupils read one of the sections below and select correctly from a range of artefacts to place in a 'suitcase'.

1) As a Muslim I believe that there is only one God, and that Muhammed is the messenger of God. This is the Shahadah that I have in my house and in my car. I will want to place these in my case.

2) My sisters and cousins all wear the Hijab to cover their head and neck. They wear it when they are outside. My sister started wearing hers at puberty, but my cousins want to wear it at seven. I will pack an extra one for the journey in case it is needed.

3) At last the time is drawing near for my pilgrimage and I have to think very carefully about what I will take with me. I know that at Gatwick Airport there is a prayer room so I will be able to offer my prayers. I will need to keep my special prayer mat in my hand luggage. In Islam you can pray anywhere as long as you are facing Makkah, have the right intention and have washed. I like my prayer mat as it helps me to concentrate, and I know the ground is clean.

4) I must not forget my Hajj belt. Many people say this is where the idea of money belts originated.

5) On the way back from my pilgrimage I will make up some fast days I missed due to ill health. I will break my fast at sundown with these and bring these for my friend who is a Turkish Muslim.

6) Throughout my journey I will use my Subhah. This will help me to focus my thoughts on Allah and his many glorious attributes. I shall use my Subhah to help me pray.

7) I will need to take my Ihram with me. This indicates brotherhood, equality and purity. Just imagine ... the richest person in the world may stand next to me wearing exactly the same Ihram as me! I would like to be buried in the ones I have worn for Hajj in the way my grandfather was buried.

8) I have requested Halal food on the plane. This is because Muslims do not eat pork or substances such as gelatine and all animals must be killed in a special way. Just in case, I have brought some of my own Halal food. This will need to go in my hand luggage.

9) I know how special the Qur'an is to my daily life and I will soon be able to see the cave at Hira where the Qur'an was revealed to the Prophet. I will take it to read on my journey.

10) Before I go it is essential that I see all my family are provided for. I usually take my grandmother to the Mosque for prayers, but she will be able to pray at home while I am away. As she is partially sighted I will provide her with a Muzzein Alarm. I know that when I get back home it will bring back memories for me too.

11) I am afraid my geography is not very good so when I am on the plane, I will have difficulties finding which way to pray as I must face Makkah the city where the Prophet was born, and the Kaaba is located. I am sure I will find this very useful, so I will pack it in my hand luggage.

12) Islam places great emphasis on the value of drinking water. Past pilgrims have told me how thirsty they get. I will get a container from the ZamZam well. This is where the water first sprang from in answer to Hagar's prayer

13) It is hard to believe that this time next week I will have seen the Kaaba. This is the cube shaped structure in the centre of the grand Mosque in Makkah, believed to be the first house built for worship of Allah. I think I will keep these postcards in my luggage so that I can look at them and the plaques from my wall during the long flight.

Year 6 - Summer Term

Actions on Hajj

The Hajj

is the fifth pillar of Islam, and all Muslims are expected to try to go to the Holy City of Makkah on a pilgrimage at least once in their life. 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.

Preparation

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

Day 1

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

Day 2

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

Day 3

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

Day 4

Pilgrims stay at Mina, by the roadside and throw more pebbles at the pillars. This and day 5

Day 5

Having stayed again at Mina the pilgrims return to Makkah and again go seven times round the Ka'aba. They then drink at the zamzam well where Hagar found water for Ishmail in the desert.

Questions and activity

- Why does a Muslim save up to go on Hajj?
- What does it feel like to be with all the others and all dress the same?
- What does it feel like to be in places that Mohammed was in?
- Write a postcard from your Hajj telling how you feel
- Create a board game of your Hajj
- Devise 5 beliefs that affect the way you live
- Read The cobblers story
- Packing the suitcase activity