

**The Northumberland County Council**

**Agreed Syllabus for Religious Education**

**2016**

**Part Two**

**The Units of Work**

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### **The Units of Work for the EYFS and Key Stages 1 to 3**

The units of work which follow can be used by teachers if they think the content is appropriate for their pupils or students. As in the last Agreed Syllabus for RE, the units of work are intended to provide RE teachers, especially those who are non-specialists, with enough teaching ideas to ensure that the statutory components of the syllabus (the programmes of study above) are addressed. Please note that the units of work in the syllabus remain substantially the same as in the last syllabus (especially in terms of their titles and content), but as many errors as we could find (in relation to spelling, punctuation, grammar, explanation and subject-specific accuracy) have been removed. However, some teaching ideas have been added to address the now-topical matters of British values and challenging extremism and radicalisation.

One of the strengths of the Agreed Syllabus is that teachers can fulfil their statutory obligations above in any way that they wish, although most teachers until the end of Key Stage 3 will probably utilise some or all of the units of work that follow (if only because they are familiar with their content from the previous Agreed Syllabus for RE). It is for this reason that, in the units of work that follow, the teaching activities are merely “POSSIBLE” activities and teachers should:

- select those activities that best meet the needs and aspirations of their pupils or students
- feel free to devise their own activities, provided the activities contribute to the knowledge, understanding and skills identified in the programmes of study above
- when schools are in partnerships, agree with the partnership RE teachers what subject matter will be taught at each phase or key stage to minimise duplication (however, it is recognised that some duplication is inevitable. Moreover, duplication is not necessarily a bad thing provided it deepens and/or broadens pupils’ or students’ knowledge, understanding or skills, and/or is based on other sound educational principles)
- note that possible teaching activities followed by an “R” in brackets - (R) - are activities that occur earlier in the syllabus. The (R) has been added to assist with liaison between phases and key stages
- note that there are three possible options relating to activities identified with (R). (a) They can be ignored altogether. (b) They can be addressed more than once to ensure pupils or students fully appreciate their implications. (c) They can be taught by teachers in only one phase or key stage.

Liaison between RE teachers within partnerships will ensure that a satisfactory outcome is achieved about who should teach what to whom and why to ensure that continuity and progression exist for all pupils and students.

## **Christianity Units of Work**

### **Reception to Year 9**

#### **Unit 1: Christianity: God**

##### **Reception, Years 1 and 2**

#### **About this unit**

This unit uses ideas of parenthood and friendship to introduce children to the Christian understanding of God.

#### **Prior learning**

It is helpful if children have

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to

- parents, friends, God, creator, Jesus, Bible, parables, Harvest, Thanksgiving, prayer, worship

#### **Resources**

- children's Bibles
- pictures, posters and videos of Christians engaged in worship or celebrating Harvest and Thanksgiving

#### **Expectations**

##### **At the end of this unit**

most children will know that Christians think of God as a loving parent, friend and the Creator; know some stories about God; know about the importance of worship, Harvest and Thanksgiving; and know some ways in which Christians engage in worship and celebrate Harvest and Thanksgiving

some children will not have made so much progress and will know something about Christian ideas about God; recall aspects of stories about God; and know something about the importance of worship, Harvest and Thanksgiving for Christians

some children will have progressed further and will know that Christians think of God in many ways and not only as a loving parent, friend and the Creator; explain the significance of some of the stories covered in the unit; and understand why Christians engage in worship and celebrate Harvest and Thanksgiving

## **Learning Objective**

### **Children should learn**

- that Christians think of God as a loving parent or friend

### **Possible teaching activities**

- discuss what our parents do for us
- discuss what our friends do for us
- examine why our parents and friends are important to us
- examine what Christians think God does for us
- describe how we show love and affection for parents and friends
- examine how Christians show love and affection for God
- examine how Christians think of God as a loving parent or friend
- examine how Christians show love and affection for God (e.g. through prayer and charity)
- tell stories from the Bible of God acting like a loving parent or friend
- use drama, art, music, dance, prose or poetry to re-tell such stories from the Bible
- examine how Jesus thought of God by reading and responding to one of the following stories: the Story of the Lost Sheep (Luke 15), the Story of the Lost Coin (Luke 15), the Story of the Prodigal Son (Luke 15)

## **Learning outcomes**

### **Children**

- understand how important parents and friends can be
- know that Christians think of God as a loving parent or friend
- know that Christians have much to thank God for and thank Him in many ways
- know that for Christians the Bible is the main source of information about God

### **Points to note**

- children can draw pictures of things that parents, friends and God do for us
- children can use art or drama to illustrate ways in which Christians show their affection for God
- stories of God as a loving parent or friend can be contrasted with other stories in the Bible where He reveals other aspects of His “character”. E.g., study of the parables will encourage children to see that God is like a caring shepherd, a good housekeeper, a forgiving father, a firm foundation and a sheltering tree

## **Learning Objective**

### **Children should learn**

- that Christians believe that we are dependent on God for life itself

### **Possible teaching activities**

- identify what we need to keep us alive
- discuss what we need to feel happy
- examine what we have that we should be thankful for
- identify what God created for us during the creation story in the Bible
- discuss what Christians think they should be thankful for
- examine how Christians thank God for what they have been given
- examine how Christians say thank you to God during Harvest and Thanksgiving
- compare and contrast Harvest in Britain with Thanksgiving in the United States
- examine how Christians say thank you to God at other times of the year

## **Learning outcomes**

### **Children**

- understand some of the things that keep us alive and make us happy, and that we should be thankful for such things
- know that Christians believe that life and all that sustains it is a gift of God, and that they are thankful for this and express their thankfulness in many ways
- know about the importance of Harvest and Thanksgiving for Christians

### **Points to note**

- children can draw pictures or do short sketches of what we need to stay alive or be happy, and why we should be thankful
- children can draw pictures of Christians engaged in different types of worship. They can also examine or sing hymns that thank God
- Harvest in the UK can be compared and contrasted with Harvest in different parts of the world. E.g., examine the Yam Harvest in parts of Africa, the Rice Harvest in Japan, the Festival of Trays in Portugal, and Harvest in Switzerland during which lanterns are made from turnips and pumpkins

## **Learning Objective**

### **Children should learn**

- that Christians think of God as the Creator

### **Possible teaching activities**

- examine what we have that we should be thankful for
- discuss how and why we should care for the planet and everything on it
- tell the creation story in the Bible
- use drama, art, music, dance, prose or poetry to re-tell the creation story in the Bible
- explain how and why Christians think of God as the Creator
- examine how Christians say thank you to God for the universe and everything in it
- reflect on feelings the natural world can evoke such as wonder, awe, mystery and delight
- discuss and write about personal feelings or responses to the world
- compare and contrast the creation story in the Bible with other creation stories

## **Learning outcomes**

### **Children**

- know about the content of the creation story in the Bible
- know that Christians think of God as the Creator
- understand why Christians think it is important to care for everything that God has created and to thank God for what He has given us
- reflect on the importance and the wonder of the cosmos

### **Points to note**

- identify what God made each day of the creation story and write what was made on the board, but out of sequence. Invite the children to imagine that they are God. In what order would they make the different things? This activity is best done before the story is told to the children
- almost all civilisations, ancient and modern, have a creation story of their own so there are many to choose from for comparing and contrasting purposes. See, e.g., A. Matthews, "How the World Began", Macdonald Young Books, 1996

## **Unit 2: Christianity: Jesus**

### **Reception, Years 1 and 2**

#### **About this unit**

This unit examines ways in which Jesus is special to Christians, looks at events in his life, and identifies some of Jesus' friends and the stories he told.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- been taught aspects of Unit 1

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- Jesus, Bible, Testament, Gospels, worship, Holy Week, resurrection, stories told by and about Jesus, Jerusalem

#### **Resources**

- children's Bibles
- pictures, posters and videos of Christians engaged in worship
- pictures and posters of Roman Palestine at the time of Jesus and of events in Jesus' life

#### **Expectations**

##### **At the end of this unit**

most children will know that Christians think of Jesus as special, above all for his resurrection; know in some detail some stories told by and about Jesus; and know about the main events in Jesus' life and who were his friends

some children will not have made so much progress and will know something about why Christians believe Jesus is special; recall aspects of stories about Jesus; and know something about Jesus' life and friends

some children will have progressed further and will know that Christians think of Jesus in various but complementary ways; explain the significance of some of the stories told by and about Jesus; and understand that Jesus' life and teaching should inspire Christians to think and behave in particular ways

#### **Learning Objective**

##### **Children should learn**

- that Jesus is special to Christians

## **Possible teaching activities**

- examine who are special people for us and why
- identify the qualities such as kindness, friendliness, generosity and patience that make people special to us
- identify some of the ways that Christians think of Jesus such as a friend, teacher, leader, rabbi, friend of the disadvantaged and despised, loyal servant of God, son of God, a miracle maker, healer, etc.
- tell stories from the Bible of ways in which Jesus reveals his specialness
- discuss the idea of resurrection
- use drama, art, music, dance, prose or poetry to re-tell the story of Jesus' birth
- examine paintings such as icons which emphasise that Jesus is special
- visit churches where images of Jesus exist and examine them
- examine how Christians express the specialness of Jesus through worship

## **Learning outcomes**

### **Children**

- know something about the life of Jesus as revealed through the Bible
- understand that Jesus can be seen in many different but complementary ways
- appreciate that, for Christians, the life and teaching of Jesus lies at the heart of their faith
- understand that a lot of Christian worship centres on Jesus
- know that his resurrection is what makes Jesus most special for Christians

## **Points to note**

- with the older children teachers could share what evidence we have for Jesus from sources other than the Bible. Teachers may also wish to compare and contrast stories about Jesus in the Gospels
- a map of Jerusalem at the time when Jesus was alive can emphasise for children that the events of Holy Week took place in real places around the city. This helps to ensure that children realise that biblical stories are based, at least in part, on fact

## **Learning Objective**

### **Children should learn**

- about some of the events of Jesus' life

## **Possible teaching activities**

- examine what Roman Palestine was like when Jesus was alive
- identify the main events of Jesus' life as revealed through the Bible
- identify any other events we can assume happened to Jesus because he was brought up as and died a Jewish person (he received education in the synagogues around Galilee, his bar mitzvah, his pilgrimages to Jerusalem especially for Pesach/Passover, his consumption of kosher food, etc.)

- examine the events of Jesus' life following his encounter with John the Baptist
- examine the events of Holy Week
- plot on a map of Jerusalem where the events of Holy Week probably took place
- visit local churches to examine paintings, statues, etc. illustrating events during Jesus' life
- read stories about Jesus' life in the Bible and use drama, art, music, dance, prose or poetry to re-tell them
- identify the people, including his friends, who were most important to Jesus

## **Learning outcomes**

### **Children**

- know about the main events in Jesus' life
- appreciate that Jesus is very special to Christians
- know that for Christians the Bible is the main source of information about Jesus

### **Points to note**

- with the older children teachers may wish to share what evidence we have for Jesus from sources other than the Bible (e.g. Josephus, Tacitus, the Qur'an)

## **Learning Objective**

### **Children should learn**

- about some of Jesus' friends and the stories told by and about him

### **Possible teaching activities**

- discuss what makes a good friend
- make a class list of good and bad personal qualities
- discuss how we can be a good friend to others and how we can make new friends
- tell the story of Jesus calling the fishermen to be his helpers and followers (disciples). Examine how the disciples felt at various points in the story and why Jesus chose the fishermen to be his disciples
- ask the children to make a collage of their friends, or a display using the names of the disciples and the names of their friends
- tell the story of the children being brought to Jesus. Examine why children were special to Jesus
- tell the story of Zacchaeus the tax collector (Luke 19). Examine why Zacchaeus was unpopular and why Jesus chose him as his friend. Use drama, art, music, dance, prose or poetry to re-tell the story
- examine how Jesus told stories to teach people about God and how they should live
- explain how stories such as parables teach people important lessons
- tell the Story of the Prodigal Son (Luke 15), breaking every so often to ask the children to imagine what is going to happen next. Ask the children to explain what the story means. Discuss the importance of repentance, forgiveness and reconciliation, and how jealousy can be a bad thing
- invite the children to discuss occasions when they have either fallen out with a friend or a member of the family or been jealous of someone

- divide the children into groups of four or five. Tell them that each group will work on a different story told by Jesus putting it into a format to be included in a class book. Illustrations can be done to complement the text. Popular stories include The Lost Sheep (Luke 15), The Lost Coin (like 15), The Parable of the Pharisee and the Tax Collector (Luke 18), Houses Built on Rock and Sand (Luke 6) and The Mustard Seed (Luke 13)

## **Learning Outcomes**

### **Children**

- know about the nature of friendship and who Jesus' friends were
- appreciate that Jesus told stories to teach people about God and how they should live
- know some of the stories about Jesus and that Jesus told to others
- know that the Bible is the main source of information about Jesus, Jesus' friends and the stories Jesus told

### **Points to note**

- with the older children teachers could share what evidence we have for Jesus from sources other than the Bible (e.g. Josephus, Tacitus, the Qur'an)
- Matthew 4, Mark 1 and Luke 5 contain the story of Jesus calling the disciples
- Matthew 19, Mark 10 and Luke 18 contain the story of Jesus and the children
- at this stage children are not expected to identify theological meaning in the stories. They should be guided to identify key feelings and ideas such as being sorry, forgiveness, reconciliation (making up) and jealousy

## **Unit 3: Christianity: Communities**

### **Reception, Years 1 and 2**

#### **About this unit**

This unit examines what it means to belong and to be part of a community, and how Christians give expression to belonging and being part of a community.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- been taught aspects of Unit 1 and Unit 2

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- rights, responsibilities, baptism, confirmation, marriage, worship, church, christening, dedication, artefacts

#### **Resources**

- children's Bibles
- pictures, posters and videos of Christians engaged in worship
- pictures and posters of baptism, confirmation, marriage and churches
- artefacts

#### **Expectations**

##### **At the end of this unit**

most children will know something about what it means to belong and to be part of a community; know what it means for a Christian to belong to a church and to be part of a religious family; and know some ways that Christians give expression to belonging to such a family and why

some children will not have made so much progress and will know something about belonging and being part of a community; and know something about how Christians give expression to belonging to a church

some children will have progressed further and will know about the importance and value of belonging and being part of a community; know about how and why Christians give expression to belonging to a church; and know some of the benefits of such belonging

#### **Learning Objective**

##### **Children should learn**

- about belonging and being part of a community

#### **Possible teaching activities**

- to examine the meaning of belonging, talk about belonging to the class, school, clubs and the family
- discuss the importance of belonging to a family and what belonging to a family means in terms of rights and responsibilities
- invite children to construct a family tree
- identify things they do or have because they belong to different groups (e.g. uniforms, badges, religious artefacts)
- identify the advantages and disadvantages of belonging to groups, and the feelings inspired by being part of such groups
- reflect on what it feels like to be “left out”
- ask the children to draw pictures of themselves in different groups, perhaps with significant items included such as uniforms, badges and religious artefacts
- introduce the idea that, if you have a faith commitment, you belong to a family, a religious family
- identify ways in which Christians express their membership of a religious family (baptism, confirmation, marriage in churches, wearing crosses, taking part in worship in churches, etc.)
- visit two or more local churches and compare and contrast their appearance and layout. Find out what uses are made of the buildings

## **Learning outcomes**

### **Children**

- know what they belong to
- know that belonging can assume many forms including belonging to a religious family or community
- understand that belonging implies rights as well as responsibilities

### **Points to note**

- needless to say, discussions about the family must be conducted sensitively given the variety of family circumstances existing today
- an interest table or a display can be assembled based on the things that children have because they belong to different groups

## **Learning Objective**

### **Children should learn**

- that Christians express their sense of belonging and being part of a community in many ways such as through worship in churches

### **Possible teaching activities**

- do a class audit of the children’s religions and beliefs
- ask the children to explain to the rest of the class what they and their families do and wear to show that they belong to a religious family or community

- use posters, photographs, videos, etc. to reveal what Christians do and wear to show that they belong to the Christian family or community (e.g. they wear a cross or fish badge, worship in churches, go on pilgrimage, etc.)
- ask the children to draw one thing that Christians do or wear to show that they are Christian, and write a sentence describing what the activity or object is
- invite children with personal experiences of baptisms to talk about them
- explore the importance of naming and the term “Christian” name
- re-enact a baptism, perhaps in a local church, with the help of a member of the clergy
- examine the story of Jesus’ baptism and compare and contrast Jesus’ baptism with the baptism of children and adults today
- use posters, photographs, videos, etc. to examine the variety of ways in which Christians engage in worship
- examine the artefacts that Christians use to engage in worship
- visit local churches to examine where and how worship is undertaken
- interview a member of the clergy about worship in churches

## **Learning outcomes**

### **Children**

- discuss and/or write about how Christians belong to the Christian family or community
- identify what Christians do or wear to show that they belong to Christianity
- understand that baptism is an important Christian practice
- know about Jesus’ baptism
- begin to understand the importance of worship for Christians and that worship takes many forms
- begin to understand that the church is the people who belong to the community of believers

### **Points to note**

- while the terms “christening” and “baptism” are well understood by Anglicans and Roman Catholics, the infant initiation ceremony among Baptists and in House Churches is known as “dedication”. Do not overlook baptism of adults by profession of faith
- a member of the clergy can be asked to demonstrate the “baptism” of a doll
- children can be asked to design baptism cards, which usually refer to the child passing from darkness into light and to their belonging to Jesus
- the story of Jesus’ baptism is in Matthew 3

## **Unit 4: Christianity: Lifestyles**

### **Reception, Years 1 and 2**

#### **About this unit**

This unit examines the importance and value of uniqueness and diversity, the importance of how we think and behave, and the importance for Christians of love, of forgiveness, and of loving both God and one's neighbours.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about each other
- been taught aspects of Unit 1, Unit 2 and Unit 3

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- rights, responsibilities, individuality, uniqueness, diversity, appearance, personality, behaviour, forgiveness, love, Jesus

#### **Resources**

- children's Bibles
- pictures and posters of people in the UK and around the world
- pictures and posters of people behaving well and behaving badly
- pictures, posters and videos of Christians engaged in various activities such as worship, celebration, charity and care of the sick
- artefacts

#### **Expectations**

##### **At the end of this unit**

most children will know about individuality and diversity and why it is important to value and respect both; know about what is commonly thought of as good and bad behaviour; and know of the importance for Christians of shaping their thoughts and actions by following the example of Jesus

some children will not have made so much progress and will know something about respecting and valuing individuality and diversity; know about aspects of good and bad behaviour; and know some of the ways in which Jesus shapes how Christians think and act

some children will have progressed further and will know about the importance and value of being part of an increasingly diverse society; know why some forms of behaviour are generally thought good and others are generally thought bad; and know how and why Jesus' life and teaching should shape Christian thought and action

## **Learning Objective**

### **Children should learn**

- to identify and respect everyone's uniqueness

### **Possible teaching activities**

- discuss the meaning of uniqueness and individuality, perhaps with reference to the children's own appearance and personality
- draw self-portraits
- compare and contrast the self-portraits
- ask the children to identify good qualities in themselves and their peers
- discuss good qualities in other people
- discuss some of the good qualities in Jesus
- examine how Christians try to act as Jesus acted, e.g. by helping others and loving their neighbours

## **Learning outcomes**

### **Children**

- learn how they compare and contrast with others
- learn to appreciate that there is good in everyone
- reflect on some of the good qualities associated with Jesus

### **Points to note**

- these teaching activities provide opportunities to raise the children's self-respect, self-esteem and self-confidence

## **Learning Objective**

### **Children should learn**

- to value diversity, not fear it

### **Possible teaching activities**

- discuss the ways in which the children differ from one another, e.g. hair and skin colour, ability, interests, qualities, religion, favourite foods, favourite TV programmes, favourite sports, games and hobbies
- emphasise that everyone has good qualities. Discuss some of the good qualities each child has
- reflect on the variety of people, lifestyles, diets, languages, religions, etc. in the county, the UK and around the world
- reflect on the variety of ways that Christians live locally, in the county, the UK and around the world
- think about the benefits of living in a diverse community or world

- reflect on how Jesus treated people who were different from him or who lived on the margins of society or were unpopular, e.g. the Samaritan, people with leprosy

## **Learning outcomes**

### **Children**

- learn how they compare and contrast with others
- learn to appreciate that there is good in everyone
- appreciate that British society is a very diverse society

### **Points to note**

these teaching activities give children an opportunity to reflect on issues such as race equality, religious tolerance and social inclusion

## **Learning Objective**

### **Children should learn**

- about the importance of how we think and behave

### **Possible teaching activities**

- reflect on how we are treated when we behave well
- reflect on how we are treated when we behave badly
- examine rules such as class or school rules and why such rules are important
- reflect on good qualities such as fairness, honesty, generosity and concern for others. Ask the children how such qualities should make people behave
- devise a simple set of rules to live by
- consider some of the rules that Jesus thought were important

## **Learning outcomes**

### **Children**

- know that their behaviour has an effect
- realise that we all have to live by rules of some sort
- know that for rules to work well they have to be fair
- know that Jesus believed in rules that were fair

### **Points to note**

- children can be encouraged to look at a situation from the point of view of another person. In other words, children can begin to understand the idea of empathic understanding

## **Learning Objective**

### **Children should learn**

- about the importance for Christians of love, of forgiveness, and of loving both God and one's neighbours

### **Possible teaching activities**

- think about the qualities Jesus had and how Christians try to give expression to the same qualities
- think about the importance of love and forgiveness and how we can give expression to love and forgiveness
- think what it might mean for Christians to love God and love their neighbours. Reflect on how people should behave if they love God and love their neighbours
- draw pictures of people loving God and loving their neighbours
- examine ways in which Christians love their neighbours, e.g. by providing education and health care, contributing to charities such as Save the Children, campaigning against war and human rights abuses, and helping people in crisis situations

## **Learning outcomes**

### **Children**

- know about some of the ways in which Jesus' teaching affects how Christians try to live their lives
- know that love, forgiveness and the care of others are important to Christians
- have some understanding of the two supreme commandments, loving God and loving our neighbours

### **Points to note**

- consideration might be given to how Christians try to help some of the most vulnerable people in society, people such as the homeless, refugees and asylum seekers, the terminally ill and people with learning difficulties and disabilities. The work of the Salvation Army can be discussed, especially in relation to the homeless

## **Unit 5: Christianity: Festivals and Celebrations**

### **Reception, Years 1 and 2**

#### **About this unit**

This unit examines the importance of Christmas and Easter for Christians.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about each other
- had opportunities to reflect on the nature of celebration generally

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- the birth, life, death and resurrection of Jesus, Advent, Christmas, Epiphany, Lent, Holy Week, Easter, signs, symbols

#### **Resources**

- children's Bibles
- pictures and posters of people engaged in various celebrations
- pictures and posters of Christians involved in activities associated with Advent and Lent
- pictures, posters and videos of Christians engaged in celebrating Christmas and Easter
- artefacts, greetings cards, signs and symbols associated with Christmas and Easter

#### **Expectations**

##### **At the end of this unit**

most children will know about events leading up to and taking place during Christmas and Easter; know that Christmas celebrates Jesus' birth and Easter his resurrection; and know how and why Christians celebrate Christmas and Easter

some children will not have made so much progress and will know something about Advent, Christmas, Lent and Easter; know about some of the signs and symbols associated with these seasons and festivals; and know that Christmas celebrates Jesus' birth and Easter his resurrection

some children will have progressed further and will know why Christmas and Easter are so important for Christians; know that for Christians Easter is more important than Christmas; and know that different Christians celebrate Christmas and Easter in different ways

#### **Learning Objective**

##### **Children should learn**

- about aspects of the festival of Christmas

## **Possible teaching activities**

- discuss the significance of Advent as a season of preparation for Christmas
- make Advent rings and light the candles each week of the season
- make Christingles and explain the significance of the objects they are made from
- identify Christmas traditions and explain their significance and origins
- discuss the significance of candles at Christmas and their association with the idea that Jesus is the light of the world
- identify and discuss the presents the Magi brought Jesus and discuss the presents the children would like to receive at Christmas
- consider ways in which Christians think of Jesus as God's gift to the world, and of how he brought hope, happiness, joy, peace, etc. Ask the children to choose one of the words just mentioned. They can write the word, decorate it and display it around a large picture of Jesus in the manger
- use drama, art, music, dance, prose or poetry to re-tell the story of Jesus' birth
- design greetings cards reflecting aspects of the Christmas story/ies or composed of symbols associated with Christmas such as robins, holly, ivy, mistletoe, yule logs, stars and evergreen trees
- make decorations such as Swedish stars which remind us that Jesus was Jewish
- compare and contrast Christmas with other festivals of light such as Divali and Hanukkah

## **Learning outcomes**

### **Children**

- know that Christmas is important to Christians because it celebrates the birth of Jesus
- know that Christmas is a special and happy time of the year involving special stories, events, artefacts and traditions
- know that the Bible is the source for information about Jesus' birth

### **Points to note**

- Christmas in Orthodox communities can be compared and contrasted with Christmas in Roman Catholic and Protestant communities
- the pre-Christian origins of many Christmas traditions are a source of interest to most children
- Swedish stars are two equilateral triangles that overlap with one another to make a star of David. They can be made from modelling straws and hung from the limbs of small branches stuck into sand or soil in brightly decorated pots or vases

## **Learning Objective**

### **Children should learn**

- about aspects of the festival of Easter

## Possible teaching activities

- discuss the significance of Lent as a season of preparation for Easter
- discuss the significance of Shrove Tuesday and Carnival and engage in activities such as making pancakes and dressing up in fancy clothes
- discuss the events during Holy Week leading up to Jesus' crucifixion. Draw pictures of the events from Palm Sunday to Easter Sunday
- visit a local Roman Catholic church to examine the Stations of the Cross
- in groups, ask the children to make an Easter Garden complete with the tomb and three crosses on a low hill above it
- identify Easter traditions and explain their significance and origins. Emphasise that symbols such as eggs, rabbits and flowers are signs of new life, reminding us that Christians believe that Jesus rose from the dead two days after his crucifixion
- examine different crosses and crucifixes
- discuss what Jesus did for the forty days he remained on Earth following his resurrection and who saw him
- compare and contrast Easter with other Spring festivals such as Passover and Holi

## Learning outcomes

### Children

- know that Easter is important to Christians because it celebrates the resurrection of Jesus
- know that Easter is a special and happy time of the year involving special stories, events, artefacts and traditions, although it is preceded by a solemn time when Christians prepare for and reflect on the crucifixion of their founder
- know that the Bible is the main source for information about Jesus' crucifixion and resurrection

## Points to note

- Lent and Easter in Orthodox communities can be compared and contrasted with Lent and Easter in Roman Catholic and Protestant communities
- the pre-Christian origins of some Easter traditions are a source of interest to most children
- artistic representations of events such as the Last Supper, Jesus' crucifixion and Jesus' resurrection can be examined by the children
- children can be informed that the name "Easter" derives from "Oestre", the name for the Roman goddess of Spring

## **Unit 1: Christianity: God Years 3 and 4**

**Note that possible teaching activities followed by an “R” in brackets - (R) - are activities that occur earlier in the syllabus. The (R) has been added to assist with liaison between phases and key stages.**

**Remember that there are three possible options relating to activities identified with (R). (a) They can be ignored altogether. (b) They can be addressed more than once to ensure pupils or students fully appreciate their implications. (c) They can be taught by teachers in only one phase or key stage.**

### **About this unit**

This unit uses stories from the Old Testament and stories told by Jesus to reveal what Christians believe about God, and explores how Christians believe that God as the Holy Spirit is present and active in people's lives.

### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect about the character of God, perhaps by studying aspects of Unit 1 for Reception, Years 1 and 2

### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- God, creator, Jesus, Bible, Testament, Gospels, parables, worship, Trinity, Holy Spirit

### **Resources**

- children's Bibles
- pictures and posters illustrating Old and New Testament stories
- pictures, posters and videos of Christians engaged in worship and other activities

### **Expectations**

#### **At the end of this unit**

most children will know some Old Testament stories revealing aspects of God; know some stories told by Jesus about God; know something of the stories' significance for Christians; and know that the Holy Spirit is part of the Trinity and that Christians think the Holy Spirit is present and active in people's lives

some children will not have made so much progress and will know something about Christian ideas about God; recall aspects of stories about God; and know something of the concept of the Trinity

some children will have progressed further and will know that Christians think of God in many ways and why; explain the significance of some of the stories covered in the unit; and understand that Christians think of the one God as God the Father, God the Son and God the Holy Spirit

### **Learning Objective**

## **Children should learn**

- about some Old Testament stories which Christians believe reveal aspects of God's "character" or nature

## **Possible teaching activities**

- tell stories from the Old Testament such as the creation story (Genesis 1-2), the Tower of Babel (Genesis 11), Moses and the Exodus (Exodus 2-17)
- use drama, art, music, dance, prose or poetry to re-tell such stories from the Bible
- discuss the meaning of the stories
- discuss what the stories tell us about God
- invite the children to share their thoughts about God
- discuss how Christians think of God
- examine ways in which Christians thank God through, e.g., worship, caring for others and caring for the environment

## **Learning outcomes**

### **Children**

- realise that Christians think of God as having many attributes or characteristics, have much to thank Him for and thank Him in many ways such as through hymns, prayers and their way of life
- know that for Christians the Bible is the main source for information about God

## **Points to note**

- children can use art or drama to illustrate ways in which Christians show their affection for God
- stories of God in the Old Testament can be compared and contrasted with other stories in the Bible where he reveals other aspects of His "character". E.g., study of the parables will encourage the children to see that God is like a caring shepherd, a good housekeeper, a forgiving father, a firm foundation and a sheltering tree

## **Learning Objective**

### **Children should learn**

- about some stories told by Jesus about the "character" of God

## **Possible teaching activities**

- tell stories told by Jesus about what God is like such as The Unforgiving Servant (Matthew 18), Labourers in the Vineyard (Matthew 20), The Rich Fool (Luke 12), The Pharisee and the Tax Collector (Luke 18)
- use drama, art, music, dance, prose or poetry to re-tell such stories from the Bible

- examine how Jesus thought of God by reading and responding to one of the following stories: the Story of the Lost Sheep (Luke 15), the Story of the Lost Coin (Luke 15), the Story of the Prodigal Son (Luke 15) (R)
- discuss the meaning of the stories
- discuss what the stories tell us about God
- consider how Jesus emphasised that God loves and forgives us. Ask the children how they can express their love and how they can forgive others
- compare and contrast Christian beliefs about God with beliefs about God or gods in other religions or worldviews

## **Learning outcomes**

### **Children**

- know about some of the stories Jesus told about God
- know that Christians believe that life and all that sustains it is a gift of God, and that they are thankful for this and express their thankfulness in many ways
- know that the New Testament is the source for Jesus' stories about God

### **Points to note**

- children can compare and contrast God in the Old Testament with God in the New Testament
- children can draw pictures of Christians engaged in different types of worship. They can also examine and sing hymns that thank God

## **Learning Objective**

### **Children should learn**

- that Christians believe that God as the Holy Spirit is present and active in people's lives

### **Possible teaching activities**

- introduce the term "Trinity" and explain that Christians think of God as being one but that He has three aspects, God the Father, God the Son and God the Holy Spirit
- examine what it means to say that God is present and active in people's lives
- tell stories of people such as Jonathan Edwards, Mother Teresa and Martin Luther King who believe/d that God is/was present and active in their lives. Consider what they achieve/d because of this
- use drama, art, music, dance, prose or poetry to re-tell the stories of people for whom God was present and active in their lives
- reflect on the feelings a person would have if they believed that God was present and active in their lives
- ask the children to consider occasions when they have been inspired
- compare and contrast Christian beliefs about God with beliefs about God or gods in other religions or worldviews

## **Learning outcomes**

### **Children**

- are introduced to the concept of the Trinity
- reflect on the lives and feelings of people who believe that God is present and active in their lives

### **Points to note**

- it is not expected that children will fully understand the concept of the Trinity. However, knowing that the concept is important to Christians is helpful

## **Unit 2: Christianity: Jesus**

### **Years 3 and 4**

#### **About this unit**

This unit examines how Christians think of Jesus as the Son of God and Christ, how Jesus helped people, and how Jesus had an influence on those who knew him.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect about the life and character of Jesus, perhaps by studying aspects of Unit 2 for Reception, Years 1 and 2

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- Jesus, stories told by and about Jesus, Son of God, Christ, Bible, Testament, Gospels, worship, Holy Week, Jerusalem

#### **Resources**

- children's Bibles
- pictures, posters and videos of Christians engaged in worship and other activities
- pictures and posters of Roman Palestine at the time of Jesus and of events in Jesus' life

#### **Expectations**

##### **At the end of this unit**

most children will know that Christians think of Jesus as special, above all for his resurrection; know that they think of Jesus as the Son of God and Christ; know in some detail some stories told by and about Jesus; and know about the main events in his life and the effect he had on people he knew

some children will not have made so much progress and will know something about why Christians believe Jesus is the Son of God and Christ; recall aspects of stories about Jesus; and know something about the effect he had on people he knew

some children will have progressed further and will know that Christians think of Jesus in various but complementary ways; understand something of what is meant by Son of God and Christ; explain the significance of some of the stories told by and about Jesus; and understand that Jesus' life and teaching should inspire Christians to think and act in particular ways

#### **Learning Objective**

##### **Children should learn**

- that Christians believe that Jesus is the Son of God and is referred to as Christ

## **Possible teaching activities**

- identify some of the ways that Christians think of Jesus such as friend, teacher, leader, rabbi, friend of the disadvantaged and despised, loyal servant of God, Son of God, Christ, miracle maker, etc. (R)
- discuss what it means to call Jesus the Son of God and Christ
- tell stories from the Bible of ways in which Jesus reveals his specialness (R)
- compare and contrast Gospel accounts of Jesus' birth
- discuss the idea of resurrection and how resurrection may reinforce the idea that Jesus is the Son of God
- use drama, art, music, dance, prose or poetry to re-tell the story of Jesus' birth (R)
- examine paintings such as icons that emphasise that Jesus is special (R)
- visit local churches to examine images of Jesus
- examine how Christians express the specialness of Jesus through worship (R)
- consider some of the ways that Jesus described himself, e.g., as the bread of life (John 6), the light of the world (John 8), the good shepherd (John 10). Ask the children to explain what they think these terms mean

## **Learning outcomes**

### **Children**

- know something about the life of Jesus as revealed through the Bible
- understand that Jesus can be seen in many different but complementary ways
- know that Jesus is thought of by Christians as the Son of God and Christ
- understand that much of Christian worship centres on Jesus
- know that his resurrection is what makes Jesus most special for most Christians

## **Points to note**

- with the older children teachers may wish to share what evidence we have for Jesus from sources other than the Bible. Teachers may also wish to compare and contrast stories about Jesus in the Gospels
- a map of Jerusalem at the time when Jesus was alive can emphasise for children that the events of Holy Week occurred in real places around the city. This helps to ensure that they realise that biblical stories are based, at least in part, on fact

## **Learning Objective**

### **Children should learn**

- about some stories explaining how Jesus helped people

## **Possible teaching activities**

- examine what Roman Palestine was like when Jesus was alive (R)

- identify the main events of Jesus' life as revealed through the Bible (R)
- compare and contrast Gospel accounts of Jesus' life
- tell stories about how Jesus helped people such as Healing the Possessed (Mark 5), Healing the Deaf Mute (Mark 7), Healing the Epileptic (Mark 9), Feeding the Five Thousand (Mark 6), Calming the Storm (Mark 4)
- use drama, art, music, dance, prose or poetry to re-tell the stories
- discuss the meaning of the stories
- discuss what the stories tell us about Jesus
- identify the people, including his friends, who were most important to Jesus (R)
- examine the extent to which Jesus' values compare and contrast with British values such as tolerance of those with different faiths and beliefs

## **Learning outcomes**

### **Children**

- know some stories about how Jesus helped people
- appreciate that Jesus is very special to Christians
- know that for Christians the Bible is the main source for information about Jesus

### **Points to note**

- with the older children teachers may wish to share what evidence we have for Jesus from sources other than the Bible (e.g. Josephus, Tacitus, the Qur'an)
- this may be a suitable point at which to reveal to children that the Bible is made up of two collections of writings, the Old and the New Testaments, and that each Testament is itself a collection of different books written by different people over a long period of time

## **Learning Objective**

### **Children should learn**

- about the effect Jesus had on people who met him

### **Possible teaching activities**

- discuss what makes a good friend (R)
- discuss how we can be a good friend to others and how we can make new friends
- tell stories such as the Paralysed Man (Mark 2), the Rich Young Man (Mark 10), Zacchaeus (Luke 19), Saul of Tarsus (Acts 9)
- examine how Jesus told stories to teach people about God and how they should live (R)
- explain how stories such as parables teach people important lessons (R)
- discuss the meaning of the stories
- discuss what the stories tell us about Jesus (R)
- know that these and other stories come from the Bible
- discuss some of the changes the disciples had to make to their lives to follow Jesus

- encourage the children to talk about the qualities of people they admire and would follow
- encourage the children to reflect on some changes they would like to make about themselves
- encourage the children to consider aspects of their own character and personality

## **Learning outcomes**

### **Children**

- appreciate that Jesus told stories to teach people about God and how they should live
- know some of the stories about Jesus and that Jesus told to others
- know that the Bible is the main source of information about Jesus, Jesus' friends and the stories Jesus told

### **Points to note**

- with the older children teachers may wish to share what evidence we have for Jesus from sources other than the Bible (e.g. Josephus, Tacitus, the Qur'an)
- at this stage, children are not expected to identify theological meaning in the stories. They should be guided to identify key feelings and ideas such as being sorry, forgiveness, reconciliation and jealousy
- this may be a suitable point at which to reveal to children that the Bible is made up of two collections of writings, the Old and the New Testaments, and that each Testament is itself a collection of different books written by different people over a long period of time. Also explain that the Greek word for book is "biblos", which has become "Bible"

## **Unit 3: Christianity: Communities**

### **Years 3 and 4**

#### **About this unit**

This unit examines aspects of practice which reveal that Christians belong to communities, with particular reference to worship and rites of passage/ceremonies that mark transitions in life.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect on the importance of belonging and community, perhaps by studying aspects of Unit 3 for Reception, Years 1 and 2

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- rights, responsibilities, baptism, christening, dedication, confirmation, marriage, worship, church, artefacts, Eucharist/Holy Communion, Lord's Prayer, Sunday, pilgrimage, denomination

#### **Resources**

- children's Bibles
- pictures, posters and videos of Christians engaged in worship
- pictures and posters of baptism, confirmation, marriage, churches, artefacts, communion and pilgrimage
- artefacts

#### **Expectations**

##### **At the end of this unit**

most children will know something about what it means to belong and to be part of a community; know what it means for a Christian to belong to a church and to be part of a religious community; know some ways that Christians reveal that they belong to a religious community; and why belonging is important for Christians

some children will not have made so much progress and will know something about belonging and being part of a community; and know something about how and why Christians give expression to belonging to a church

some children will have progressed further and will know about the importance and value of belonging and being part of a community; know how and why Christians give expression to belonging to a church; know some of the benefits of such belonging; and know the significance of aspects of practice such as baptism, confirmation, communion and pilgrimage

#### **Learning Objective**

## **Children should learn**

- about aspects of practice that reveal that Christians belong to communities

## **Possible teaching activities**

- identify things that children do or have because they belong to different groups (e.g. uniforms, badges, religious artefacts) (R)
- identify the advantages and disadvantages of belonging to groups, and the feelings inspired by being part of such groups (R)
- reflect on what it feels like to be “left out” (R)
- ask the children to draw pictures of themselves in different groups, perhaps with significant items included such as uniforms, badges and religious artefacts (R)
- introduce the idea that, if you have a faith commitment, you belong to a religious community
- identify ways in which Christians express their membership of a religious community (baptism, confirmation, marriage in churches, wearing crosses, taking part in worship in churches, celebrating the Eucharist/Holy Communion, saying the Lord’s Prayer, etc.)
- consider the importance of pilgrimage. Identify places, including places in North-East England, that Christians visit on pilgrimage. Explain some of the activities which Christians engage in during pilgrimage
- plot on maps of Northumberland, the UK and the world places Christians visit on pilgrimage
- consider the ways in which Christians try to make Sunday a special day in the week, perhaps by avoiding work and concentrating on their religious duties

## **Learning outcomes**

### **Children**

- know what they belong to
- know that belonging can assume many forms including belonging to a religious community
- understand that belonging implies rights as well as responsibilities
- understand that Christians express their sense of belonging to a religious community in many ways
- know that pilgrimage is part of that sense of belonging

## **Points to note**

- an interest table or a display can be assembled based on the things that children have because they belong to different groups
- videos, posters and religious artefacts can help to bring the teaching activities to life, especially those to do with worship, rites of passage/ceremonies that mark transitions in life and pilgrimage

## **Learning Objective**

### **Children should learn**

- that Christians express their sense of belonging and being part of a community in many ways such as through worship in churches

### **Possible teaching activities**

- do a class audit of the children's religions and beliefs (R)
- ask the children to explain to the rest of the class what they and their families do and wear to show that they belong to a religious or other community (R)
- use posters, photographs, videos, etc. to reveal what Christians do and wear to show that they belong to the Christian community (e.g. wear a cross or fish badge, worship in churches, go on pilgrimage) (R)
- ask the children to draw one thing that Christians do or wear (such as crosses and crucifixes) to show that they are Christians, and write a sentence describing what the activity or object is (R)
- invite children with personal experiences of baptism to talk about them (R)
- explore the importance of naming and the term "Christian" name (R)
- re-enact a baptism, perhaps in a local church, with the help of a member of the clergy (R)
- examine the story of Jesus' baptism and compare Jesus' baptism with the baptism of children and adults today (R)
- re-enact a wedding, perhaps in a local church, with the help of a member of the clergy (R)
- use posters, photographs, videos, etc. to examine the variety of ways in which Christians engage in worship
- examine the artefacts that Christians use to engage in worship
- visit local churches to examine where and how worship is undertaken
- examine objects, artefacts and symbols associated with worship such as altars, candles and crosses
- interview a member of the clergy about worship in churches
- compare and contrast worship in different denominations
- consider some important elements of Christian worship such as celebration, offering, thanksgiving, asking, giving and valuing
- identify the sacraments and examine the importance given to them in different denominations

## **Learning outcomes**

### **Children**

- identify examples of what Christians do or wear to show that they belong to the Christian faith
- understand that baptism is an important Christian practice
- know about Jesus' baptism
- begin to understand the importance of worship for Christians, and that worship takes many forms
- begin to understand that the church is the people that belong to the community of believers

## Points to note

- while the terms “christening” and “baptism” are well understood by Anglicans and Roman Catholics, the infant initiation ceremony among Baptists and in House Churches is known as “dedication”. Do not overlook baptism of adults by profession of faith
- a member of the clergy can be asked to demonstrate the “baptism” of a doll
- children can be asked to design baptism cards which usually refer to the child passing from darkness into light and to the child belonging to Jesus
- the story of Jesus’ baptism is in Matthew 3

## **Unit 4: Christianity: Lifestyles**

### **Years 3 and 4**

#### **About this unit**

This unit examines the importance of our own beliefs and practices, of how Christian teaching about God and Jesus affects Christian approaches to personal and social matters, and about saints and saintliness.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about each other
- had opportunities to reflect on the importance of feelings, experiences and behaviour, perhaps by studying aspects of Unit 4 for Reception, Years 1 and 2

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- rights, responsibilities, beliefs, individuality, uniqueness, diversity, appearance, personality, behaviour, forgiveness, love, God, Jesus, saints, saintliness

#### **Resources**

- children's Bibles
- pictures and posters of people behaving well and behaving badly
- pictures, posters and videos of Christians engaged in various activities such as worship, celebration, charity and care of the sick
- leaflets deriving from charities such as Christian Aid and Oxfam
- pictures and posters of saints famous in the region, the UK and around the world
- artefacts

#### **Expectations**

##### **At the end of this unit**

most children will know about individuality and diversity and why it is important to value and respect both; know about what is commonly thought of as good and bad behaviour; know of the importance for Christians of shaping their thoughts and actions by following the example of Jesus; and know about the concept of saintliness and the identity of some saints

some children will not have made so much progress and will know something about respecting and valuing individuality and diversity; know about aspects of good and bad behaviour; know some of the ways in which Jesus shapes how Christians think and act; and know the identity of some saints and why they are thought of as good people

some children will have progressed further and will know about the importance and value of being part of an increasingly diverse society; know why some forms of behaviour are generally thought good and others are generally thought bad; know how and why Jesus' life and teaching should shape Christian thoughts and actions; and know why certain people have been identified as saints by Christian communities

## **Learning Objective**

### **Children should learn**

- to think about their own beliefs and practices

### **Possible teaching activities**

- discuss the meaning of uniqueness and individuality (R)
- draw self-portraits (R)
- compare and contrast the self-portraits (R)
- ask the children to identify good qualities in both themselves and their peers (R)
- discuss good qualities in other people (R)
- discuss how beliefs should affect how we behave
- discuss how the children treat others and how the children would like others to treat them
- discuss some of the good qualities in Jesus and how his beliefs affected how he behaved
- examine the extent to which Jesus' beliefs compare and contrast with British values such as tolerance of those with different faiths and beliefs

## **Learning outcomes**

### **Children**

- learn how they compare and contrast with others
- learn to appreciate that there is some good in everyone
- reflect on how they treat others and how they like others to treat them
- reflect on some of the good qualities associated with Jesus and how his beliefs affected how he behaved

### **Points to note**

- these teaching activities will provide opportunities to raise the children's self-respect, self-esteem and self-confidence

## **Learning Objective**

### **Children should learn**

- about Christian teaching that affects personal and social matters

### **Possible teaching activities**

- discuss the ways in which the children differ from one another, e.g., hair and skin colour, ability, interests, qualities, religion, dietary habits, favourite TV programmes, favourite sports, games and hobbies (R)
- emphasise that everyone has good qualities. Discuss some of the good qualities each child has (R)

- reflect on the variety of people, lifestyles, diets, languages, religions, etc. in the county, the UK and around the world (R)
- reflect on the variety of ways that Christians live in the county, the UK and around the world (R)
- think about the benefits of living in a diverse world (R)
- reflect on how Jesus treated people who were different from him or lived on the margins of society or were unpopular (R)
- identify situations such as during games and sports when rules are important
- talk about rules we live by in school, at home and in the wider community and why such rules are important
- discuss the Ten Commandments (Exodus 20) and consider what they mean
- discuss Jesus' summary of the Law (Mark 12) and what it means
- use drama, art, music, dance, prose or poetry to illustrate the Ten Commandments and Jesus' summary of the Law

## **Learning outcomes**

### **Children**

- learn how they compare and contrast with others
- learn to appreciate that there is some good in everyone
- appreciate that British society is a very diverse society
- learn that rules are important and fulfil useful purposes
- learn that Christians subscribe to various ideas that shape their approach to personal and social matters

### **Points to note**

- these teaching activities give children an opportunity to reflect on issues such as race equality, religious tolerance and social inclusion

## **Learning Objective**

### **Children should learn**

- that the beliefs and practices of Christians are shaped by their love of God

### **Possible teaching activities**

- consider who or what is most important if you have a faith commitment
- consider who or what is most important if you are a Christian
- discuss ways in which you can express your love for God
- reflect on good qualities such as fairness, honesty, generosity and concern for others. Ask the children how such qualities should make people behave. Why might Christians regard these qualities as good?

- reflect on qualities such as altruism, loyalty, self-sacrifice, setting a good example and good leadership. Why might Christians regard these qualities as good? Why might God regard these qualities as good?
- investigate examples of caring motivated by Christian commitment such as charity, education, health care and the provision of training in developing countries to boost the economy
- think about the qualities Jesus had and how Christians try to give expression to the same qualities (R)
- think about the importance of love and forgiveness and how we can give expression to love and forgiveness
- think what it might mean for a Christian to love God and love their neighbours (e.g. The Good Samaritan). Reflect on how people should behave if people love God and love their neighbours
- draw pictures of people loving God and loving their neighbours (R)
- examine ways in which Christians love their neighbour by, e.g., providing education and health care and contributing to charity, and by campaigning against war and human rights abuses. Consideration can be given to the work of people such as Dr. Barnardo

## **Learning outcomes**

### **Children**

- know that religious people generally and Christians in particular regard God as of supreme importance
- discuss ways in which Christians express their love for God
- identify good qualities that Christians regard as important
- learn that beliefs should shape behaviour
- have some understanding of the two supreme commandments, loving God and loving our neighbours
- discuss how the two supreme commandments compare and contrast with British values

### **Points to note**

- children can be encouraged to look at a situation from the point of view of another person. In other words, children can begin to understand the idea of empathic understanding

## **Learning Objective**

### **Children should learn**

about saints, saintliness and sainthood

### **Possible teaching activities**

- identify the qualities the children think are good qualities (R)
- discuss the qualities that Christians think are good qualities. Compare these with the qualities identified by the children
- identify important saints both in the UK and elsewhere. For what reasons are they remembered?

- discuss what the words “saintliness” and “sainthood” mean. Identify the qualities, beliefs or behaviour that deserve the name “saintliness”
- research the lives of saints important in North-East England such as Aidan, Cuthbert and Hilda. Why do we regard them as saints?
- consider other people who might be thought of as “saintly”

## **Learning outcomes**

### **Children**

- find out about saints in the UK and elsewhere
- identify qualities, beliefs or behaviour that might be considered good or “saintly”

### **Points to note**

- consideration might be given to how Christians try to help some of the most vulnerable people in society, people such as the homeless, refugees and asylum seekers, the terminally ill and people with learning difficulties and disabilities

## **Unit 5: Christianity: Festivals and Celebrations**

### **Years 3 and 4**

#### **About this unit**

This unit examines the importance and meaning of Christmas and Easter for Christians.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to reflect on the nature of celebration generally
- had opportunities to reflect on the importance of Christmas and Easter, perhaps by studying aspects of Unit 5 for Reception, Years 1 and 2

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- Jesus, liturgical year, Advent, Christmas, Epiphany, Lent, Holy Week, Easter, signs, symbols, denomination, Roman Catholic, Protestant, Orthodox, Ascension

#### **Resources**

- children's Bibles
- pictures and posters of artists' interpretations of events associated with Christmas and Easter
- pictures and posters of Christians involved in activities associated with Advent and Lent
- pictures, posters and videos of Christians engaged in celebrating Christmas and Easter
- artefacts, greetings cards, signs and symbols associated with Christmas and Easter
- maps of Roman Palestine at the time of Jesus

#### **Expectations**

##### **At the end of this unit**

most children will know about events leading up to and taking place during Christmas and Easter; know that Christmas celebrates Jesus' birth and Easter his resurrection; know how and why Christians celebrate Christmas and Easter; and know that for Christians Easter is more important than Christmas

some children will not have made so much progress and will know something about Advent, Christmas, Lent and Easter; know about some of the signs and symbols associated with these seasons and festivals; know that Christmas celebrates Jesus' birth and Easter his resurrection; and know something about Roman Palestine at the time of Jesus

some children will have progressed further and will know why Christmas and Easter are so important for Christians; know why Easter is more important than Christmas for Christians; know that different Christians celebrate Christmas and Easter in different ways; and know that biblical versions of the stories of Jesus' birth, death and resurrection vary in detail but share much in common

#### **Learning Objective**

## **Children should learn**

- about aspects of the festival of Christmas

## **Possible teaching activities**

- introduce children to the cycle of festivals and seasons in the Christian year so Christmas is understood in the wider context of Christian celebration (for Roman Catholics and Protestants the religious year begins with Advent. For Orthodox Christians it begins in September)
- discuss the significance of Advent as a season of preparation for Christmas (R)
- make Advent rings and light the candles each week of the season (R)
- make Christingles and explain the significance of the objects they are made from (R)
- identify Christmas traditions and explain their significance and origins (R)
- consider the various journeys associated with the Christmas story/ies such as Mary and Joseph's journey to Bethlehem, the journey of the shepherds and the journey of the Magi. Consider what it was like to travel over 2000 years ago. Consider how and why their destination - Bethlehem - has become a pilgrimage site
- tell the story of Herod's jealousy and its terrible consequences, and of Mary, Joseph and Jesus' night-time escape to Egypt. How would the journey have been done? How would Mary, Joseph and Jesus have felt?
- think of the presents the Magi brought Jesus and discuss the sort of presents the children would like to receive at Christmas (R)
- explain who the Magi were (Zoroastrian priests) and that Epiphany is when they brought Jesus their presents. Explain that the Magi were the first non-Jewish people to be aware of Jesus' existence
- consider ways in which Christians think of Jesus as God's gift to the world, and of how he brought hope, happiness, joy, peace, etc. Ask the children to choose one of the words just mentioned. They can write the word, decorate it and display it around a large picture of Jesus in the manger
- examine the Christmas story/ies found in the Gospels. Reveal how the versions compare and contrast
- use drama, art, music, dance, prose or poetry to re-tell the story of Jesus' birth

## **Learning outcomes**

### **Children**

- know that Christmas is important to Christians because it celebrates the birth of Jesus
- know that Christmas is a special and happy time of the year involving special stories, events, artefacts and traditions
- know that the Bible is the source for information about Jesus' birth

### **Points to note**

- Christmas in Orthodox communities can be compared and contrasted with Christmas in Roman Catholic and Protestant communities
- the pre-Christian origins of many Christmas traditions are a source of interest to most children

## **Learning Objective**

### **Children should learn**

- about aspects of the festival of Easter

### **Possible teaching activities**

- introduce children to the cycle of festivals and seasons in the Christian year so Easter is understood in the wider context of Christian celebration (for Roman Catholics and Protestants the religious year begins with Advent. For Orthodox Christians it begins in September) (R)
- discuss the significance of Lent as a season of preparation for Easter (R)
- discuss the significance of Shrove Tuesday and Carnival and engage in activities such as making pancakes and dressing up in fancy clothes (R)
- identify the main events during Lent such as Ash Wednesday and Mothering Sunday
- examine what Christians in the immediate area do during Lent
- discuss the events during Holy Week leading up to Jesus' crucifixion (R)
- prepare the Passover meal and emphasise the significance of the bread and the wine that constituted Jesus' Last Supper
- plot on a map of Jerusalem where the events of Holy Week probably took place
- in groups, ask the children to make an Easter Garden complete with the tomb and three crosses on a low hill above it
- identify Easter traditions and explain their significance and origins. Emphasise that symbols such as eggs, rabbits and flowers are signs of new life reminding us that Christians believe that Jesus rose from the dead two days after his crucifixion (R)
- discuss what Jesus did for the 40 days he remained on Earth following his resurrection and who saw him (R)

## **Learning outcomes**

### **Children**

- know that Easter is important to Christians because it celebrates the resurrection of Jesus
- know that Easter is a special and happy time of the year involving special stories, events, artefacts and traditions, although it is preceded by a solemn time when Christians prepare for and reflect on the crucifixion of their founder
- know that the Bible is the main source for information about Jesus' crucifixion and resurrection

### **Points to note**

- Lent and Easter in Orthodox communities can be compared and contrasted with Lent and Easter in Roman Catholic and Protestant communities
- the pre-Christian origins of some Easter traditions are a source of interest to most children
- artistic representations of events such as the Last Supper, Jesus' crucifixion and Jesus' resurrection can be examined by the children

## **Unit 1: Christianity: God**

### **Years 5 and 6**

**Note that possible teaching activities followed by an “R” in brackets - (R) - are activities that occur earlier in the syllabus. The (R) has been added to assist with liaison between phases and key stages.**

**Remember that there are three possible options relating to activities identified with (R). (a) They can be ignored altogether. (b) They can be addressed more than once to ensure pupils or students fully appreciate their implications. (c) They can be taught by teachers in only one phase or key stage.**

#### **About this unit**

This unit uses stories from the Old and the New Testaments and stories told by Jesus to reveal what Christians believe about God, with particular reference to God the creator and the Trinity.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect about the nature and “character” of God

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- God, creator, Jesus, Bible, Testament, Gospels, parables, worship, Trinity, Holy Spirit

#### **Resources**

- children’s Bibles
- pictures and posters illustrating Old and New Testament stories
- pictures, posters and videos of Christians engaged in worship and other activities

#### **Expectations**

##### **At the end of this unit**

most children will know some Old and New Testament stories revealing aspects of God; know some stories told by Jesus about God; know something of the stories’ significance for Christians; and know that the Trinity is a distinctive Christian concept

some children will not have made so much progress and will know something about Christian ideas about God; recall aspects of stories about God; and know something of the concept of the Trinity

some children will have progressed further and will know that Christians think of God in many ways and why; explain the significance of some of the stories covered in the unit; and understand why Christians think of the one God as God the Father, God the Son and God the Holy Spirit

## **Learning Objective**

### **Children should learn**

- about some images of God from various sources including the Bible, film, literature and art

### **Possible teaching activities**

- tell stories from the Old and the New Testaments that reveal God in a variety of ways such as wind (2 Kings 2), fire (Exodus 3, Exodus 13), light (John 1) and a still small voice (1 Kings 19)
- use drama, art, music, dance, prose or poetry to re-tell such stories from the Bible
- discuss the meaning of the stories
- discuss what the stories tell us about God
- examine depictions of God through art (e.g. Michelangelo, Blake, Dali) and music (e.g. Handel, Verdi)
- examine depictions of God through film (e.g. The Ten Commandments)
- examine ways in which Christians thank God through, e.g., worship, caring for others and caring for the environment

## **Learning outcomes**

### **Children**

- realise that Christians think of God as having many attributes or characteristics, have much to thank Him for and thank Him in many ways
- know that for Christians the Bible is the main source for information about God

### **Points to note**

- children can use art or drama to illustrate ways in which Christians show their affection for God
- stories of God in the Old Testament can be contrasted with other stories in the Bible where He reveals other aspects of His “character”. E.g., study of the parables will encourage the children to see that God is like a caring shepherd, a good housekeeper, a forgiving father, a firm foundation and a sheltering tree

## **Learning Objective**

### **Children should learn**

- that Christians are encouraged to believe in the Trinity and that God is the creator

### **Possible teaching activities**

- encourage the children to imagine they are creating the world. In what order would they make things?

- examine the creation story (Genesis 1, Genesis 2) identifying what was made each day. Does the order that things were made coincide with the way things were made by the children in the activity above?
- use drama, art, music, dance, prose or poetry to re-tell the creation story (R)
- discuss the meaning of the creation story. How does the story compare and contrast with other creation stories?
- discuss what the creation story tells us about God (R)
- discuss the Trinity and what the three elements are. Ensure that the children appreciate how the three elements have their own meaning but relate intimately to one another
- examine some of the ways people try to represent the Trinity such as in the three-leafed shamrock and Signal toothpaste

## **Learning outcomes**

### **Children**

- know that Christians think of God as the creator of everything
- know that Christians believe that life and all that sustains it is a gift of God, and that they are thankful for this and express their thankfulness in many ways
- know that the Bible is the main source for Christian beliefs about the Trinity

### **Points to note**

- children can compare and contrast God in the Old Testament with God in the New Testament
- children can draw pictures of Christians engaged in different types of worship. They can also examine and sing hymns that thank God
- children can consider ways that Christians thank God through Harvest and Thanksgiving services. This is especially interesting if perspectives are global

## **Learning Objective**

### **Children should learn**

- that because of such beliefs Christians are encouraged to care for the world in particular ways

### **Possible teaching activities**

- ask the children to consider what they like about the world and why
- ask the children how they think the world should be cared for
- examine what stewardship means to Christians and why stewardship is important
- compare the Christian creation story with scientific theories for creation such as Big Bang
- examine what it means to say that God is present and active in people's lives
- tell stories of people such as Mother Teresa and Martin Luther King who believed that God was present and active in their lives. Consider what they achieved because of this (R)
- use drama, art, music, dance, prose or poetry to re-tell the stories of people for whom God was present and active in their lives (R)

- reflect on the feelings a person would have if they believed that God was present and active in their lives (R)
- examine ways in which Christians thank God through, e.g., worship, caring for others and caring for the environment (R)

### **Learning outcomes**

#### **Children**

- appreciate that Christian beliefs about God and the Creation shape how they respond to the world and all that is in it
- reflect on the lives and feelings of people who believe that God as the Holy Spirit is present and active in their lives

### **Points to note**

- the various creation stories children study will reveal that there are many ways of interpreting the same thing
- children should be encouraged to reflect on what it is about the cosmos/world that fills them with wonder and awe

## **Unit 2: Christianity: Jesus**

### **Years 5 and 6**

#### **About this unit**

This unit examines what Christians think of Jesus, how Jesus helped people, and how Jesus has an influence through his teaching on those who follow him today.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect about the life and character of Jesus

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- Jesus, stories told by and about Jesus, Son of God, Christ, Bible, Testament, Gospels, worship, Holy Week, Jerusalem

#### **Resources**

- children's Bibles
- pictures, posters and videos of Christians engaged in worship and other activities
- pictures and posters of Roman Palestine at the time of Jesus and of events in Jesus' life

#### **Expectations**

##### **At the end of this unit**

most children will know in some detail some stories told by and about Jesus; know about some of Jesus' teaching; and know about aspects of his life and the effect he has on people today

some children will not have made so much progress and will recall aspects of stories about Jesus; know something about what he taught; and know something about the effect he has on people today

some children will have progressed further and will know that Christians think of Jesus in various but complementary ways; know the significance of some of the stories told by and about Jesus; and understand how and why Jesus' life and teaching should inspire Christians to think and act in particular ways

#### **Learning Objective**

##### **Children should learn**

- about some of Jesus' teaching

##### **Possible teaching activities**

- tell stories from the Bible of ways in which Jesus reveals his specialness, e.g. the Marriage at Cana (John 2)
- examine Jesus' teaching about issues such as love (Luke 10), forgiveness (Luke 7), greatness and childlike innocence (Matt 18) and charity (Matt 6)
- examine the content and meaning of the Sermon on the Mount (Matt 5-7)
- examine the meaning and implications of loving God and loving your neighbour (R)
- examine paintings such as icons which emphasise that Jesus is special (R)
- visit local churches to examine whether images of Jesus exist and, if they do, discuss what they tell us about Jesus
- examine how Christians express the specialness of Jesus through worship (R)
- consider some of the ways that Jesus described himself, e.g., as the bread of life (John 6), the light of the world (John 8) and the good shepherd (John 10). Ask the children to explain what they think these terms mean (R)

## **Learning outcomes**

### **Children**

- know something about the life of Jesus as revealed through the Bible
- understand that Jesus can be seen in many different but complementary ways
- understand that much of Christian worship centres on Jesus
- understand that Jesus' teaching shapes how Christians think and act

### **Points to note**

- with the older children teachers may wish to share what evidence we have for Jesus from sources other than the Bible. Teachers may also wish to compare and contrast stories about Jesus in the Gospels
- a map of Roman Palestine at the time when Jesus was alive can emphasise for children that the events of his life occurred in real places. This helps to ensure that they realise that biblical stories are based, at least in part, on fact

## **Learning Objective**

### **Children should learn**

- about the effect Jesus has on people who follow him today

### **Possible teaching activities**

- tell stories about how Jesus helped people such as Healing the Possessed (Mark 5), Healing the Deaf Mute (Mark 7), Healing the Epileptic (Mark 9), Feeding the 5000 (Mark 6) and Calming the Storm (Mark 4) (R)
- use drama, art, music, dance, prose or poetry to re-tell the stories
- tell stories such as the Paralyse Man (Mark 2), the Rich Young Man (Mark 10), Zacchaeus (Luke 19) and Paul (Saul of Tarsus) (Acts 9) (R)

- examine how Jesus told stories to teach people about God and how they should live (R)
- explain how stories such as parables teach people important lessons (R)
- discuss the meaning of the stories
- discuss what the stories tell us about Jesus (R)
- examine what the stories mean for Jesus' followers. How should the stories affect the way his followers think and act?
- think of some real life problems today such as bullying, physical abuse and the gap between rich and poor. Imagine how Jesus would expect people to think and act in relation to such problems. Ask the children to explain how they would think and act, and why
- examine the extent to which Jesus' beliefs and/or values compare and contrast with British values such as democracy, individual liberty and the rule of law
- examine how the Bible is made up of two collections of writings, the Old and the New Testaments, and that each Testament is itself a collection of different books written by different people over a long period of time. Also explain that the Greek word for book is "biblos", which has become "Bible". Children can make a Bible Bookshelf of all the different books in the Bible

## **Learning outcomes**

### **Children**

- know some stories about how Jesus helped people
- appreciate that Jesus is very special to Christians
- know that for Christians the Bible is the main source for information about Jesus
- understand that Jesus' teaching shapes how Christians think and act

### **Points to note**

- with the older children teachers may wish to share what evidence we have for Jesus from sources other than the Bible (e.g. Josephus, Tacitus, the Qur'an)

Unit 3: Christianity: Communities  
Years 5 and 6

**About this unit**

This unit raises awareness about similarities and differences within the Christian faith globally.

**Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect on the importance of belonging and community

**Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- rights, responsibilities, sacraments, worship, church, artefacts, Lord's Prayer, Sunday, pilgrimage, denomination

**Resources**

- children's Bibles
- pictures, posters and videos of Christians engaged in worship
- pictures and posters of baptism, confirmation, marriage, churches, artefacts, communion, pilgrimage
- artefacts

**Expectations**

**At the end of this unit**

most children will know something about the denominations that make up the Christian family; know what it means for a Christian to belong to a faith group and be part of a religious community; know some ways that Christians reveal that they belong to a religious community; and why belonging is important for Christians

some children will not have made so much progress and will know that denominations in Christianity exist; know something about belonging and being part of a community; and know something about how and why Christians give expression to belonging to a religious community

some children will have progressed further and will know how and why there are denominations in Christianity; know about the importance and value of belonging and being part of a community; know about how and why Christians give expression to belonging to a religious community; know of some of the benefits of such belonging; and know of the significance of aspects of practice such as baptism, confirmation, communion and pilgrimage

## **Learning Objective**

### **Children should learn**

- about some of the variety in the Christian family globally

### **Possible teaching activities**

- identify ways in which Christians express their membership of a religious community (e.g. baptism, confirmation, marriage in churches, wearing crosses, taking part in worship, celebrating the Eucharist/Holy Communion, saying the Lord's Prayer) (R)
- summarise the main events leading to the emergence of the different denominations (e.g. the Great Schism, the Reformation)
- make a list of different denominations. Ask the children to work in pairs to find out about some of the denominations and how their beliefs and practices compare and contrast
- identify and discuss the sacraments and explain that different denominations have different approaches to them (e.g. some denominations regard all the sacraments as important, some only two and some none. Also note the churches that refer to ordinances rather than sacraments)
- compare and contrast the cycle of festivals in different denominations
- compare and contrast the artefacts that different denominations use
- consider the importance of pilgrimage. Identify places Christians go on pilgrimage. Explain some of the activities Christians engage in during pilgrimage
- gather data about Christians globally. Examine how their cultural background shapes how they celebrate festivals
- study the lives of some early Christians who lived and worked in the North of Britain (e.g. Columba, Cuthbert, Aidan, Bede)
- visit important sites in the region associated with some of the early Christians (e.g. Holy Island, Jarrow, Hexham, Monkwearmouth)

## **Learning outcomes**

### **Children**

- know that belonging can assume many forms including belonging to a religious community
- understand that belonging implies rights as well as responsibilities
- understand that Christians express their sense of belonging to a religious community in many ways
- know that the Christian family comprises many denominations

### **Points to note**

- an interest table or a display can be assembled based on the things that children have because they belong to different groups
- videos, posters and religious artefacts can help to bring the teaching activities to life, especially those to do with worship, rites of passage/ceremonies that mark transitions in life and pilgrimage

## **Learning Objective**

### **Children should learn**

- that Christians express their sense of belonging and being part of a community in many ways

### **Possible teaching activities**

- do a class audit of the children's religions and beliefs (R)
- ask the children to explain to the rest of the class what they and their families do and wear to show that they belong to a religious or other community (R)
- use posters, photographs, videos, etc. to reveal what Christians do and wear to show that they belong to the Christian community (e.g. wear a cross or fish badge, worship in churches, go on pilgrimage) (R)
- ask the children to draw one thing that Christians do or wear to show that they are Christians and write a paragraph describing what the activity or object is (R)
- re-enact a wedding, perhaps in a local church, with the help of a member of the clergy
- use posters, photographs, videos, etc. to examine the variety of ways in which Christians engage in worship
- examine the artefacts that different Christians use to engage in worship (R)
- visit local churches to examine where and how worship is undertaken
- examine objects, artefacts and symbols associated with worship such as altars, candles and crosses (R)
- interview a member of the clergy about worship in churches (R)
- consider some important elements of Christian worship such as celebration, offering, thanksgiving, asking, giving and valuing (R)
- identify the sacraments and examine the importance attached to them by different denominations (R)
- consider the importance of charity to Christians and how Christians engage in charitable work, e.g. Christian Aid, Barnardos, Save the Children
- consider ways that Christians show love for their neighbour by, e.g, helping the poor, the disadvantaged and the victims of war, famine and natural disasters
- consider what Christians have to say about living in an increasingly diverse society and how well-being for everyone can be achieved
- examine the extent to which Christian beliefs and/or values compare and contrast with British values such as democracy, individual liberty, mutual respect and the rule of law

## **Learning outcomes**

### **Children**

- know about how Christians belong to Christianity
- identify examples of what Christians do or wear to show that they belong to Christianity
- begin to understand the importance of worship for Christians, and that worship takes many forms
- understand that the church is the people that belong to the community of believers as well as the building, and that in Christianity there are many denominations

### **Points to note**

- to reveal the variety of denominations in the Christian family visits to different houses of worship are very helpful. Although Northumberland has considerable variety, even greater variety exists in Newcastle where there is a Coptic cathedral that welcomes visits from school parties

## **Unit 4: Christianity: Lifestyles**

### **Years 5 and 6**

#### **About this unit**

This unit examines the importance of our own beliefs and practices, and of how Christian belief and practice affect Christian approaches to personal and social matters.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about each other
- had opportunities to reflect on the importance of feelings, experiences and behaviour

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- rights, responsibilities, beliefs, individuality, uniqueness, diversity, appearance, personality, behaviour, forgiveness, love, God, Jesus, commandments

#### **Resources**

- children's Bibles
- pictures and posters of people behaving well and behaving badly
- pictures, posters and videos of Christians engaged in various activities such as worship, celebration, charity and care of the sick
- pictures and posters of saints famous in the region, the UK and around the world
- artefacts

#### **Expectations**

##### **At the end of this unit**

most children will know about individuality and diversity and why it is important to value and respect both; know about what is commonly thought of as good and bad behaviour by Christians; and know of the importance for Christians of shaping their thoughts and actions by following the example of Jesus

some children will not have made so much progress and will know something about respecting and valuing individuality and diversity; know about aspects of good and bad behaviour for Christians; and know some of the ways in which Jesus shapes how Christians think and act

some children will have progressed further and will know about the importance and value of being part of an increasingly diverse society; know why some forms of behaviour are generally thought to be good and others are generally thought to be bad by Christians; and know how and why Jesus' life and teaching should shape Christian thoughts and actions

## **Learning Objective**

### **Children should learn**

- to think about their own beliefs and practices

### **Possible teaching activities**

- discuss the meaning of uniqueness and individuality (R)
- ask the children to identify good qualities in both themselves and their peers (R)
- discuss good qualities in other people (R)
- identify qualities such as love, compassion, forgiveness, charity, generosity and patience that Christians regard as good qualities
- identify how Christian beliefs and values affect how Christians behave, with particular emphasis on thinking and acting like Jesus
- discuss some of the things that inspire the children with wonder and awe. Consider how wonder and awe have been expressed in poetry (e.g. Blake's "Tiger and Lamb") and hymns (e.g. "How great Thou art", "All things bright and beautiful")
- discuss the strengths and weaknesses of Christian beliefs and values. Compare such beliefs and values with the beliefs and values of the children
- examine the extent to which Christian beliefs and/or values compare and contrast with British values such as democracy, individual liberty, mutual respect and the rule of law

## **Learning outcomes**

### **Children**

- learn how they compare and contrast with others
- reflect on how they treat others and how they like others to treat them
- reflect on some of the good qualities associated with Jesus and how his beliefs and values affect how Christians should think and act

### **Points to note**

- these teaching activities provide opportunities to raise the children's self-respect, self-esteem and self-confidence
- these teaching activities provide opportunities for children to reflect on what they have already learned about Christianity

## **Learning Objective**

### **Children should learn**

- about Christian teaching that affects personal and social matters

### **Possible teaching activities**

- reflect on the variety of people, lifestyles, diets, languages, religions, etc. in the county, the UK and around the world (R)
- examine the Sermon on the Mount (Matt 5-7) and discuss what its implications are for Christians in terms of how they think and act
- reflect on the variety of ways that Christians live in the county, the UK and around the world (R)
- think about the benefits of living in a diverse world (R)
- reflect on how Jesus treated people who were different from him or lived on the margins of society or were unpopular (R)
- identify situations such as during games and sports when rules are important
- talk about rules we live by in school, at home and in the wider community and why such rules are important
- discuss the Ten Commandments (Exodus 20) and consider what they mean (R)
- discuss Jesus' summary of the Law (Mark 12) and what it means (R)
- use drama, art, music, dance, prose or poetry to illustrate the Ten Commandments and Jesus' summary of the Law
- discuss some of the ultimate questions relating to meaning and purpose in life and why we die and what happens when we do. Compare and contrast answers given by the children with answers deriving from Christians
- consider the significance of selflessness, heroism, altruism and self-sacrifice for Christians and what these imply in terms of thought and action. Consider why Christians believe such behaviour is important. Examine the lives of Dietrich Bonhoeffer, Martin Luther King and Bishop Romero

## **Learning outcomes**

### **Children**

- learn how they compare and contrast with others
- learn to appreciate that there is some good in everyone
- learn that beliefs are important and fulfil useful purposes
- learn that Christians subscribe to various ideas that shape their approach to personal and social matters

### **Points to note**

- these teaching activities give children an opportunity to reflect on issues such as race equality, religious tolerance and social inclusion
- these teaching activities provide opportunities for children to reflect on what they have already learned about Christianity

## **Learning Objective**

### **Children should learn**

- that the beliefs and practices of Christians shape how they think and act

## Possible teaching activities

- consider who or what is most important if you are a Christian (R)
- discuss ways in which people can express their love for God (R)
- reflect on qualities such as fairness, honesty, generosity and concern for others. Ask the children how such qualities should make people think and act. Why might Christians regard these qualities as good? (R)
- reflect on qualities such as altruism, loyalty, self-sacrifice, setting a good example and good leadership. Why might Christians regard these qualities as good? Why might God regard these qualities as good? (R)
- investigate examples of caring motivated by Christian commitment such as charity, education, health care and economic assistance in developing countries
- consider ways in which Christian belief inspires Christians to improve things for other people, by, e.g., campaigning for peace, for nuclear disarmament, for economic growth in developing countries, for fair trade with local farmers and manufacturers, for improving the environment
- examine the extent to which Christian beliefs and/or values compare and contrast with British values such as democracy, individual liberty, the rule of law and tolerance of those with different faiths and beliefs

## Learning outcomes

### Children

- identify good qualities that Christians regard as important
- learn that beliefs should shape thoughts and actions
- learn about the beliefs and values that shape the thoughts and actions of Christians

### Points to note

- children can be encouraged to look at a situation from the point of view of another person. In other words, children can begin to understand the idea of empathic understanding
- consideration might be given to how Christians try to help some of the most vulnerable people in society, people such as the homeless, refugees and asylum seekers, the terminally ill and people with learning difficulties and disabilities

## **Unit 5: Christianity: Festivals and Celebrations**

### **Years 5 and 6**

#### **About this unit**

This unit examines the importance and meaning of festivals and rites of passage/ceremonies that mark transitions in life for Christians.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about each other
- had opportunities to reflect on the nature of celebration generally

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- liturgical year, festival, rites of passage/ceremonies that mark transitions in life, signs, symbols, denomination, Roman Catholic, Protestant, Orthodox

#### **Resources**

- children's Bibles
- pictures and posters of people engaged in celebrations of various kind
- pictures, posters and videos of Christians engaged in celebrating festivals and rites of passage/ceremonies that mark transitions in life
- artefacts, signs and symbols associated with festivals and rites of passage/ceremonies that mark transitions in life
- greetings cards

#### **Expectations**

##### **At the end of this unit**

most children will know about events leading up to and taking place during different festivals and rites of passage/ceremonies that mark transitions in life; and know how and why Christians celebrate these festivals and rites of passage/ceremonies that mark transitions in life

some children will not have made so much progress and will know something about different festivals and rites of passage/ceremonies that mark transitions in life; and know how Christians celebrate these festivals and rites of passage/ceremonies that mark transitions in life

some children will have progressed further and will know why festivals and rites of passage/ceremonies that mark transitions in life are important to Christians; and how and why festivals and rites of passage/ceremonies that mark transitions in life help shape Christian lifestyle

## **Learning Objective**

### **Children should learn**

- about aspects of festivals not already studied in detail, in particular Epiphany and Harvest

### **Possible teaching activities**

- introduce children to the cycle of Christian festivals and seasons
- discuss the significance of Epiphany as the occasion when, for the first time, non-Jewish people become aware of the existence of Jesus, and how Epiphany brings to a conclusion the twelve days of Christmas
- examine who the Magi were and what the gifts they brought signify
- examine Epiphany traditions around the world
- examine how local churches celebrate Harvest
- compare and contrast Harvest celebrations in different parts of the Christian and non-Christian world
- discuss how Americans celebrate the harvest at Thanksgiving
- consider some of the things Christians thank God for other than food
- design Harvest Festival or Thanksgiving posters
- collect food for distribution to disadvantaged people in the community
- consider what food is still actually harvested in Autumn and food that is harvested at other times of the year

## **Learning outcomes**

### **Children**

- know that Epiphany and Harvest are important to Christians
- know that Christians celebrate Epiphany and Harvest in many ways

### **Points to note**

- Epiphany in Orthodox communities can be compared and contrasted with Epiphany in Roman Catholic and Protestant communities
- popular harvests to examine include those in Portugal, Switzerland, Japan, India and the African yam harvest

## **Learning Objective**

### **Children should learn**

- about aspects of rites of passage

### **Possible teaching activities**

- ask the children to identify significant events in their lives. Discuss how they felt when they took part in the significant events
- discuss the concept of rite of passage/ceremony that marks a transition in life and how religions all over the world think rites of passage/ceremonies that mark transitions in life should be commemorated
- examine how different denominations celebrate the birth of a child
- examine how different denominations confirm people within the church
- examine how different denominations conduct marriage ceremonies
- examine how different denominations bury the dead
- ask a priest, vicar or minister about their experiences of commemorating rites of passage/ceremonies that mark transitions in life
- examine significant artefacts, objects or places associated with different rites of passage/ceremonies that mark transitions in life
- compare and contrast how Christians commemorate rites of passage/ceremonies that mark transitions in life with how members of other religions or worldviews commemorate the same or similar events
- ask the children to reflect on any rites of passage/ceremonies that mark transitions in life they have recently taken part in or observed
- ask the children to devise their own ceremony to commemorate a significant event in their lives

## **Learning outcomes**

### **Children**

- know that rites of passage/ceremonies that mark transitions in life commemorate significant events in a Christian's life
- know that Christians of different denominations commemorate rites of passage/ceremonies that mark transitions in life in different ways

### **Points to note**

- while the terms "christening" and "baptism" are well understood by Anglicans and Roman Catholics, the infant initiation ceremony among Baptists and in House Churches is known as "dedication". Do not overlook baptism by profession of faith
- children can be asked to design cards for different rites of passage/ceremonies that mark transitions in life. Account might be taken of the imagery different denominations find acceptable

## Unit 1: Christianity: God

### Years 7 and 8

Note that possible teaching activities followed by an “R” in brackets - (R) - are activities that occur earlier in the syllabus. The (R) has been added to assist with liaison between phases and key stages.

Remember that there are three possible options relating to activities identified with (R). (a) They can be ignored altogether. (b) They can be addressed more than once to ensure pupils or students fully appreciate their implications. (c) They can be taught by teachers in only one phase or key stage.

#### **About this unit**

This unit investigates in further detail the Christian understanding of God as the Trinity.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect about the nature and character of God

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- God, creator, Trinity, Jesus, Holy Spirit, Bible, Testament, Gospels, parables, worship

#### **Resources**

- children’s Bibles
- pictures and posters illustrating Old and New Testament stories
- pictures, posters and videos of Christians engaged in worship and other activities
- pictures and posters of artists’ representations of God, Jesus and the Holy Spirit

#### **Expectations**

##### **At the end of this unit**

most children will have some understanding of the Christian concept of God as three in one, or God as the Trinity; and know that the Trinity is a distinctive Christian concept

some children will not have made so much progress and will know something about Christian ideas about God; and know something about the concept of the Trinity

some children will have progressed further and will know that Christians think of God in many ways and why; and understand why Christians think of the one God as God the Father, God the Son and God the Holy Spirit

#### **Learning Objective**

##### **Children should learn**

- that Christians are encouraged to believe in the Trinity and what such belief means

## **Possible teaching activities**

- tell stories from the Old and the New Testaments that reveal God in a variety of ways such as wind (2 Kings 2), fire (Exodus 3, Exodus 13), light (John 1) and a still small voice (1 Kings 19) (R)
- discuss the meaning of the stories
- discuss what the stories tell us about God (R)
- examine some of the ways Christians think of God such as a guide and source of comfort, insight and understanding
- discuss the Trinity and what the three elements are. Ensure that the children appreciate how the three elements have their own meaning but relate intimately to one another (R)
- examine some of the ways people try to represent the Trinity such as in the three-leafed shamrock, Signal toothpaste, water as liquid, ice and steam, the self as body, mind and spirit
- discuss how and when teaching about the Trinity became part of mainstream Christian doctrine
- examine the creeds to compare and contrast interpretations of the Trinity
- examine ways in which Christians thank God through, e.g., worship, caring for others and caring for the environment (R)
- interview Christians about how they interpret the Trinity
- reveal that some Christians do not subscribe to the idea of the Trinity (e.g. Unitarians) and explain why

## **Learning outcomes**

### **Children**

- realise that Christians think of God as having many attributes or characteristics, and that the concept of the Trinity is central to Christian belief
- know that for Christians the Bible is the main source for information about God

## **Points to note**

- children can use art or drama to illustrate ways in which Christians show their affection for God
- stories of God in the Old Testament can be contrasted with other stories in the Bible where He reveals other aspects of His “character”. E.g., study of the parables will encourage the children to see that God is like a caring shepherd, a good housekeeper, a forgiving father, a firm foundation and a sheltering tree

## **Learning Objective**

### **Children should learn**

- that, because of belief in the Trinity, Christians are encouraged to think and act in particular ways

## **Possible teaching activities**

- encourage the children to imagine they are creating the world. In what order would they make things? (R)
- examine the creation story identifying what was made each day. Does the order that things were made coincide with the way things were made by the children in the activity above? (R)
- use drama, art, music, dance, prose or poetry to re-tell the creation story (R)
- discuss the meaning of the creation story. How does the story compare and contrast with other creation stories? (R)
- ask the children to consider what they like about the world and why
- ask the children to formulate a personal response to creation and the world
- ask the children how they think the world should be cared for
- examine what stewardship means to Christians and why stewardship is important (R)
- compare the biblical creation story with scientific theories for creation such as Big Bang (R)
- tell stories of people such as Mother Teresa and Martin Luther King who believed that God was present and active in their lives. Consider what they achieved because of this (R)
- reflect on the feelings a person would have if they believed that God was present and active in their lives
- examine ways in which Christians thank God through, e.g., worship, caring for others and caring for the environment (R)
- consider some of the apparent paradoxes that confront the believer such as the idea that God is essentially loving and all-powerful but pain, suffering and disaster afflict humankind
- given Christian understandings of the Trinity, examine how Christians should respond when faced with pain, suffering, disaster, drought, famine, war, etc.
- examine how Christians respond to environmental problems, conflict, prejudice, inequality, etc., and why

## **Learning outcomes**

### **Children**

- know that Christians believe that life and all that sustains it is a gift of God, and that they are thankful for this and express their thankfulness in many ways
- appreciate that Christian beliefs about God and the Creation shape how they respond to the world and all that is in it
- reflect on the lives and feelings of people who believe that God is present and active in their lives

### **Points to note**

- children can compare and contrast God in the Old Testament with God in the New Testament
- children can consider ways that Christians thank God through Harvest and Thanksgiving services. This is especially interesting if perspectives are global
- children should be encouraged to reflect on what it is about the cosmos/world that fills them with wonder and awe
- children should be encouraged to examine evidence suggesting that order and pattern shape the cosmos/world

## **Unit 2: Christianity: Jesus**

### **Years 7 and 8**

#### **About this unit**

This unit examines how Christians think of Jesus as God incarnate and how Jesus has an influence through his teaching on those who follow him today.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect about the life and character of Jesus

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- Jesus, Son of God, Christ, Bible, Testament, Gospels, worship, Holy Week, Jerusalem

#### **Resources**

- children's Bibles
- pictures, posters and videos of Christians engaged in worship and other activities
- pictures and posters of Roman Palestine at the time of Jesus and of events in Jesus' life

#### **Expectations**

##### **At the end of this unit**

most children will know in some detail some significant events in Jesus' life which led believers to call him Christ or Messiah; and know about aspects of his life and the effect he has on people today

some children will not have made so much progress and will recall aspects of Jesus' life; know something about what he taught; and know something about the effect he has on people today

some children will have progressed further and will know that Christians think of Jesus in various but complementary ways; know something of the significance of calling Jesus Christ or Messiah; and understand how and why Jesus' life and teaching should inspire Christians to think and act in particular ways

## **Learning Objective**

### **Children should learn**

- about the Christian understanding of Jesus as Son of God

### **Possible teaching activities**

- identify some of the main events during Jesus' ministry and discuss the significance of the events
- examine paintings such as icons which emphasise that Jesus is special (R)
- visit churches to examine images of Jesus (R)
- examine some key events in Jesus' life that indicate his divinity such as his birth (Matt 1, Luke 2), baptism (Mark 1), temptation (Matt 4), transfiguration (Mark 9), death (Mark 14-15, Matt 26-27, Luke 22-23, John 13-19) and resurrection (Luke 24, John 20-21)
- study and respond to some incidents regarded as miracles, signs or wonders such as healing stories (Mark 1, Mark 7), nature stories (Mark 4) and possession (Mark 5)
- investigate possible explanations for the miracles
- express personal views about miracles
- consider what might be defined as miracles today
- construct a time line of Jesus' life indicating major events
- examine the meaning that Christians ascribe to these events, e.g. Jesus' death is thought of as a sacrifice, as atonement for the sins of the world
- reflect on the responses made to Jesus' resurrection by the disciples and the women whom he encountered
- reveal that some Christians do not subscribe to the idea that Jesus is God incarnate (e.g. Unitarians) and explain why

## **Learning outcomes**

### **Children**

- know something about the life of Jesus as revealed through the Bible
- understand that Jesus can be seen in many different but complementary ways
- understand that Jesus' teaching shapes how Christians think and act

### **Points to note**

- with the older children teachers may wish to share what evidence we have for Jesus from sources other than the Bible. Teachers may also wish to compare and contrast stories about Jesus in the Gospels
- a map of Roman Palestine at the time when Jesus was alive can emphasise for children that the events of his life occurred in real places. This helps to ensure that they realise that biblical stories are based, at least in part, on fact

## **Learning Objective**

### **Children should learn**

- about the effect Jesus has on people who follow him today

### **Possible teaching activities**

- tell stories such as the Paralysed Man (Mark 2), the Rich Young Man (Mark 10) and Zacchaeus (Luke 19) (R)
- examine how Jesus told stories to teach people about God and how they should live (R)
- explain how stories such as parables teach people important lessons (R)
- discuss the meaning of the stories
- discuss what the stories tell us about Jesus
- examine what the stories mean for Jesus' followers. How should the stories affect the way his followers think and act?
- listen to and talk with Christians about how they interpret the stories including stories about Jesus' miracles
- think of some real life problems today. Imagine how Jesus would expect people to think and act
- examine the extent to which Jesus' beliefs and/or values compare and contrast with British values such as democracy, individual liberty and the rule of law

## **Learning outcomes**

### **Children**

- know some stories about how Jesus helped people
- understand that Jesus' teaching shapes how Christians think and act

### **Points to note**

- with the older children teachers may wish to share what evidence we have for Jesus from sources other than the Bible (e.g. Josephus, Tacitus, the Qur'an)

### **Unit 3: Christianity: Communities**

#### **Years 7 and 8**

#### **About this unit**

This unit raises awareness about the Christian image of the church as the “Body of Christ”.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect on the importance of belonging and community

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- rights, responsibilities, sacraments, worship, church, artefacts, Lord’s Prayer, Sunday, pilgrimage, denomination

#### **Resources**

- children’s Bibles
- pictures, posters and videos of Christians engaged in worship
- pictures and posters of baptism, confirmation, marriage, churches, artefacts, communion, pilgrimage
- artefacts

#### **Expectations**

##### **At the end of this unit**

most children will know something about the denominations that make up the Christian family; and know how and why some things unite and other things divide Christians

some children will not have made so much progress and will know that denominations in Christianity exist; and know that some things unite and other things divide Christians

some children will have progressed further and will know how and why there are denominations in Christianity; and why Christian beliefs and practices can unite as well as divide the Christian family

#### **Learning Objective**

##### **Children should learn**

- about some of the variety in the Christian family globally

##### **Possible teaching activities**

- ask the children to identify the groups to which they belong and discuss what belonging to such groups means (e.g. commitment, friendship, rights, responsibilities, identity) (R)

- discuss the advantages and disadvantages of being part of a group (R)
- study some accounts of early Church life (e.g. Acts 2, Acts 4) and compare the early Church with Christianity in the present day
- discuss how Pentecost marks the beginning of the early Church
- identify things that unite Christians such as belief in God, belief in the specialness of Jesus, belief in Jesus' teaching and the importance of worship
- consider the significance of the Eucharist/Holy Communion and identify Christians for whom it is important and not important
- identify other sacraments and the Christians for whom they are and are not important
- produce a time-line identifying when different denominations came into existence
- visit different churches to examine denominational similarities and differences
- examine how churches in the local community work together
- discuss the aims and objectives of ecumenism and/or inter-denominational dialogue
- introduce the concept of extremism and examine whether any Christian groups/denominations can be defined as extremist

## **Learning outcomes**

### **Children**

- know that belonging can assume many forms including belonging to a religious community
- understand that Christians express their sense of belonging to a religious community in many ways
- know that the Christian family comprises many denominations

### **Points to note**

- an interest table or a display can be assembled based on the things that children have because they belong to different groups
- videos, posters and religious artefacts can help to bring the teaching activities to life, especially activities to do with worship

## **Learning Objective**

### **Children should learn**

- how and why variety in the Christian family exists

### **Possible teaching activities**

- do an audit of the denominations represented in the class/year group/school
- summarise the main events leading to the emergence of the various denominations (e.g. debates about doctrine in the early church councils, debates about the "nature" of Jesus, the Great Schism, the Reformation) and make a list of different denominations. Ask the children to work in pairs to find out about some of the denominations and how their beliefs and practices compare and contrast
- compare and contrast the artefacts used by different denominations (R)

- consider the importance of pilgrimage. Identify places Christians go on pilgrimage. Explain some of the activities Christians engage in during pilgrimage (R)
- consider the importance of charity to Christians and how Christians engage in charitable work
- consider ways that Christians show love for their neighbour by, e.g., helping the poor, the disadvantaged and the victims of war, famine and natural disasters (R)
- examine the extent to which Christian beliefs and/or values compare and contrast with British values such as democracy, individual liberty and the rule of law

## **Learning outcomes**

### **Children**

- understand the importance of worship for Christians, and that worship takes many forms
- understand that the church is the people that belong to the community of believers and that in Christianity there are many denominations

### **Points to note**

- to reveal the variety of denominations in the Christian family visits to different houses of worship are very helpful. Although Northumberland has considerable variety, even greater variety exists in Newcastle where there is a Coptic cathedral that welcomes visits from school parties

## **Unit 4: Christianity: Lifestyles**

### **Years 7 and 8**

#### **About this unit**

This unit examines how Christians relate their beliefs to the contemporary world and some of its problems.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about each other
- had opportunities to reflect on the importance of feelings, experiences and behaviour

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- rights, responsibilities, beliefs, individuality, uniqueness, diversity, appearance, personality, behaviour, forgiveness, love, God, Jesus, commandments

#### **Resources**

- children's Bibles
- pictures and posters of people in the UK and around the world
- pictures and posters of people behaving well and behaving badly
- pictures, posters and videos of Christians engaged in various activities such as worship, celebration, charity and care of the sick

#### **Expectations**

##### **At the end of this unit**

most children will know about what are thought of as good and bad thoughts and actions by Christians; and know of the importance for Christians of shaping their thoughts and actions by following the example of Jesus

some children will not have made so much progress and will know about aspects of good and bad behaviour for Christians; and know some of the ways in which Jesus shapes how Christians think and act

some children will have progressed further and will know why some forms of behaviour are generally thought good and others are generally thought bad by Christians; and know how and why Jesus' life and teaching should shape Christian thoughts and actions

## **Learning Objective**

### **Children should learn**

- about Christian teaching that affects personal and social matters

### **Possible teaching activities**

- discuss good qualities in other people (R)
- consider various questions relating to the human condition such as “Why are people not perfect?”, “What would make for a perfect world?”, “Is there a purpose or meaning to life?”, “Is there life after death?”
- identify some of the good qualities such as love, compassion, forgiveness, charity, generosity and patience that Christians regard as important (R)
- identify how Christian beliefs and values affect how Christians behave, with particular emphasis on thinking and acting like Jesus (R)
- examine some examples of churches, Christian groups or Christian charities commenting on problems of topical interest. Examine why the churches, groups or charities think in the way that they do
- examine the work of a Christian charity and identify why it does what it does
- discuss the strengths and weaknesses of Christian beliefs and values. Compare Christian beliefs and values with the beliefs and values of the children (R)
- introduce the concept of extremism and examine whether any Christian groups/denominations can be defined as extremist. Also discuss what radicalisation might mean and identify Christians who oppose extremism and seek to combat radicalisation

## **Learning outcomes**

### **Children**

- reflect on how they treat others and how they like others to treat them
- reflect on some of the good qualities associated with Jesus and how his beliefs and values affect how Christians should think and act

### **Points to note**

- these teaching activities provide opportunities to raise the children’s self-respect, self-esteem and self-confidence
- these activities provide opportunities for children to reflect on what they have already learned about Christianity

## **Learning Objective**

### **Children should learn**

- that the beliefs and practices of Christians shape how they think and act in relation to the contemporary world and its problems

### **Possible teaching activities**

- reflect on the variety of people, lifestyles, diets, languages, religions, etc. in the county, the UK and around the world (R)
- examine the Sermon on the Mount (Matt 5-7) and discuss what its implications are for Christians in terms of how they think and act
- reflect on the variety of ways that Christians live in the county, the UK and around the world (R)
- reflect on how Jesus treated people who were different from him or lived on the margins of society or were unpopular (R)
- discuss some of the ultimate questions relating to meaning and purpose in life and why we die and what happens when we do. Compare and contrast answers given by the children with answers deriving from Christians
- consider the significance of selflessness, heroism, altruism and self-sacrifice for Christians and what these imply in terms of thought and action. Consider why Christians believe such behaviour is important
- consider ways in which Christian belief inspires Christians to improve things for other people, by, e.g., campaigning for peace, for nuclear disarmament, for economic growth in developing countries, for fair trade with local farmers and manufacturers, for improving the environment
- select from the following issues relating to personal morality and relationships and examine what different Christians think about them: the family, marriage, divorce, gender roles, care for the elderly
- select from the following social issues and examine what different Christians think about them: conflict, law and order, crime and punishment, prejudice, racism, extremism
- select from the following global issues and examine what different Christians think about them: refugees, war, the arms race, poverty
- in small groups, get the children to work out their own responses to one or more of the issues above
- consider what Christians have to say about living in an increasingly diverse society and how well-being for everyone can be achieved
- examine the extent to which Christian beliefs and/or values compare and contrast with British values such as mutual respect and tolerance of those with different faiths and beliefs

## **Learning outcomes**

### **Children**

- learn to appreciate that there is some good in everyone
- learn that beliefs are important and fulfil useful purposes
- learn that Christians subscribe to various ideas that shape their approach to personal and social matters

### **Points to note**

- children can be encouraged to look at a situation from the point of view of another person. In other words, children can begin to understand the idea of empathic understanding
- consideration might be given to how Christians try to help some of the most vulnerable people in society, people such as the homeless, refugees and asylum seekers, the terminally ill and people with learning difficulties and disabilities

## **Unit 5: Christianity: Festivals and Celebrations**

### **Years 7 and 8**

#### **About this unit**

This unit examines the importance and meaning of Advent, Christmas, Lent, Easter, Ascension and Pentecost for Christians.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect on the nature of celebration generally
- had opportunities to reflect on the importance of Christmas and Easter

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- the birth, life, death and resurrection of Jesus, liturgical year, Advent, Christmas, Epiphany, Lent, Holy Week, Easter, Ascension, Pentecost, signs, symbols, denomination, Roman Catholic, Protestant, Orthodox

#### **Resources**

- children's Bibles
- pictures and posters of artists' interpretations of events associated with Advent, Christmas, Lent, Easter, Ascension and Pentecost
- pictures, posters and videos of Christians engaged in celebrating the above seasons and festivals
- artefacts, signs and symbols associated with the above seasons and festivals
- maps of Roman Palestine at the time of Jesus

#### **Expectations**

##### **At the end of this unit**

most children will know about events leading up to and taking place during Advent, Christmas, Lent, Easter, Ascension and Pentecost; know that Christmas celebrates Jesus' birth, Easter his resurrection and Ascension his ascent to Heaven; know how and why Christians celebrate these seasons and festivals; and know that for Christians Easter is more important than Christmas

some children will not have made so much progress and will know something about Advent, Christmas, Lent, Easter, Ascension and Pentecost; know about some of the signs and symbols associated with these seasons and festivals; know that Christmas celebrates Jesus' birth and Easter his resurrection; and know something about Roman Palestine at the time of Jesus

some children will have progressed further and will know why Advent, Christmas, Lent, Easter, Ascension and Pentecost are so important for Christians; know why Easter is more important than Christmas for Christians; know that different Christians celebrate Lent, Christmas and Easter in different ways; and know that biblical versions of the stories of Jesus' birth, death and resurrection vary in detail but share much in common

## **Learning Objective**

### **Children should learn**

- about aspects of Advent and Christmas

### **Possible teaching activities**

- discuss the significance of Advent as a season of preparation for Christmas (R)
- make Advent rings and light the candles each week of the season (R)
- identify Christmas traditions and explain their significance and origins (R)
- consider the various journeys associated with the Christmas story/ies such as Mary and Joseph's journey to Bethlehem, the journey of the shepherds and the journey of the Magi. Consider what it was like to travel over 2000 years ago. Consider how and why their destination - Bethlehem - has become a pilgrimage site
- tell the story of Herod's jealousy and its terrible consequences, and of Mary, Joseph and Jesus' night-time escape to Egypt. How would the journey have been done? How would Mary, Joseph and Jesus have felt? (R)
- think of the presents the Magi brought Jesus and discuss the sort of presents the children would like to receive at Christmas
- explain who the Magi were (Zoroastrian priests) and that Epiphany is when they brought Jesus their presents. Explain that the Magi were the first non-Jewish people to be aware of Jesus' existence
- consider ways in which Christians think of Jesus as God's gift to the world, and of how he brought hope, happiness, joy, peace, safety, etc. Ask the children to choose one of the words just mentioned. They can write the word, decorate it and display it around a large picture of Jesus in the manger (R)
- examine the Christmas story/ies found in the Gospels. Reveal how the different versions compare and contrast (R)
- use drama, art, music, dance, prose or poetry to re-tell the story of Jesus' birth
- compare Gospel accounts of the birth of Jesus with what history reveals about Jesus and his birth

## **Learning outcomes**

### **Children**

- know that Christmas is important to Christians because it celebrates the birth of Jesus
- know that Christmas is a special and happy time of the year involving special stories, events, artefacts and traditions
- know that the Bible is the main source for information about Jesus' birth

### **Points to note**

- Christmas in Orthodox communities can be compared and contrasted with Christmas in Roman Catholic and Protestant communities
- the pre-Christian origins of many Christmas traditions are a source of interest to most children

## **Learning Objective**

### **Children should learn**

- about aspects of Lent and Easter

### **Possible teaching activities**

- introduce children to the cycle of festivals and seasons in the Christian year so Easter, the most important Christian festival, is understood in the wider context of Christian celebration (for Roman Catholics and Protestants the religious year begins with Advent) (R)
- discuss the significance of Lent as a season of preparation for Easter
- discuss the significance of Shrove Tuesday and Carnival and engage in activities such as making pancakes and dressing up in fancy clothes (R)
- identify the main events during Lent such as Ash Wednesday and Mothering Sunday. Emphasise that Lent lasts 40 days and Advent no more than 28; consequently Easter must be more important than Christmas because the preparatory season that precedes it is longer
- compare and contrast what Roman Catholics and Protestants give up during Lent with what Orthodox Christians give up. Produce posters illustrating what is given up by different Christian denominations
- discuss the events during Holy Week leading up to Jesus' crucifixion. What do they tell us about Roman Palestine at the time, about Jesus and about his closest friends?
- prepare the Passover meal and emphasise the significance of the bread and the wine that constituted Jesus' Last Supper (R)
- plot on a map of Jerusalem where the events of Holy Week probably took place. Relate the events to the Stations of the Cross
- identify Easter traditions and explain their significance and origins. Emphasise that symbols such as eggs, rabbits and flowers are signs of new life reminding us that Christians believe that Jesus rose from the dead two days after his crucifixion (R)
- consider what it means to "start afresh with a clean slate" or to "make a new beginning"
- discuss what Jesus did for the 40 days he remained on Earth following his resurrection and who saw him (R)

## **Learning outcomes**

### **Children**

- know that Easter is important to Christians because it celebrates the resurrection of Jesus
- know that Easter is a special and happy time of the year involving special stories, events, artefacts and traditions, although it is preceded by a solemn time when Christians prepare for and reflect about the crucifixion of their founder
- know that the Bible is the main source for information about Jesus' crucifixion and resurrection

## **Points to note**

- Lent and Easter in Orthodox communities can be compared and contrasted with Lent and Easter in Roman Catholic and Protestant communities
- the pre-Christian origins of some Easter traditions are a source of interest to most children
- artistic representations of events such as the Last Supper, Jesus' crucifixion and Jesus' resurrection can be examined by the children

## **Learning Objective**

### **Children should learn**

- about aspects of Ascension and Pentecost

### **Possible teaching activities**

- introduce children to the cycle of festivals and seasons in the Christian year so Ascension and Pentecost are understood in the wider context of Christian celebration
- discuss what Jesus did for the 40 days he remained on Earth following his resurrection and who saw him. Examine Mark 16, Luke 24 and John 21 for evidence (R)
- discuss with the children what they think Heaven and Hell are like and whether they exist or not
- identify ways that Christians interpret Heaven and Hell and how ideas about Heaven and Hell have, for many Christians at least, changed greatly over the centuries
- examine how Jesus' ascent to heaven is described in the Bible
- consider how Jesus and his closest friends must have felt when they knew Jesus was going to ascend to Heaven. Examine Mark 16, Luke 24 and Acts 1 for evidence
- find out how different denominations celebrate Ascension
- discuss what the Holy Spirit means and how it forms part of the Trinity
- examine what it means when the Bible says the Holy Spirit descended on the disciples inspiring them to spread Jesus' teaching
- identify what happened to the disciples at Pentecost (Acts 2), with an emphasis on their new sense of power, on speaking in different languages and on healing the sick
- invite the children to consider occasions when they have felt a new sense of power
- find out how different denominations, especially those represented in the locality, celebrate Pentecost
- find out about Pentecost traditions such as well-dressing in Derbyshire
- find out about early Church history and why divisions began to emerge between different Christian groups/denominations

## **Learning outcomes**

### **Children**

- know that Ascension is important to Christians because it celebrates the ascent of Jesus to Heaven, and Pentecost is important because it celebrates the birth of the Church
- know that Ascension and Pentecost are special and happy times of the year involving special stories, events, artefacts and traditions
- know that the Bible is the main source for information about Jesus' ascent to Heaven and Pentecost

### **Points to note**

- Ascension and Pentecost in Orthodox communities can be compared and contrasted with Ascension and Pentecost in Roman Catholic and Protestant communities
- artistic representations of Ascension and Pentecost can be examined by the children

## **Unit 1: Christianity: God**

### **Year 9**

**Note that possible teaching activities followed by an “R” in brackets - (R) - are activities that occur earlier in the syllabus. The (R) has been added to assist with liaison between phases and key stages.**

**Remember that there are three possible options relating to activities identified with (R). (a) They can be ignored altogether. (b) They can be addressed more than once to ensure pupils or students fully appreciate their implications. (c) They can be taught by teachers in only one phase or key stage.**

#### **About this unit**

This unit engages with evidence for and against God’s existence.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect about the nature and character of God

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- God, creator, Trinity, Jesus, Holy Spirit, Bible, Testament, Gospels, parables, worship

#### **Resources**

- Bibles
- pictures and posters illustrating Old and New Testament stories
- pictures, posters and videos of Christians engaged in worship and other activities
- pictures and posters of artists’ representations of God, Jesus and the Holy Spirit
- [www.theresite.org.uk](http://www.theresite.org.uk)
- [www.refuel.org.uk](http://www.refuel.org.uk)

#### **Expectations**

##### **At the end of this unit**

most children will have some understanding of the arguments for and against God’s existence

some children will not have made so much progress and will know something about Christian ideas about God; and know that there is evidence for and against His existence

some children will have progressed further and will know that Christians think of God in many ways and why; and understand why debate about God’s existence is important

## **Learning Objective**

### **Children should learn**

- that Christians are encouraged to believe in the Trinity and what such belief means

### **Possible teaching activities**

- tell stories from the Old and the New Testaments that reveal God in a variety of ways such as wind (2 Kings 2), fire (Exodus 3, Exodus 13), light (John 1) and a still small voice (1 Kings 19) (R)
- examine some of the ways God has been interpreted such as Love, Truth, Spirit, Judge, Ruler
- examine some of the ways Christians think of God such as a guide and source of comfort, insight and understanding (R)
- discuss the Trinity and what the three elements are. Ensure that the children appreciate how the three elements have their own meaning but relate intimately to one another (R)
- discuss how and when teaching about the Trinity became part of mainstream Christian doctrine
- examine the creeds to compare and contrast interpretations of the Trinity
- interview Christians about how they interpret God

## **Learning outcomes**

### **Children**

- realise that Christians think of God as having many attributes or characteristics, and that the concept of the Trinity is central to Christian belief

### **Points to note**

- children can use art or drama to illustrate ways in which Christians show their affection for God
- stories of God in the Old Testament can be contrasted with other stories in the Bible where He reveals other aspects of His “character”

## **Learning Objective**

### **Children should learn**

- that there are various arguments for and against God’s existence

### **Possible teaching activities**

- examine Kirkwood’s quest for evidence or proof of God’s existence
- examine Aquinas’ idea that God is the cause of all that exists
- examine Paley’s idea that God exists because there is evidence that design and purpose characterise the cosmos
- examine Feuerback’s idea that God is a human invention
- compare the Christian creation story with scientific explanations for creation such as Big Bang

- engage in debate about whether or not God exists
- invite the children to express their ideas about God and whether He exists or not

### **Learning outcomes**

#### **Children**

- know that there are many theories about the existence of God

#### **Points to note**

- children can compare other evidence for and against God's existence. A humanist can be interviewed to find out what he/she believes and why
- children should be encouraged to reflect on what it is about the cosmos/world that fills them with wonder and awe
- children should be encouraged to examine evidence suggesting that order and pattern shape the cosmos/world

## **Unit 2: Christianity: Jesus**

### **Year 9**

#### **About this unit**

This unit examines Christian ideas about the Kingdom of God and eternal life in relation to Jesus.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect about the life and character of Jesus

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- Jesus, Son of God, Christ, Bible, Testament, Gospels, worship, Holy Week, Jerusalem

#### **Resources**

- Bibles
- pictures, posters and videos of Christians engaged in worship and other activities
- pictures and posters of Roman Palestine at the time of Jesus and of events in Jesus' life
- [www.theresite.org.uk](http://www.theresite.org.uk)
- [www.refuel.org.uk](http://www.refuel.org.uk)

#### **Expectations**

##### **At the end of this unit**

most children will understand Christian thinking about the Kingdom of God and eternal life and how Jesus relates to both

some children will not have made so much progress and will know something about the Kingdom of God and eternal life

some children will have progressed further and will know why the Kingdom of God and eternal life are so important for Christians

#### **Learning Objective**

##### **Children should learn**

- about the Christian understanding of the Kingdom of God and eternal life

##### **Possible teaching activities**

- consider what a utopian society would be like. Ask the children to consider what is wrong with the world, what they would like to put right or change, and what would constitute an ideal world

- identify some of the ways that Christians think of Jesus such as a friend, teacher, leader, rabbi, friend of the disadvantaged and despised, loyal servant of God, Son of God, Christ, miracle maker, etc. (R)
- examine accounts of the resurrection in the Gospels. Ask the children to reflect on what they think happened two days after Jesus' execution
- consider the resurrection as the foretaste of eternal life and discuss with the children what eternal life might mean. Consider the Christian idea about what type of "body" people will exist within when they achieve eternal life
- consider what Christians think the Kingdom of God is/would be like
- interview a Christian to find out what he/she thinks the Kingdom of God is/would be like
- examine Acts for accounts of how the early Church thought it "lived in the Kingdom of God"
- consider how the Kingdom of God can be thought of as a new age in world history
- consider what it means to say we have eternal life
- interview a Christian to find out how he/she understands eternal life
- ask the children to reflect on whether they believe in eternal life and, if so, in what ways does eternal life exist

## **Learning outcomes**

### **Children**

- know something about Christian thinking about the Kingdom of God and eternal life
- understand that the Bible is the main source for ideas about the Kingdom of God and eternal life

### **Points to note**

- teachers may wish to share what evidence we have for Jesus from sources other than the Bible. Teachers may also wish to compare and contrast stories about Jesus in the Gospels
- a map of Roman Palestine at the time when Jesus was alive can emphasise for children that the events of his life occurred in real places. This helps to ensure that they realise that biblical stories are based, at least in part, on fact

## **Learning Objective**

### **Children should learn**

- about the effect Jesus has on people who follow him today

### **Possible teaching activities**

- tell stories about how Jesus helped people such as Healing the Possessed (Mark 5), Healing the Deaf Mute (Mark 7), Healing the Epileptic (Mark 9), Feeding the 5000 (Mark 6) and Calming the Storm (Mark 4) (R)
- use drama, art, music, dance, prose or poetry to re-tell the stories (R)
- tell stories such as the Paralyse Man (Mark 2), the Rich Young Man (Mark 10), Zacchaeus (Luke 19) and Saul of Tarsus (Acts 9) (R)

- examine the Bible for references to Jesus, the Kingdom of God and eternal life such as in the Sermon on the Mount (Matt 5-7), when discussing social justice (Matt 25) and when discussing the workers in the vineyard (Matt 20)
- examine the meaning and the implications of the Golden Rule
- examine ways in which Jesus' ideas are radical
- ask the children to respond to Jesus' ideas
- consider the extent to which Jesus' ideas apply in the contemporary world
- examine the extent to which Jesus' beliefs and/or values compare and contrast with British values such as democracy, individual liberty and the rule of law

## **Learning outcomes**

### **Children**

- know some stories about Jesus and what he taught
- understand that Jesus' teaching shapes how Christians think and act
- understand about the Golden Rule

### **Points to note**

- with the older children teachers may wish to share what evidence we have for Jesus from sources other than the Bible (e.g. Josephus, Tacitus, the Qur'an)

## **Unit 3: Christianity: Communities**

### **Year 9**

#### **About this unit**

This unit raises awareness about the way Christianity influences local, regional and national life in the UK.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect on the importance of belonging and community

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- rights, responsibilities, sacraments, worship, church, artefacts, Lord's Prayer, Sunday, pilgrimage, denomination

#### **Resources**

- Bibles
- pictures, posters and videos of Christians engaged in worship
- pictures and posters of baptism, confirmation, marriage, churches, artefacts, communion, pilgrimage
- artefacts
- [www.theresite.org.uk](http://www.theresite.org.uk)
- [www.refuel.org.uk](http://www.refuel.org.uk)

#### **Expectations**

##### **At the end of this unit**

most children will know something about the ways in which Christianity affects life locally, regionally and nationally

some children will not have made so much progress and will know that life in the UK is influenced by Christianity

some children will have progressed further and will know how and why Christianity had, and continues to have, an influence on life in the UK

#### **Learning Objective**

##### **Children should learn**

- about some of the ways that Christianity influences life in the UK

#### **Possible teaching activities**

- ask the children to identify the groups to which they belong and discuss what belonging to such groups means (e.g. commitment, friendship, rights, responsibilities, identity) (R)
- ask the children to consider whether they think of themselves as being part of a national community and when and how they feel they are part of such a community
- consider ways in which Christianity helps shape the year through the celebration of festivals such as Christmas and Easter
- consider how Christianity shapes the week with days of work and days of rest
- examine the influence of Christianity on the history of the locality, region and nation
- examine the influence of Christianity on educational provision past and present
- examine the role of Christianity in state occasions such as coronations, funerals of important national figures and Remembrance Sunday
- identify customs and traditions shaped by Christianity such as Shrove Tuesday, Well Dressing and the consumption of special food at Christmas and Easter
- examine the continued popularity of rites of passage/ceremonies that mark transitions in life that take place in churches, e.g. baptism, marriage
- discuss how the arts such as music and painting are influenced by Christian themes
- examine the role of churches and Christian charities locally, regionally and nationally
- consider what Christians have to say about living in an increasingly diverse society and how well-being for everyone can be achieved
- examine the extent to which Christian beliefs and/or values compare and contrast with British values such as mutual respect and tolerance of those with different faiths and beliefs
- introduce the concept of extremism and examine whether any Christian groups/denominations can be defined as extremist

## **Learning outcomes**

### **Children**

- know that belonging can assume many forms including belonging to a religious community
- understand that Christianity influences society in many ways locally, regionally and nationally

### **Points to note**

- an interest table or a display can be assembled based on the things that children have because they belong to different groups
- websites can be accessed to identify the various ways that Christianity influences society locally, regionally and nationally

## **Learning Objective**

### **Children should learn**

- how and why there are so many expressions of Christianity in the UK

## **Possible teaching activities**

- do an audit of the denominations represented in the class/year group/school
- ask the children to explain to the rest of the class what they and their families do and wear to show that they belong to a particular denomination (R)
- summarise the main events leading to the emergence of the various denominations (e.g. the Great Schism, the Reformation, the growth of non-conformity)
- make a list of different denominations. Ask the children to work in pairs to find out about some of the denominations and how their beliefs and practices compare and contrast (R)
- visit local churches to examine where and how worship is undertaken
- examine objects, artefacts and symbols associated with worship such as altars, candles and crosses (R)
- interview a member of the clergy about worship in churches
- compare and contrast worship in different denominations (R)
- compare and contrast the cycle of festivals in different denominations
- compare and contrast the artefacts that different denominations use
- consider the importance of pilgrimage. Identify places Christians go on pilgrimage, especially in the UK and regionally. Explain some of the activities Christians engage in during pilgrimage (R)
- examine how churches in the local community work together
- discuss the aims and objectives of ecumenism
- introduce the concept of extremism and examine whether any Christian groups/denominations can be defined as extremist. Also discuss what radicalisation might mean and identify Christians who oppose extremism and combat radicalisation

## **Learning outcomes**

### **Children**

- know that belonging can assume many forms including belonging to a religious community
- understand that Christians express their sense of belonging to a religious community in many ways
- know that the Christian family is made up of many denominations

### **Points to note**

- an interest table or a display can be assembled based on the things that children have because they belong to different groups
- videos, posters and religious artefacts can help to bring the teaching activities to life, especially activities to do with worship
- to reveal the variety of denominations in the Christian family visits to different houses of worship are very helpful. Although Northumberland has considerable variety, even greater variety exists in Newcastle where there is a Coptic cathedral that welcomes visits from school parties

## **Unit 4: Christianity: Lifestyles**

### **Year 9**

#### **About this unit**

This unit examines how Christians relate their beliefs to behaviour and their faith to action.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about each other
- had opportunities to reflect on the importance of feelings, experiences and behaviour

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- rights, responsibilities, beliefs, individuality, uniqueness, diversity, appearance, personality, behaviour, forgiveness, love, God, Jesus, commandments

#### **Resources**

- Bibles
- pictures and posters of people in the UK and around the world
- pictures and posters of people behaving well and behaving badly
- pictures, posters and videos of Christians engaged in various activities such as worship, celebration, charity and care of the sick
- [www.theresite.org.uk](http://www.theresite.org.uk)
- [www.refuel.org.uk](http://www.refuel.org.uk)

#### **Expectations**

##### **At the end of this unit**

most children will know about what are commonly thought of as good and bad thoughts and actions by Christians; and know of the importance for Christians of shaping their thoughts and actions by following the example of Jesus

some children will not have made so much progress and will know about aspects of good and bad behaviour for Christians; and know some of the ways in which Jesus shapes how Christians think and act

some children will have progressed further and will know why some forms of behaviour are generally thought good and others are generally thought bad by Christians; and know how and why Jesus' life and teaching should shape Christian thoughts and actions

## **Learning Objective**

### **Children should learn**

- about Christian teaching that affects personal and social matters

### **Possible teaching activities**

- encourage the children to share experiences of making important decisions in their lives and what influenced them in reaching such decisions
- discuss what values the children consider are essential to them
- discuss good qualities in other people (R)
- identify some of the good qualities such as love, compassion, forgiveness, charity, generosity and patience that Christians regard as important (R)
- discuss how beliefs can affect how we behave
- discuss how the children treat others and how the children would like others to treat them
- discuss some of the good qualities in Jesus and how his beliefs affected how he behaved
- identify how Christian beliefs and values affect how Christians behave, with particular emphasis on thinking and acting like Jesus
- examine some examples of churches, Christian groups or Christian charities commenting on problems of topical interest. Why do the churches, groups or charities think in the way that they do?
- identify and discuss the sources of authority such as Jesus' life and teaching, the Bible, tradition and leading religious figures that shape how Christians should think and act
- examine the work of a Christian charity and identify why it does what it does
- interview a Christian to find out what influences his/her thoughts and actions
- discuss the strengths and weaknesses of Christian beliefs and values. Compare such beliefs and values with the beliefs and values of the children (R)
- examine the extent to which Christian beliefs and/or values compare and contrast with British values such as democracy, individual liberty and the rule of law

## **Learning outcomes**

### **Children**

- reflect on how they treat others and how they like others to treat them
- reflect on some of the good qualities associated with Jesus and how his beliefs and values affect how Christians should think and act
- reflect on what other influences affect Christian thought and action

### **Points to note**

- these teaching activities provide opportunities to raise the children's self-respect, self-esteem and self-confidence
- these activities provide opportunities for children to reflect on what they have already learned about Christianity

## **Learning Objective**

### **Children should learn**

- that the beliefs and practices of Christians shape how they think and act in relation to the contemporary world and its problems

### **Possible teaching activities**

- ask the children to consider what they regard as very important to them and the communities to which they belong. Identify what influenced the children to think in this way
- consider some of the things that influence Christian decision-making such as the life and teaching of Jesus, the Bible, the denomination the Christian belongs to, Christian authority figures, etc.
- examine the Sermon on the Mount (Matt 5-7) and discuss what its implications are for Christians in terms of how they think and act (R)
- reflect on the variety of ways that Christians live in the county, the UK and around the world (R)
- reflect on how Jesus treated people who were different from him or lived on the margins of society or were unpopular (R)
- discuss some of the ultimate questions relating to meaning and purpose in life and why we die and what happens when we do. Compare and contrast answers given by the children with answers deriving from Christians
- consider the significance of selflessness, heroism, altruism and self-sacrifice for Christians and what these imply in terms of thought and action. Consider why Christians believe such behaviour is important (R)
- consider ways in which Christian belief inspires Christians to improve things for other people, by, e.g., campaigning for justice, human rights, debt reduction, redistribution of wealth
- select from the following issues relating to personal morality and relationships and examine what different Christians think about them: abortion, sex before marriage, homosexuality, individual freedom and communal responsibility, euthanasia
- select from the following social issues and examine what different Christians think about them: social reform, inequality, business ethics, medical ethics, relations with non-Christians
- select from the following global issues and examine what different Christians think about them: globalisation, materialism, secularisation, protection of the environment, North-South relations, extremism
- in small groups, let the children express their own responses to one or more of the issues above

## **Learning outcomes**

### **Children**

- learn to appreciate that there is some good in everyone
- learn that beliefs are important and fulfil useful purposes
- learn that Christians subscribe to various ideas that shape their approach to personal and social matters

### **Points to note**

- children can be encouraged to look at a situation from the point of view of another person. In other words, children can develop their appreciation of empathic understanding
- some consideration might be given to how Christians try to help some of the most vulnerable people in society, people such as the homeless, refugees and asylum seekers, the terminally ill and people with learning difficulties and disabilities

## **Unit 5: Christianity: Bible**

### **Year 9**

#### **About this unit**

This unit examines how the Bible is important for Christians, but reveals that Christians interpret it differently and therefore ascribe to it different levels of authority.

#### **Prior learning**

It is helpful if children have:

- had opportunities to reflect on the content of the Bible
- had opportunities to talk about the importance of the Bible for Christians

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- Bible, Testament, Gospels, authority, worship

#### **Resources**

- Bibles
- pictures, posters and videos of Christians engaged in worship and other activities
- [www.theresite.org.uk](http://www.theresite.org.uk)
- [www.refuel.org.uk](http://www.refuel.org.uk)

#### **Expectations**

##### **At the end of this unit**

most children will know that the Bible is important for all Christians but that it is interpreted differently by different Christians

some children will not have made so much progress and will know something about the importance of the Bible for Christians and how it can be interpreted

some children will have progressed further and will know why the Bible is important for Christians and why Christians interpret it differently

#### **Learning Objective**

##### **Children should learn**

- about the origins, history and importance of the Bible for Christians

##### **Possible teaching activities**

- examine the structure of the Bible with an emphasis on the two Testaments, the books comprising the Testaments and the division of the books into chapters and verses

- compare and contrast the Old Testament with the Hebrew Bible. Explain that scholarship suggests that the Hebrew Bible was written by many people over a long period of time, although Jewish tradition insists that it is the word of God
- examine the New Testament and explain that scholarship suggests that it was written by many people over a long period of time
- examine why many Christians think the Bible is the word of God and what different Christians mean by “the word of God”
- discuss the idea that the authors of the Old and the New Testaments were divinely inspired. Discuss what it might mean that people were divinely inspired
- discuss why Christians think it is important that the Bible is understood properly. Examine how some Christians think of it as the property of the Church and that interpretation should be the responsibility of Church leaders, and how other Christians regard it as a believer’s handbook open to individual interpretation
- discuss the advantages and disadvantages of interpretation by Church leaders and interpretation by believers
- discuss the problem of translation and how many people realise that a translation can be only an interpretation of the original
- reflect on how translation can distort the original. Refer, e.g., to the commandment “Thou shall not murder” which is usually translated to mean “Thou shall not kill”

## **Learning outcomes**

### **Children**

- learn that the Bible has a complicated history and exists in many versions
- learn that, although translations of the Bible make the text accessible, they distort meaning

### **Points to note**

- consideration can be given to attempts, especially today, to translate the Bible in ways that remain “true” to the original

## **Learning Objective**

### **Children should learn**

- about the various ways Christians interpret the Bible and why

### **Possible teaching activities**

- discuss the meaning of words associated with story such as fable, legend, myth, superstition, folk tale, etc.
- discuss what it means when people say a story is “the truth” or a story is “truth-bearing”. How do the two ideas compare and contrast?

- examine what it means when some Christians say the Bible is the literal truth and others say the Bible is truth-bearing. What do the different understandings of scripture suggest about how individual Christians will approach/regard/understand/interpret the content of the Bible?
- examine the extent to which Christians are selective about what they follow in the Bible and discuss why this is so
- examine a story in the Bible such as the birth of Jesus and discuss how different Christians interpret its meaning. Compare and contrast the interpretation of a Christian who believes the Bible is the literal truth with a Christian who believes the Bible is truth-bearing
- consider the implications for meaning and truth of a story such as Jesus' birth that exists in more than one version in the Bible
- consider what it means to look at a situation from different points of view. Examine whether looking at a situation from different points of view applies to the Bible, as when the same story such as Jesus' birth exists in more than one version
- ask the children to write about an event they have all experienced and compare and contrast versions of the event. Which account is "the truth"?
- compare and contrast "truth" or "truths" in religion with those in science

### **Learning outcomes**

#### **Children**

- learn that the Bible has stories that can be interpreted in various ways
- learn that the Bible needs to be studied carefully to find its meaning

#### **Points to note**

- consideration can be given to the way in which children's opinions about novels, poems, films and/or music will vary enormously, partly due to taste but also due to differences in interpretation

## **Judaism Units of Work**

### **Reception to Year 8**

#### **Unit 1: Judaism: Festivals and Celebrations**

##### **Reception, Years 1, 2, 3 and 4**

#### **About this unit**

This unit examines the importance and meaning of Shabbat and Hanukkah for the Jewish people.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect on the nature of celebration generally
- had opportunities to reflect on the importance of other festivals, perhaps by studying aspects of Christianity Unit 5 for Reception, Years 1 and 2

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- Shabbat, Hanukkah, bread, wine, havdalah candle, miracle, hanukiyah, dreidel, oil, kosher, synagogue, Torah, kippah, tallit, artefacts

#### **Resources**

- pictures and posters of people engaged in celebrations of various kind
- pictures and posters of events associated with Shabbat and Hanukkah
- pictures, posters and videos of Jewish people celebrating Shabbat and Hanukkah
- artefacts, signs and symbols associated with Shabbat and Hanukkah
- Hanukkah greetings cards

#### **Expectations**

##### **At the end of this unit**

most children will know about events taking place during Shabbat and Hanukkah; know that Shabbat is the Jewish day of rest and Hanukkah a happy festival based on a miracle of oil; and know that both occasions emphasise the importance of the family

some children will not have made so much progress and will know something about events taking place during Shabbat and Hanukkah; know something about the significance of Shabbat and Hanukkah for the Jewish people; and know that both occasions are important family events

some children will have progressed further and will know why Shabbat and Hanukkah are celebrated by the Jewish people; know why the celebrations centre around the family; and know the significance of some of the traditions associated with both occasions

## **Learning Objective**

### **Children should learn**

- about aspects of Shabbat

### **Possible teaching activities**

- discuss with the children why it is important to rest (or not work)
- discuss different ways that people rest (or do not work)
- explain that the Jewish people have a day of rest every week because of the creation story in the Torah
- discuss what the Torah means when it says rest (or do not work) on Shabbat
- re-enact the Friday evening meal with bread, wine (using Ribena, perhaps?) and appropriate artefacts
- examine the havdalah candle and candlestick and explain their use
- consider what Jewish people might eat during the Friday evening meal by discussing kosher and non-kosher food
- use pictures, posters or videos to introduce children to the appearance and layout of synagogues. Consider arranging a visit to a synagogue
- examine a kippah and a tallit worn by men and boys in the synagogue

## **Learning outcomes**

### **Children**

- know that Shabbat is important to Jewish people because it is the weekly day of rest
- know that Shabbat involves special events, artefacts and traditions
- know that the Torah is the main source for information about Shabbat

### **Points to note**

- Shabbat in different Jewish communities can be compared and contrasted
- children can compare Shabbat with what they do when they have a day of rest
- food suitable for a Shabbat meal can be prepared and consumed
- posters can be made of kosher and non-kosher food

## **Learning Objectives**

### **Children should learn**

- about aspects of Hanukkah

### **Possible teaching activities**

- discuss with the children different festivals they like to celebrate
- explain that the Jewish people celebrate Hanukkah because of Judah the Maccabee and the miracle of oil
- tell a simplified version of the Hanukkah story
- identify Hanukkah traditions and explain their significance and origins
- re-enact the Hanukkah story with masks for the leading characters
- examine the hanukiyah candles and candlestick and explain their use
- consider what Jewish people might eat during Hanukkah by discussing kosher and non-kosher food
- make or buy and consume hummus, latkes and donuts
- use pictures, posters or videos to introduce children to the appearance and layout of synagogues.  
Consider arranging a visit to a synagogue
- examine a kippah and a tallit worn by men and boys in the synagogue
- examine the Hebrew characters and write the word “shalom” in Hebrew
- make a dreidel and play the game of chance
- design Hanukkah greetings cards
- compare and contrast Hanukkah with other festivals of light such as Divali

## **Learning outcomes**

### **Children**

- know that Hanukkah is important to Jewish people because it recalls an occasion when God helped them with a miracle
- know that Hanukkah involves special events, artefacts and traditions
- know that Hanukkah is a happy family occasion with an emphasis on the children

### **Points to note**

- children can compare and contrast Hanukkah with what they do when they celebrate similar festivals
- a visit can be arranged to shops or supermarkets to examine whether food suitable for Hanukkah is available
- posters can be made of kosher and non-kosher food
- children can re-tell the story of Judah the Maccabee and the miracle of oil in storyboard form

## **Unit 2: Judaism: Lifestyles**

### **Reception, Years 1, 2, 3 and 4**

#### **About this unit**

This unit examines ways in which Jewish lifestyle is affected by religious belief and practice.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about each other
- had opportunities to reflect on the nature of lifestyle generally

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- Torah, synagogue, worship, commandments, artefacts, the home, festivals, celebrations, special clothing

#### **Resources**

- pictures and posters of Jewish people involved in various activities
- pictures and posters of Jewish people involved in different religious activities
- artefacts, signs and symbols associated with Jewish lifestyle
- greetings cards

#### **Expectations**

##### **At the end of this unit**

most children will know about events that make Jewish lifestyle distinctive; know that the Torah in particular helps to shape Jewish lifestyle; and know that for the Jewish people the family is of great importance

some children will not have made so much progress and will know something about events that make Jewish lifestyle distinctive; know that the Torah helps to shape Jewish lifestyle; and know that for the Jewish people the family is important

some children will have progressed further and will know why Jewish lifestyle is distinctive; know why the Torah in particular helps to shape Jewish lifestyle; and know why the family is of great importance to the Jewish people

## **Learning Objective**

### **Children should learn**

- about aspects of Jewish lifestyle and what makes Jewish lifestyle distinctive

### **Possible teaching activities**

- discuss with the children what is meant by the term “lifestyle”
- discuss with the children how aspects of their lifestyle compare and contrast
- explain that the Jewish people have a day of rest every week because of the creation story in the Torah
- discuss what is meant by resting (or not working) on Shabbat
- examine the different artefacts Jewish people have in their home because they are religious and compare such artefacts with significant objects the children have at home
- examine a mezuzah, explain its significance and study the Shema
- make a mezuzah and ask the children to write an important message onto a square of paper before rolling it into a scroll and putting it inside the mezuzah
- discuss kosher and non-kosher food, prepare various kosher dishes and make posters of kosher and non-kosher food
- discuss the arrangement of a kitchen in an Orthodox Jewish family home. Compare and contrast such a kitchen with the children’s kitchens
- examine what children do when taking part in their bar and bat mitzvahs
- re-enact the Seder for Pesach/Passover
- prepare food for special occasions other than Pesach/Passover
- design greetings cards for special occasions
- listen to music popular with Jewish communities, e.g. klezmer
- examine the lifestyle of different Jewish groups
- visit a shop or supermarket meeting the needs of Jewish people

## **Learning outcomes**

### **Children**

- know that Jewish lifestyle has some familiar as well as distinctive characteristics
- know that Jewish lifestyle involves special events, artefacts and traditions
- know that Jewish lifestyle revolves around the family and the home

### **Points to note**

- lifestyle in different Jewish communities can be compared and contrasted. Note in particular the existence of the Haredi community in Gateshead, but realise that their distinctive lifestyle is the exception not the rule
- children can compare their lifestyle with that of different Jewish groups
- festivals children may wish to examine include Purim, Rosh Hashanah and Yom Kippur

## **Learning Objective**

### **Children should learn**

- about some of the ways in which the Torah shapes Jewish lifestyle

### **Possible teaching activities**

- identify some of the 613 commandments contained in the Torah
- describe how Jewish people shape their lives according to the content of the Torah in general and the commandments in particular
- discuss the Ten Commandments and what they imply for Jewish people
- discuss what is meant by resting (or not working) on Shabbat
- discuss what it means to “love your neighbour as yourself”
- discuss the arrangement of a kitchen in an Orthodox Jewish family home. Compare and contrast such a kitchen with the children’s kitchens
- use pictures, posters or videos to introduce children to the appearance and layout of synagogues. Consider arranging a visit to a synagogue
- examine a kippah and a tallit worn by men and boys in the synagogue
- introduce children to the cycle of Jewish festivals and explain how some of the festivals are celebrated, especially in the home. Examine in detail Pesach/Passover and its significance in the Torah
- re-enact the Seder for Pesach/Passover and re-tell the story through the food

## **Learning outcomes**

### **Children**

- know that Jewish lifestyle has some familiar as well as distinctive characteristics
- know that Jewish lifestyle is shaped by the content of the Torah
- know that the commandments contained in the Torah help make Jewish lifestyle distinctive

### **Points to note**

- it can be emphasised that the Tenakh comprises the Torah, Prophets and Writings. The various books comprising the three parts of the Tenakh can be identified
- rules such as the Ten Commandments can be compared and contrasted with other sets of rules
- children can be asked to devise ten rules that they think they should follow

## **Unit 3: Judaism: Stories**

### **Reception, Years 1, 2, 3 and 4**

#### **About this unit**

This unit examines some of the scripture and stories that shape Jewish belief and practice.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect on the importance of scripture and story generally

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- scripture, festivals, celebrations, worship, Torah, Tenakh, Exodus, artefacts

#### **Resources**

- pictures and posters of Jewish people involved in various activities
- pictures and posters of Jewish people involved in different religious activities
- artefacts, signs and symbols associated with Judaism
- greetings cards

#### **Expectations**

##### **At the end of this unit**

most children will know about stories important to the Jewish people; know that such stories can be found in Jewish scripture; and know that such stories affect Jewish belief and practice

some children will not have made so much progress and will know some of the stories important to the Jewish people; know that some of the stories can be found in the Torah; and know that the stories are important to the Jewish people

some children will have progressed further and will know why the stories are important to the Jewish people; know where such stories can be found in Jewish scripture; and know how such stories affect Jewish belief and practice

## **Learning Objective**

### **Children should learn**

- about the importance of Jewish scripture, especially the Torah

### **Possible teaching activities**

- discuss the appearance and content of the Torah
- examine how the Torah is cared for in the synagogue and how and why those who read from it use a yad
- visit a synagogue to see the Torah scrolls in the Ark
- examine a kippah and a tallit worn by men and boys in the synagogue
- reflect on how Jewish people use the Torah for study purposes
- identify some of the 613 commandments contained in the Torah
- describe how Jewish people shape their lives according to the content of the Torah in general and the commandments in particular
- discuss the Ten Commandments and what they imply for Jewish people
- examine how the Jewish day of rest compares and contrasts with the days of rest of other people
- discuss what is meant by resting (or not working) on Shabbat
- discuss the content of the Tenakh and how it is made up of the Torah, Prophets and Writings. Identify the books comprising the three parts of the Tenakh
- introduce the Talmud emphasising that it is a book of commentary on the Tenakh in general and the Torah in particular

## **Learning outcomes**

### **Children**

- know that Jewish scripture in general and the Torah in particular are important to believing Jewish people
- know that the content of Jewish scripture shapes the lives of believing Jewish people

### **Points to note**

- It is useful for the children to know that some Jewish people interpret some scripture (e.g. the Torah) literally because they believe it is God-given, but others believe all scripture is composed by humankind and is therefore truth-bearing and can be used selectively
- children can compare how different groups of Jewish people place different emphasis on complying with the commandments

## **Learning Objective**

### **Children should learn**

- about how and why some of the Torah stories are important to the Jewish people

### **Possible teaching activities**

- tell the creation story to explain how there are six days of work and one day of rest every week, and how Adam and Eve were expelled from the Garden of Eden. Ask the children to do pictures of the main events of the story
- tell the story of God promising Abraham and all his descendants the land of Canaan/Israel
- on a map of the Middle East, plot Abraham's journey from Ur to Canaan/Israel
- examine Rosh Hashanah/Jewish New Year when Jewish people remember the creation story
- tell the story of the Exodus and ask the children to do pictures of the main events including the ten plagues. Examine the role of Moses
- re-enact the Seder for Pesach/Passover
- tell the story of Judah the Maccabee and the miracle of oil and ask the children to do pictures of the main events
- tell the story of Queen Esther saving the Jewish people of Persia from massacre at the hands of Haman and his allies and ask the children to do pictures of the main events
- examine Purim when Jewish people remember the story of Queen Esther
- prepare special food for the above festivals
- design greetings cards for the above festivals using ideas for illustrations drawn from the stories
- listen to and learn songs associated with the stories and festivals

## **Learning outcomes**

### **Children**

- know that many Jewish festivals are shaped by stories in scripture
- know that such stories shape Jewish belief and practice
- know that stories can be interpreted in various ways

### **Points to note**

- the largely joyous festivals of Purim and Hanukkah can be compared and contrasted with Yom Kippur, the most solemn and, in many ways, most important festival of the year
- this might be a good opportunity to introduce children to the stories in the Tenakh that tell about God giving the Jewish people the land of Canaan/Israel. This introduces the idea that the land of Israel is of supreme importance to the Jewish people

## **Unit 1: Judaism: God and Other Beliefs**

### **Years 5, 6, 7 and 8**

Note that possible teaching activities followed by an “R” in brackets - (R) - are activities that occur earlier in the syllabus. The (R) has been added to assist with liaison between phases and key stages.

Remember that there are three possible options relating to activities identified with (R). (a) They can be ignored altogether. (b) They can be addressed more than once to ensure pupils or students fully appreciate their implications. (c) They can be taught by teachers in only one phase or key stage.

#### **About this unit**

This unit examines Jewish beliefs and how such beliefs affect Jewish lifestyle.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about their own beliefs
- had opportunities to reflect on beliefs about God in other religions

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- God, Torah, covenant, synagogue, commandments

#### **Resources**

- pictures and posters of synagogues and Torah scrolls
- artefacts
- [www.jewfaq.org](http://www.jewfaq.org)

#### **Expectations**

##### **At the end of this unit**

most children will know what Jewish people believe; that beliefs about God can be found above all in the Torah; and know how such beliefs affect the lives of Jewish people

some children will not have made so much progress and will know something about Jewish beliefs; know something about the Torah and its importance for Jewish people; and know some of the ways that beliefs affect Jewish lifestyle

some children will have progressed further and will know why beliefs are so important for Jewish people; know that the Torah represents God in diverse ways; and know why Jewish lifestyle is affected by beliefs

## **Learning Objective**

### **Children should learn**

- that Jewish people believe that God is indivisible, eternal and the creator, and cares for His creation

### **Possible teaching activities**

- reflect on the beliefs that the children and other people have about God
- define the term “monotheism” and examine how Jewish people interpret this. Reveal that Jewish people see God as both transcendent and immanent. Explain why pictures of God are forbidden
- examine how Jewish people regard God’s name as so special that many alternative names exist such as Elohim and Adonai
- discuss some of the ways in which God is shown to be active in the Torah, with particular emphasis on His role in the creation and in caring for people, the Jewish people included
- discuss the meaning of eternal and use a mobius strip or a circle to emphasise the idea
- study descriptions of God in the Torah such as Gen 2, Exod 20 and Lev 19
- examine the role of God in relation to the Exodus celebrated at Pesach and the miracle of oil celebrated at Hanukkah
- examine the Shema (Deut 6) and make a mezuzah. Children can write their own version of the Shema to reflect their own beliefs about God
- discuss what the Shema tells us about God
- reflect on the composition, content and care of the Torah

## **Learning outcomes**

### **Children**

- know that Jewish beliefs about God are diverse
- know that most Jewish people think of God as active in history
- know that the Torah is the main source for information about God

### **Points to note**

- children can consider how beliefs about God will be affected by whether He is thought of as transcendent or immanent
- children can consider why synagogues usually have written in them the Hebrew phrase, “Know before whom you stand”

## **Learning Objective**

### **Children should learn**

- that Jewish people subscribe to beliefs other than those about God

### **Possible teaching activities**

- introduce the idea that some religious people believe in free will while others believe that what they do is determined for them. Discuss with the children whether they believe in free will or predestination
- explain that Jewish people believe that people have free will and this therefore affects how they think of good and evil
- examine how Jewish people believe that everything that is good derives ultimately from God and that evil occurs when humankind fails to exercise free will responsibly
- consider some of the occasions when the children and others have failed to use free will responsibly
- examine Jewish beliefs about chosenness and how being chosen is both a privilege and a responsibility
- consider what it must be like to conform with 613 commandments
- examine why some Jewish people try to live by all 613 commandments while others disregard some
- examine Jewish beliefs about the messiah and compare and contrast such beliefs with Christian beliefs about the messiah
- examine ways in which Israel is important for the Jewish people. Identify stories in the Torah where it is said that God gave Canaan/Israel to the Jewish people. Consider how, especially after the Holocaust, Israel is considered by most Jewish people to guarantee Jewish survival
- examine Jewish beliefs about the afterlife and how people can attain Heaven rather than Hell. Discuss the increasingly popular Jewish idea that Heaven is simply closeness to God and Hell is distance from God
- consider how some Jewish people still believe in a physical resurrection at the end of time but others think of Heaven and Hell as destinations for the soul alone
- compare and contrast Jewish beliefs about the afterlife with beliefs about the afterlife in other religions, especially the Abrahamic faiths
- in the light of such beliefs, consider how Jewish people try to make sense of the persecution they have suffered such as the Holocaust
- examine the extent to which Jewish beliefs and/or values compare and contrast with British values such as democracy, individual liberty and the rule of law

## **Learning outcomes**

### **Children**

- know that Jewish life is affected by their religious beliefs and that such beliefs help to create a distinctive Jewish way of life
- know that Jewish beliefs can be compared and contrasted with beliefs in other religions

### **Points to note**

- a visit can be arranged to shops or supermarkets to examine whether kosher food is available
- posters can be made of kosher and non-kosher food

## **Learning Objective**

### **Children should learn**

- about how Jewish lives are affected by their beliefs

### **Possible teaching activities**

- discuss with the children different festivals they like to celebrate
- identify Jewish festivals such as Rosh Hashanah, Pesach and Hanukkah which emphasise the importance of God
- explain that the Jewish people celebrate Rosh Hashanah as a way of remembering God's role in creation
- identify Rosh Hashanah traditions and explain their significance and origins
- re-tell the creation story in storyboard form and explain how Jewish people are encouraged to relate to the world because they believe it was created by God
- examine the role of God in the Exodus. Re-tell the Exodus in storyboard form
- examine the Ten Commandments and discuss how they affect Jewish life (R)
- examine other commandments such as those relating to worship or diet and discuss how they affect Jewish life

## **Learning outcomes**

### **Children**

- know that Jewish life is affected by beliefs about God, not least in relation to worship, celebration and diet
- know that the commandments help to create a distinctive Jewish way of life

### **Points to note**

- a visit can be arranged to shops or supermarkets to examine whether kosher food is available
- posters can be made of kosher and non-kosher food

## **Unit 2: Judaism: Founders/Leaders**

### **Years 5, 6, 7 and 8**

#### **About this unit**

This unit examines the importance of Abraham and Moses for the Jewish people and the role of the rabbi.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about their own beliefs
- had opportunities to reflect on beliefs in other religions

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- Abraham, Moses, rabbi, covenant, synagogue, commandments

#### **Resources**

- pictures and posters of synagogues and Torah scrolls
- artefacts
- [www.jewfaq.org](http://www.jewfaq.org)

#### **Expectations**

##### **At the end of this unit**

most children will know about the importance of Abraham and Moses for the Jewish people; and know about the role of the rabbi, especially in the synagogue

some children will not have made so much progress and will know something about Abraham and Moses; and know that the rabbi has various duties to fulfil

some children will have progressed further and will know why Abraham and Moses are so important for Jewish people; and know why the rabbi has the authority he has within the Jewish community

#### **Learning Objective**

##### **Children should learn**

- about important events in the lives of Abraham and Moses

##### **Possible teaching activities**

- examine accounts of Abraham's life in the Torah. Re-tell events in his life in storyboard form or drama re-enactment
- use a map of the Middle East to follow the route Abraham took from Ur to Haran and Canaan

- discuss the meaning of the word “covenant” and the nature of the covenant Abraham entered into with God
- examine ways in which Israel is important for the Jewish people and how some of its importance is related to stories about Abraham
- consider other examples of covenants mentioned in the Torah such as marriage and signs of the covenant such as the rainbow
- examine the story of Abraham and his willingness to sacrifice his son Isaac and what this tells us about his love for God. Also discuss what the story reveals about God
- examine accounts of Moses’ life in the Torah. Re-tell events in his life in storyboard form or drama re-enactment
- use a map of the Middle East to follow the route Moses and the Jewish people took from captivity in Egypt to freedom in Canaan
- discuss the meaning of the word “covenant” and the nature of the covenant the Jewish people entered into with God at Mount Sinai
- discuss the content of the Ten Commandments and how important they are to the Jewish people
- re-enact the Seder meal at Pesach to tell the story of the Exodus
- examine how Judaism traditionally taught that, with the exception of the verses describing his death, Moses wrote the Torah
- examine the importance of the Torah for Jewish belief and practice
- examine the Hebrew alphabet and write words such as “shalom” using Hebrew characters

## **Learning outcomes**

### **Children**

- know that Abraham and Moses are important to the Jewish people
- know why Abraham and Moses are important
- know that the Torah is the main source for information about Abraham and Moses
- know that the Jewish people think of themselves as People of the Covenant

### **Points to note**

- children can compare and contrast the evidence for Abraham and Moses in the Torah with what we know about them from history
- Abraham and Moses can be compared and contrasted with important founders/leaders in other religions

## **Learning Objective**

### **Children should learn**

- that the rabbi has many duties to fulfil

## **Possible teaching activities**

- remind the children about the main divisions within Judaism such as Orthodox, Reform and Liberal. Reveal that many schools of Judaism have women rabbis
- consider the variety of books the rabbi must be familiar with such as the Torah, the Tenakh, the Talmud and the Daily Book of Prayer. Examine the origin, role and importance of the books
- describe worship in a synagogue on a typical Saturday morning and examine the role of the rabbi during worship. Is there anything distinctive about her/his appearance?
- examine the role of the rabbi during rites of passage/ceremonies that mark transitions in life such as circumcision, bar/bat mitzvah and marriage
- consider some of the other roles the rabbi may fulfil such as ministering to the pastoral needs of her/his congregation
- visit a synagogue or ask into school a rabbi so the rabbi can describe the many things she/he has to do
- compare and contrast the role of the rabbi with the role of leaders in other religions

## **Learning outcomes**

### **Children**

- know that the rabbi is, above all, a teacher but that her/his role takes many forms
- know that the rabbi plays a key role in worship in the synagogue

### **Points to note**

- children can compare and contrast the role of the rabbi with that of the priest when the Temple existed in Jerusalem

## **Unit 3: Judaism: Worship and Communities**

### **Years 5, 6, 7 and 8**

#### **About this unit**

This unit examines the importance of worship and community for the Jewish people.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about their own beliefs
- had opportunities to reflect on the importance of worship and community in other religions

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- worship, community, synagogue, commandments

#### **Resources**

- pictures and posters of synagogues and Torah scrolls
- pictures and posters of Jewish people engaged in worship
- pictures and posters of Jewish people engaged in activities other than worship
- artefacts
- [www.hitchams.suffolk.sch.uk/synagogue](http://www.hitchams.suffolk.sch.uk/synagogue)

#### **Expectations**

##### **At the end of this unit**

most children will know about the importance of worship for the Jewish people; and know what it means to be part of the Jewish community

some children will not have made so much progress and will know something about Jewish worship; and know that Jewish people express their sense of belonging to the Jewish community in many ways

some children will have progressed further and will know why worship and belonging to the Jewish community are so important for Jewish people

## **Learning Objective**

### **Children should learn**

- about Jewish worship in the synagogue and the home and how it varies from community to community

### **Possible teaching activities**

- describe worship in a synagogue on a typical Saturday morning and examine the role of the rabbi during worship. Is there anything distinctive about her/his appearance?
- compare and contrast worship on a Saturday morning in an Orthodox and a Reform synagogue
- compare and contrast worship today with worship when the Temple existed
- examine how males and females dress to attend the synagogue or engage in worship at home
- examine some of the prayers and psalms in the Daily Book of Prayer. Why are the prayers and psalms important to the Jewish people?
- examine the role of the rabbi during rites of passage/ceremonies that mark transitions in life such as circumcision, bar/bat mitzvah and marriage
- introduce children to the Jewish liturgical year and explain how Jewish people engage in worship in the synagogue and the home during the different festivals. Children could examine Rosh Hashanah, Yom Kippur, Sukkot, Purim, Pesach and/or Shavuot
- examine artefacts Jewish people use during worship in the synagogue and the home such as kippahs, tallits and tefillins. Draw pictures or make models of the artefacts

## **Learning outcomes**

### **Children**

- know that worship is a religious activity Jewish people engage in regularly
- know that worship takes place in the synagogue and the home and that it varies from community to community

### **Points to note**

- children can compare and contrast worship in Judaism with worship in other religions
- a visit to a synagogue will greatly enrich children's understanding of the topic

## **Learning Objective**

### **Children should learn**

- how Jewish people give expression to belonging to the Jewish community and why such belonging is important

### **Possible teaching activities**

- discuss the meaning of the word “covenant” and the nature of the covenant Abraham entered into with God
- discuss the meaning of the word “covenant” and the nature of the covenant the Jewish people entered into with God at Mount Sinai
- examine ways in which Israel is important for the Jewish people
- examine ways in which Jerusalem is important for the Jewish people, with particular emphasis on the Temple and the Western Wall
- consider some of the roles the rabbi may fulfil such as ministering to the pastoral needs of her/his congregation
- consider a commandment such as “Do not work on the Sabbath” and examine how different Jewish communities interpret it
- re-enact the Friday evening meal that begins Shabbat (R)
- interview a Jewish person about her/his lifestyle and the importance of belonging to a community and supporting Israel
- examine how rites of passage/ceremonies that mark transitions in life such as circumcision, bar/bat mitzvah, marriage and death and bereavement traditions contribute to a sense of community and a distinctive lifestyle
- introduce children to the Jewish liturgical year and explain how Jewish people engage in worship in the synagogue and the home during the different festivals
- examine how the celebration of different festivals unifies the Jewish community
- consider the significance of Yom Kippur as a time to reflect on past mistakes. Children can consider things they would ask forgiveness for and promises they would make to be good in the future
- consider the extent to which shops and other service providers meet the needs of the Jewish community
- consider what Judaism has to say about living in an increasingly diverse society and how well-being for everyone can be achieved
- with Year 8 children, introduce the concept of extremism and examine whether any Jewish groups can be defined as extremist. Also discuss what radicalisation might mean and identify Jewish people who oppose extremism and combat radicalisation

## **Learning outcomes**

### **Children**

- know that the commandments help to shape a distinctive Jewish way of life but that different Jewish communities interpret the commandments in different ways
- know that Israel is of great importance to almost all Jewish people

### **Points to note**

- children can compare and contrast the importance of community in Judaism with the importance of community in other religions and worldviews

## **Islam Units of Work**

### **Reception to Year 8**

#### **Unit 1: Islam: Festivals and Celebrations**

##### **Reception, Years 1, 2, 3 and 4**

#### **About this unit**

This unit examines the importance and meaning of Eid-ul-Fitr and Eid-ul-Adha for Muslims.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect on the nature of celebration generally
- had opportunities to reflect on the importance of other festivals, perhaps by studying aspects of Christianity Unit 5 for Reception, Years 1 and 2

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- festival, celebration, Eid-ul-Fitr, Eid-ul-Adha, fasting, halal, mosque, Qur'an, artefacts

#### **Resources**

- pictures and posters of people engaged in celebrations of various kind
- pictures and posters of events associated with Eid-ul-Fitr and Eid-ul-Adha
- pictures and posters of Muslims involved in activities associated with Eid-ul-Fitr and Eid-ul-Adha
- artefacts, signs and symbols associated with Eid-ul-Fitr and Eid-ul-Adha
- Eid greetings cards

#### **Expectations**

##### **At the end of this unit**

most children will know about events taking place during Eid-ul-Fitr and Eid-ul-Adha; know that Eid-ul-Fitr concludes the fasting month of Ramadan and Eid-ul-Adha concludes Hajj and recalls Prophet Ibrahim's willingness to sacrifice his son for the love of Allah; and know that both occasions emphasise the importance of the family and the global community of believers

some children will not have made so much progress and will know something about events taking place during Eid-ul-Fitr and Eid-ul-Adha; know that Eid-ul-Fitr concludes the annual fast and Eid-ul-Adha concludes Hajj; and know that both occasions emphasise the importance of the family

some children will have progressed further and will know why Eid-ul-Fitr and Eid-ul-Adha are so important to Muslims; know that Eid-ul-Fitr concludes the fasting month of Ramadan and Eid-ul-Adha concludes Hajj and recalls Prophet Ibrahim's willingness to sacrifice his son for the love of Allah; and know how both occasions emphasise the importance of the family and the global community of believers

## **Learning Objective**

### **Children should learn**

- about aspects of Eid-ul-Fitr

### **Possible teaching activities**

- discuss why religious people fast
- discuss different ways that people fast
- explain that Muslims fast for a month every year because Saum, or fasting, is one of the Five Pillars of Islam
- examine what happens during Ramadan
- compare and contrast Ramadan with Lent
- describe a typical Eid-ul-Fitr for Muslims of different backgrounds
- identify Eid-ul-Fitr traditions and explain their significance and origins
- consider the kind of presents Muslim children might be given at Eid-ul-Fitr and the clothes Muslims might buy for themselves
- design Eid-ul-Fitr greetings cards and mehndi hand patterns
- make mobiles for the classroom with crescent moons and five-pointed stars
- examine the artefacts Muslims use to engage in prayer during Eid-ul-Fitr
- consider what Muslims might eat during Eid-ul-Fitr by discussing halal and haram food
- make or buy Eid sweets such as baklava or barfi
- use pictures, posters or videos to introduce children to the appearance and layout of mosques. Consider arranging a visit to a mosque
- examine the Arabic alphabet and write “Eid Mubarak” in Arabic
- experiment with Arabic calligraphy

## **Learning outcomes**

### **Children**

- know that Eid-ul-Fitr is a happy occasion concluding the fasting month of Ramadan
- know that Ramadan and Eid-ul-Fitr involve special events, artefacts and traditions

### **Points to note**

- Ramadan and Eid-ul-Fitr in different Muslim communities can be compared and contrasted
- children can compare and contrast Eid-ul-Fitr with what they do when they have a similar festival such as Christmas or Divali
- food suitable for an Eid-ul-Fitr meal can be prepared and consumed
- posters can be made of halal and haram food

## **Learning Objective**

### **Children should learn**

- about aspects of Eid-ul-Adha

### **Possible teaching activities**

- discuss with the children different festivals they like to celebrate
- explain that Muslims celebrate Eid-ul-Adha at the end of Hajj, or pilgrimage, and because of Ibrahim's willingness to sacrifice his son Ishmael for the love of Allah
- explain that the word "Islam" is usually translated to mean "submission" and submission implies obedience. Discuss whether ideas of submission and obedience to Allah influenced Ibrahim's willingness to sacrifice his son Ishmael
- examine what happens before, during and after Hajj
- identify Hajj and Eid-ul-Adha traditions and explain their significance and origins
- examine the ihram, the special pilgrimage garments worn by male pilgrims
- consider what Muslims might eat during Hajj and Eid-ul-Adha by discussing halal and haram food
- make or buy and consume halal food
- use pictures, posters or videos to introduce children to the appearance and layout of mosques. Consider arranging a visit to a mosque
- examine the headwear worn by males and females in the mosque
- examine the Arabic alphabet and write "Eid Mubarak" in Arabic
- design Eid-ul-Adha greetings cards and mehndi hand patterns
- compare and contrast Eid-ul-Adha with other festivals

## **Learning outcomes**

### **Children**

- know that Eid-ul-Adha is important to Muslims because it concludes Hajj and is associated with the prophet Ibrahim
- know that Eid-ul-Adha involves special events, artefacts and traditions
- know that Eid-ul-Adha is a happy occasion with the emphasis on the family and the global community of believers

### **Points to note**

- children can compare and contrast Eid-ul-Adha with what they do when they celebrate similar festivals
- a visit can be arranged to shops or supermarkets to examine whether food suitable for Eid-ul-Adha is available
- posters can be made of halal and haram food
- children can re-tell the story of a Hajj journey in storyboard form

## **Unit 2: Islam: Lifestyles**

### **Reception, Years 1, 2, 3 and 4**

#### **About this unit**

This unit examines ways in which Muslim lifestyle is affected by religious belief and practice.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to think and talk about each other
- had opportunities to reflect on the nature of lifestyle generally

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- Qur'an, mosque, worship, law, artefacts, the home, festival, celebration, special clothing

#### **Resources**

- pictures and posters of people engaged in various activities
- pictures and posters of Muslims involved in various activities
- pictures and posters of Muslims involved in different religious activities
- artefacts, signs and symbols associated with Muslim lifestyle
- greetings cards

#### **Expectations**

##### **At the end of this unit**

most children will know about events that make Muslim lifestyle distinctive; know that the Qur'an in particular helps to shape Muslim lifestyle; and know that for Muslims the family and the global community of believers are of great importance

some children will not have made so much progress and will know something about events that make Muslim lifestyle distinctive; know that the Qur'an shapes Muslim lifestyle; and know that for Muslims the global community of believers is of great importance

some children will have progressed further and will know why Muslim lifestyle is distinctive; know why the Qur'an in particular helps to shape Muslim lifestyle; and know why the family and the global community of believers are of great importance to Muslims

#### **Learning Objective**

##### **Children should learn**

- about aspects of Muslim lifestyle and what makes Muslim lifestyle distinctive

## Possible teaching activities

- discuss with the children what is meant by the term “lifestyle”
- discuss with the children how aspects of their lifestyle compare and contrast
- explain that Muslims have a day of rest every week because of the creation story in the Qur’an
- discuss what is meant by resting on the day of rest
- discuss what happens during the Muslim naming ceremony
- examine the different artefacts Muslims have in their home because they are religious and compare such artefacts with significant objects the children have at home
- examine a prayer mat and explain its use and significance
- ask the children to design a prayer mat
- introduce the children to the wuzu/wudu, or ritual wash that precedes the prayer ritual
- play a recording of the azan/adhan, or call to prayer
- discuss halal and haram food, prepare some halal dishes and make posters of halal and haram food
- use pictures, posters or videos to introduce children to the appearance and layout of mosques.  
Consider arranging a visit to a mosque
- examine the variety of headwear worn by Muslims in mosques
- discuss the importance of modest appearance and what this means in terms of the clothes Muslims wear
- introduce children to the cycle of Muslim festivals and explain how some of the festivals are celebrated, especially in the home
- prepare food for special occasions
- design greetings cards for special occasions
- listen to music popular with Muslim communities
- examine the lifestyle of different Muslim groups
- visit a shop or supermarket meeting the needs of Muslims

## Learning outcomes

### Children

- know that Muslim lifestyle has some familiar as well as distinctive characteristics
- know that Muslim lifestyle involves special events, artefacts and traditions
- know that Muslim lifestyle revolves around the family and the home

### Points to note

- lifestyle in different Muslim communities can be compared and contrasted. Note in particular the differences between Sunni, Shia and Sufi Muslims
- children can compare and contrast their lifestyle with that of different Muslim groups
- festivals/seasons children may wish to examine include Ramadan, Al-Hijra and Ashura

## **Learning Objective**

### **Children should learn**

- about some of the ways in which the Qur'an shapes Muslim lifestyle

### **Possible teaching activities**

- discuss the appearance and content of the Qur'an
- explain how the Qur'an came into existence and that its name means "recitation"
- examine how the Qur'an is cared for
- identify some of the stories and characters in the Qur'an. Compare and contrast such stories and characters with those found in the Torah and the Bible
- identify some of the laws contained in the Qur'an and how Muslims try to live by the laws
- describe how Muslims shape their lives according to the content of the Qur'an in general and the laws in particular
- discuss the idea of submission to Allah and what this implies for Muslims
- examine how the Muslim day of rest compares and contrasts with the days of rest of other people
- discuss what is meant by resting on the day of rest
- discuss halal and haram food, prepare some halal dishes and make posters of halal and haram food
- compare and contrast halal food with the food children eat at home
- use pictures, posters or videos to introduce children to the appearance and layout of mosques. Consider arranging a visit to a mosque

## **Learning outcomes**

### **Children**

- know that Muslim lifestyle has some familiar as well as distinctive characteristics
- know that Muslim lifestyle is shaped by the content of the Qur'an
- know that the laws contained in the Qur'an help make Muslim lifestyle distinctive

### **Points to note**

- it can be pointed out that Muslims believe the Qur'an is a copy of a book found in Paradise/Heaven
- Muslims vary in their approach to how rigidly the laws must be followed. This is especially so for some Shia and many Sufi Muslims

## **Unit 3: Islam: Stories**

### **Reception, Years 1, 2, 3 and 4**

#### **About this unit**

This unit examines some of the scripture and stories that shape Muslim belief and practice.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect on the importance of scripture and story generally

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- scripture, festival, celebration, worship, Qur'an, Hadith, Hijra, artefacts

#### **Resources**

- pictures and posters of people engaged in various activities
- pictures and posters of Muslims involved in various activities
- pictures and posters of Muslims involved in different religious activities
- artefacts, signs and symbols associated with Islam
- greetings cards

#### **Expectations**

##### **At the end of this unit**

most children will know about stories important to Muslims; know that such stories can be found in Muslim scripture; and know that such stories affect Muslim belief and practice

some children will not have made so much progress and will know some of the stories important to Muslims; know that some of the stories can be found in the Qur'an; and know that the stories are important to Muslims

some children will have progressed further and will know why the stories are important to Muslims; know where such stories can be found in Muslim scripture; and know how such stories affect Muslim belief and practice

#### **Learning Objective**

##### **Children should learn**

- about the importance of Muslim scripture, especially the Qur'an

## **Possible teaching activities**

- discuss the appearance and content of the Qur'an
- examine how the Qur'an is cared for
- visit a mosque to see how the Qur'an is used
- examine the headwear worn by males and females reading the Qur'an
- reflect on how Muslims use the Qur'an for study purposes
- identify some of the stories and characters in the Qur'an. Compare and contrast such stories and characters with those found in the Torah and the Bible
- identify some of the laws contained in the Qur'an
- describe how Muslims shape their lives according to the content of the Qur'an in general and the laws in particular
- examine how Muslims often decorate their homes with verses from the Qur'an and identify some of the popular verses
- write simple words and phrases in Arabic
- introduce the Hadith emphasising that it is a collection of statements or reports about Muhammad and his companions which seeks to clarify precisely what the Qur'an requires of people

## **Learning outcomes**

### **Children**

- know that Muslim scripture in general and the Qur'an in particular are important to Muslims
- know that the content of Muslim scripture shapes the lives of Muslims

### **Points to note**

- it is useful for the children to know that most Muslims interpret the Qur'an literally because they believe all the content of the book is God-given, but that others believe the Qur'an contains hidden meanings that are more important than the words printed on the pages, so the Qur'an can be used or interpreted selectively
- children can examine how different groups of Muslims lay different emphasis on complying with the laws

## **Learning Objective**

### **Children should learn**

- about how and why some of the stories in scripture and tradition are important to Muslims

## **Possible teaching activities**

- tell the creation story to explain how there are six days of work and one of rest every week, and how Adam and Eve were expelled from the Garden of Eden. Ask the children to do pictures of the main events
- examine how the Muslim day of rest compares and contrasts with the days of rest of other people

- discuss what is meant by resting on the day of rest
- introduce children to the cycle of Muslim festivals and explain how some of the festivals are celebrated, especially in the home. Compare and contrast Muslim festivals with other festivals
- tell the story of how Muhammad received the revelations from the age of 40 onwards. Explain how the Qur'an derived from the revelations
- tell the story of Muhammad's Hijra from Makkah to Medina
- tell the story of Muhammad and the Spider
- tell the story of Ibrahim and the sacrifice of his son Ishmael
- tell the story of Adam and the construction of the first Ka'aba and of Ibrahim and the construction of the second Ka'aba
- tell the stories of how Ibrahim and Muhammad revealed the powerlessness of idols and destroyed them
- design greetings cards for Muslim festivals using ideas for illustrations drawn from the stories
- listen to and learn songs associated with the stories and festivals

## **Learning outcomes**

### **Children**

- know that some Muslim festivals are shaped by stories in scripture
- know that such stories shape Muslim belief and practice
- know that stories can be interpreted in various ways

### **Points to note**

- the largely joyous festivals of Eid-ul-Fitr and Eid-ul-Adha can be compared and contrasted with Ashura, the most solemn and, in many ways, most important festival for Shia Muslims
- do not forget that Muhammad must never be represented in picture form. It is also worth remembering that drama re-enactments of Muslim stories are best avoided so no one has to act as the Prophet

## **Unit 1: Islam: God and Other Beliefs**

### **Years 5, 6, 7 and 8**

**Note that possible teaching activities followed by an “R” in brackets - (R) - are activities that occur earlier in the syllabus. The (R) has been added to assist with liaison between phases and key stages.**

**Remember that there are three possible options relating to activities identified with (R). (a) They can be ignored altogether. (b) They can be addressed more than once to ensure pupils or students fully appreciate their implications. (c) They can be taught by teachers in only one phase or key stage.**

#### **About this unit**

This unit examines Islamic beliefs and how such beliefs affect Muslim lifestyle.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about their own beliefs
- had opportunities to reflect on beliefs about God in other religions

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- Allah, Qur'an, Umma, mosque, shariah

#### **Resources**

- pictures and posters of mosques and the Qur'an
- artefacts
- [www.beliefnet.com/religion/islam/](http://www.beliefnet.com/religion/islam/)

#### **Expectations**

##### **At the end of this unit**

most children will know what Muslims believe; that beliefs about Allah can be found above all in the Qur'an; and know how such beliefs affect the lives of Muslims

some children will not have made so much progress and will know something about Islamic beliefs; know something about the Qur'an and its importance for Muslims; and know some of the ways that beliefs affect Muslim lifestyle

some children will have progressed further and will know why beliefs are so important for Muslims; know that the Qur'an represents Allah in diverse ways; and know why Muslim lifestyle is affected by beliefs

## **Learning Objective**

### **Children should learn**

- that Muslims believe that Allah is indivisible, eternal and the creator, and cares for His creation

### **Possible teaching activities**

- reflect on the beliefs that the children and other people have about God (R)
- define the term “monotheism” and examine how Muslims interpret this. Reveal that most Muslims see God as transcendent. Explain why pictures of Allah are forbidden
- examine the 99 Beautiful Names of Allah and what this tells us about Allah
- discuss the concept of tawhid, or the unity and indivisibility of Allah, and the implications this has for Muslim thoughts and actions
- discuss the concept of shirk, or idolatry, and how serious a sin this is for Muslims and why
- listen to the azan/adhan, or call to prayer, and consider the significance of the words
- discuss some of the ways in which Allah is shown to be active in the Qur’an, with particular emphasis on His role in the creation and in caring for people
- examine the role of Allah in relation to various stories in the Qur’an
- discuss ways in which Allah cares for people
- reflect on the composition, content and care of the Qur’an
- use pictures, posters or videos to introduce children to the appearance and layout of mosques. Consider arranging a visit to a mosque
- examine what males and females wear when visiting the mosque
- examine the Arabic alphabet and practice some Arabic writing

## **Learning outcomes**

### **Children**

- know that Muslim beliefs about Allah are diverse
- know that most Muslims think of Allah as active in history
- know that the Qur’an is the main source for information about Allah

### **Points to note**

- children can consider how beliefs about Allah will be affected by whether He is thought of as transcendent or immanent
- children can consider the significance of the phrase “Allahu akbar” (God is great) in the azan/adhan

## **Learning Objective**

### **Children should learn**

- that Muslims subscribe to other important beliefs

### **Possible teaching activities**

- introduce the idea that some religious people believe in free will while others believe that what we do is determined for us. Discuss with the children whether they believe in free will or predestination
- explain that most Muslims believe that people have free will and this therefore affects how they think of good and evil
- examine how most Muslims believe that everything that is good derives ultimately from Allah and that evil occurs when humankind fails to exercise free will responsibly, or fails to follow the guidance provided by Allah in the Qur'an
- examine Muslim beliefs about God's books and why such books are important
- examine Muslim beliefs about God's messengers and who the messengers are
- examine Muslim beliefs about angels and who the angels are and what they do
- examine Muslim beliefs about the afterlife and how such beliefs affect Muslims in this life
- consider how many Muslims still believe in a physical resurrection at the end of time but others think of Heaven and Hell as destinations for the soul alone
- compare and contrast Muslim beliefs about the afterlife with beliefs about the afterlife in other religions, especially the Abrahamic faiths
- consider what it must be like to conform to some of the rules that constitute shariah, or holy law
- consider some of the things that are fard (obligatory), halal (permitted) and haram (forbidden)
- examine the extent to which Muslim beliefs and/or values compare and contrast with British values such as democracy, individual liberty and the rule of law

## **Learning outcomes**

### **Children**

- know that Muslim life is affected by religious beliefs and that such beliefs help to create a distinctive Muslim way of life
- know that Muslim beliefs can be compared and contrasted with beliefs in other religions

### **Points to note**

- a visit can be arranged to shops or supermarkets to examine whether halal food is available
- posters can be made of halal and haram food

## **Learning Objective**

### **Children should learn**

- about how Muslim lives are affected by their beliefs

## **Possible teaching activities**

- discuss with the children different festivals they like to celebrate
- identify Muslim festivals such as Ramadan, Eid-ul-Fitr, Eid-ul-Adha and Al-Hijra and explain their significance
- examine how Muslims celebrate Ramadan and Eid-ul-Fitr. Identify Ramadan and Eid-ul-Fitr traditions and explain their significance and origins
- examine how Muslims celebrate Eid-ul-Adha and how they remember Ibrahim's love for Allah
- re-tell the creation story in storyboard form and explain how Muslims are encouraged to relate to the world because they believe it was created by Allah
- prepare a typical Ramadan, Eid-ul-Fitr or Eid-ul-Adha meal
- examine issues such as diet, dress, the design of mosques or significant artefacts and explain how shariah affects these issues
- examine the Ten Commandments and assess the extent to which Islam has similar rules
- examine other rules such as those relating to worship and discuss how they affect Muslim life

## **Learning outcomes**

### **Children**

- know that Muslim life is affected by beliefs about Allah and Muhammad, not least in relation to worship, celebration and diet
- know that the rules found in shariah help to create a distinctive Muslim way of life

### **Points to note**

- a visit can be arranged to shops or supermarkets to examine whether halal food is available
- posters can be made of halal and haram food

## **Unit 2: Islam: Founders/Leaders**

### **Years 5, 6, 7 and 8**

#### **About this unit**

This unit examines the importance of Ibrahim and Muhammad for the Muslim people and the role of the imam (or hoja or mullah).

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about their own beliefs
- had opportunities to reflect on beliefs in other religions

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- Ibrahim, Muhammad, Qur'an, Hadith, mosque, shariah

#### **Resources**

- pictures and posters of mosques and the Qur'an
- artefacts
- [www.beliefnet.com/religion/islam/](http://www.beliefnet.com/religion/islam/)
- CD-ROM Investigating World Religions, Heinemann

#### **Expectations**

##### **At the end of this unit**

most children will know about the importance of Ibrahim and Muhammad for Muslims; and know about the role of the imam, especially in the mosque

some children will not have made so much progress and will know something about Ibrahim and Muhammad; and know that the imam has various duties to fulfil

some children will have progressed further and will know why Ibrahim and Muhammad are so important for Muslims; and know why the imam has the authority he has within the Muslim community

#### **Learning Objective**

##### **Children should learn**

- about important events in the lives of Ibrahim and Muhammad

##### **Possible teaching activities**

- discuss the idea that Muslims think of Ibrahim as Islam's founder and Muhammad as Allah's perfect and final messenger. Examine why Muslims think in these ways

- examine accounts of Ibrahim’s life in the Qur’an. Re-tell events in his life in storyboard form or drama re-enactment
- use a map of the Middle East to follow the route Ibrahim took from Ur to Harran and Canaan
- examine ways in which Makkah is important for the Muslim people and how some of its importance is related to stories about Ibrahim
- consider the traditions associated with the Ka’aba and why Ibrahim’s association with the Ka’aba is so important
- examine the story of Ibrahim and his willingness to sacrifice his son Ishmael and what this tells us about his love for Allah. Also discuss what the story reveals about Allah
- examine accounts of Muhammad’s life in the Qur’an and the Hadith. Re-tell events in his life in poetry or prose
- use a map of the Middle East to show where the main events in Muhammad’s life took place
- discuss the content of shariah and how important it is to Muslims
- examine some of the rules in shariah and consider how they help to create a distinctive Muslim lifestyle
- examine the importance of the Qur’an and the Hadith for Muslim belief and practice
- examine the Arabic alphabet and write words such as “salaam” using Arabic characters

## **Learning outcomes**

### **Children**

- know that Ibrahim and Muhammad are important to Muslims
- know why Ibrahim and Muhammad are important
- know that the Qur’an is the main source for information about Ibrahim and Muhammad
- know that Muslims think of themselves as part of the Umma, or global community of believers

### **Points to note**

- children can compare and contrast the evidence for Ibrahim and Muhammad in the Qur’an with what we know about them from history
- Ibrahim and Muhammad can be compared and contrasted with important founders/leaders in other religions

## **Learning Objective**

### **Children should learn**

- that the imam has many duties to fulfil

## **Possible teaching activities**

- discuss the meaning of the term “imam” (or “hoja” or “mullah”). Examine some of the imam’s responsibilities
- remind the children about the main divisions within Islam such as Sunni, Shia and Sufi. Reveal that imams (or hojas or mullahs), who are responsible for mosques, are different from the 12 imams of Shia Islam, and that sheikhs lead the different Sufi groups
- consider the variety of books the imams must be familiar with such as the Qur’an and the Hadith. Examine the origin, role and importance of the books
- describe worship in a mosque on a typical Friday at midday and examine the role of the imam during worship. Is there anything distinctive about his appearance?
- examine the role of the imam during rites of passage/ceremonies that mark transitions in life such as the naming ceremony, circumcision and marriage
- consider some of the other roles the imam may fulfil such as ministering to the pastoral needs of his congregation
- visit a mosque or ask into school an imam so the imam can describe the many things he has to do
- compare and contrast the role of the imam with the role of religious leaders in other religions

## **Learning outcomes**

### **Children**

- know that the imam is, above all, a religious leader but that his role can take many forms
- know that the imam plays a key role in worship in the mosque

### **Points to note**

- children can compare and contrast the role of the imam with that of the 12 imams in Shia Islam and the sheikhs in Sufi Islam

## **Unit 3: Islam: Worship and Communities**

### **Years 5, 6, 7 and 8**

#### **About this unit**

This unit examines the importance of worship and community for Muslims.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about their own beliefs
- had opportunities to reflect on the importance of worship and community in other religions

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- worship, community, mosque, shariah

#### **Resources**

- pictures and posters of mosques and the Qur'an
- pictures and posters of Muslims engaged in worship
- pictures and posters of Muslims engaged in activities other than worship
- artefacts
- [www.beliefnet.com/religion/islam/](http://www.beliefnet.com/religion/islam/)

#### **Expectations**

##### **At the end of this unit**

most children will know about the importance of worship for Muslims; and know what it means to be part of the Umma

some children will not have made so much progress and will know something about Muslim worship; and know that Muslims express their sense of belonging to the Umma in many ways

some children will have progressed further and will know why worship and belonging to the Umma are so important for Muslims

#### **Learning Objective**

##### **Children should learn**

- about Muslim worship in the mosque and the home

##### **Possible teaching activities**

- discuss the meaning of the term “imam” (or “hoja” or “mullah”). Examine some of the imam’s responsibilities

- remind the children about the main divisions within Islam such as Sunni, Shia and Sufi. Examine how the role of religious authority figures varies from group to group
- consider the variety of books the imam must be familiar with such as the Qur'an and the Hadith. Examine the origin, role and importance of the books
- describe worship in a mosque and how it is preceded by the azan/adhan and the wudu. Explain the symbolism behind the various movements comprising the raka (the cycle of movements comprising worship, which is repeated two, three or four times depending on when the prayer is taking place - pre-dawn, midday, etc.)
- compare and contrast worship in the mosque with worship in the home
- examine how males and females dress to attend the mosque or engage in worship at home
- identify the various artefacts Muslims may use before, during and after worship. Draw pictures or make models of them
- design prayer mats
- examine the role of the imam during rites of passage/ceremonies that mark transitions in life such as the naming ceremony, circumcision and marriage
- examine the importance of worship during Saum and Hajj
- introduce children to the Muslim liturgical year and examine how Muslims engage in worship in the mosque and the home during the different festivals and Ramadan
- examine Muslims such as the Ahmadiyya, Alevis and Bektashis who defy conventional or stereotypical understandings of what it means to be Muslim

## **Learning outcomes**

### **Children**

- know that worship is a religious activity Muslims engage in regularly and frequently
- know that worship takes place in the mosque and the home and that it varies from community to community

### **Points to note**

- children can compare and contrast worship in Islam with worship in other religions
- a visit to a mosque will greatly enrich children's understanding of the topic

## **Learning Objective**

### **Children should learn**

- how Muslims give expression to belonging to the Umma and why such belonging is important

### **Possible teaching activities**

- discuss the Five Pillars of Islam and how the pillars help shape a strong sense of community spirit
- examine each pillar in turn ensuring the children appreciate their significance
- examine ways in which Makkah and Medina are important for Muslims

- consider some of the roles the imam may fulfil such as ministering to the pastoral needs of his congregation
- compare and contrast lifestyle in Sunni, Shia and Sufi communities
- discuss shariah and how it is important for Muslims
- examine some of the rules in shariah and consider how they help to create a distinctive Muslim lifestyle
- examine the Muslim dietary laws and consider why the laws exist. Make posters of halal and haram food. Prepare menus and dishes reflecting Muslim dietary laws
- interview a Muslim about her/his lifestyle and the importance of belonging to the Umma
- examine how rites of passage/ceremonies that mark transitions in life such as the naming ceremony, circumcision, marriage and death and bereavement traditions contribute to a sense of community and a distinctive lifestyle
- consider the extent to which shops and other service providers meet the needs of the Muslim community
- consider what Islam has to say about living in an increasingly diverse society and how well-being for everyone can be achieved
- examine Muslims such as the Ahmadiyya, Alevis and Bektashis who defy conventional understandings of what it means to be Muslim
- with Year 8 children, introduce the concept of extremism and examine whether any Muslim groups/sects can be defined as extremist. Also discuss what radicalisation might mean and identify Muslims who oppose extremism and combat radicalisation

## **Learning outcomes**

### **Children**

- know that shariah helps to shape a distinctive Muslim way of life but that different Muslim communities interpret shariah in different ways
- know that belonging to the Umma is of great importance to almost all Muslims

### **Points to note**

- children can compare and contrast the importance of community in Islam with the importance of community in other religions and worldviews

## **Hinduism Units of Work**

### **Reception to Year 8**

#### **Unit 1: Hinduism: Festivals and Celebrations**

##### **Reception, Years 1, 2, 3 and 4**

#### **About this unit**

This unit examines the importance and meaning of Divali and Holi for Hindus.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect on the nature of celebration generally
- had opportunities to reflect on the importance of other festivals, perhaps by studying aspects of Christianity Unit 5 for Reception, Years 1 and 2

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- festival, celebration, Divali, Holi, light, mandir, scripture, artefacts

#### **Resources**

- pictures and posters of people engaged in celebrations of various kind
- pictures and posters of events associated with Divali and Holi
- pictures, posters and videos of Hindus celebrating Divali and Holi
- artefacts, signs and symbols associated with Divali and Holi
- Divali greetings cards

#### **Expectations**

##### **At the end of this unit**

most children will know about events taking place during Divali and Holi; know that Divali is the Hindu festival of light and Holi is an important Spring festival; and know that both occasions emphasise the importance of the family

some children will not have made so much progress and will know something about events taking place during Divali and Holi; know that light is an important element in the Divali celebrations and Holi occurs in Spring; and know that both occasions emphasise the family

some children will have progressed further and will know why Divali and Holi are so important to Hindus; know that Divali celebrates the victory of good over evil and Holi addresses matters to do with purity and fertility; and know how both occasions emphasise the importance of the family

## **Learning Objective**

### **Children should learn**

- about aspects of Divali

### **Possible teaching activities**

- discuss with the children why religious people have festivals
- discuss different ways that people celebrate special occasions
- explain that Divali celebrates the victory of good over evil
- explain that Hindus believe there is one God but God has many faces/manifestations. Identify some of the faces/manifestations of God, especially Lakshmi, Rama, Hanuman and Ganesh, who are associated with Divali
- describe a typical Divali for Hindus of various backgrounds
- identify Divali traditions and explain their significance and origins
- consider the kind of presents Hindu children might be given at Divali and the clothes Hindus might buy for themselves
- design Divali greetings cards and mehndi hand patterns
- make diva lamps and rangoli patterns
- examine the artefacts Hindus use to engage in puja (worship) during Divali
- consider what Hindus might eat during Divali by discussing Hindu dietary conventions
- make or buy Divali sweets such as barfi
- use pictures, posters or videos to introduce children to the appearance and layout of mandirs. Consider arranging a visit to a mandir
- examine the Sanskrit alphabet and write “Happy Divali” in Sanskrit
- experiment with other South Asian scripts
- compare and contrast Divali with other festivals of light

## **Learning outcomes**

### **Children**

- know that Divali is a happy occasion celebrated by all Hindus
- know that Divali involves special events, artefacts and traditions

### **Points to note**

- Divali in different Hindu communities can be compared and contrasted
- children can compare and contrast Divali with what they do when they have a similar festival such as Christmas or Eid-ul-Fitr
- food suitable for a Divali meal can be prepared and consumed
- posters can be made of Hindu food, herbs and spices

## **Learning Objective**

### **Children should learn**

- about aspects of Holi

### **Possible teaching activities**

- discuss with the children different festivals they like to celebrate
- explain that Hindus celebrate Holi during Spring partly to celebrate the importance of food, fire, fertility and purification
- examine what Hindus do during Holi, with particular emphasis on fun, music, dance and coloured powders and water
- identify Holi traditions and explain their significance and origin
- tell some of the stories associated with Holi and illustrate the stories in storyboard form
- consider what Hindus might eat during Holi
- make or buy and consume Hindu food
- use pictures, posters or videos to introduce children to the appearance and layout of mandirs.  
Consider arranging a visit to a mandir
- examine the Sanskrit alphabet and write “Happy Holi” in Sanskrit
- design Holi greetings cards and mehndi hand patterns
- compare and contrast Holi with other Spring festivals such as Purim, Carnival and Chinese New Year

## **Learning outcomes**

### **Children**

- know that Holi is important to Hindus because of its association with fire, fertility and purification
- know that Holi involves special events, artefacts and traditions
- know that Holi is a happy occasion with the emphasis on the family and the wider Hindu community

### **Points to note**

- children can compare and contrast Holi with what they do when they celebrate similar festivals
- a visit can be arranged to shops or supermarkets to examine whether food suitable for Holi is available
- posters can be made of Hindus celebrating Holi

## **Unit 2: Hinduism: Lifestyles**

### **Reception, Years 1, 2, 3 and 4**

#### **About this unit**

This unit examines ways in which Hindu lifestyle is affected by religious belief and practice.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to think and talk about each other
- had opportunities to reflect on the nature of lifestyle generally

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- scripture, mandir, worship, artefacts, the home, festival, celebration, special clothing

#### **Resources**

- pictures and posters of people engaged in activities of various kind
- pictures and posters of Hindus involved in various activities
- pictures and posters of Hindus involved in different religious activities
- artefacts, signs and symbols associated with Hindu lifestyle
- greetings cards

#### **Expectations**

##### **At the end of this unit**

most children will know about events that make Hindu lifestyle distinctive; know that Hindu belief and practice help to shape Hindu lifestyle; and know that for Hindus the family is of great importance

some children will not have made so much progress and will know something about events that make Hindu lifestyle distinctive; know that religious belief and practice shape Hindu lifestyle; and know that for Hindus the family is important

some children will have progressed further and will know why Hindu lifestyle is distinctive; know why religious belief and practice in particular help to shape Hindu lifestyle; and know why the family and the wider community are of great importance to Hindus

#### **Learning Objective**

##### **Children should learn**

- about aspects of Hindu lifestyle and what makes Hindu lifestyle distinctive

##### **Possible teaching activities**

- discuss with the children what is meant by the term “lifestyle”
- discuss with the children how aspects of their lifestyle compare and contrast
- explain that for Hindus every day is a special day involving religious responsibilities
- examine the different artefacts Hindus have in their home because they are religious and compare such artefacts with significant objects the children have at home
- examine a puja tray and explain its use and significance
- ask the children to design a puja shrine for the home
- use pictures, posters or videos to introduce children to the appearance and layout of mandirs. Consider arranging a visit to a mandir
- introduce children to the cycle of Hindu festivals and explain how some of the festivals are celebrated, especially in the home
- discuss what happens during the Hindu naming ceremony
- prepare food for special occasions
- design greetings cards for special occasions
- listen to music popular with Hindu communities
- examine the lifestyle of different Hindu groups
- visit a shop or supermarket meeting the needs of Hindus

## **Learning outcomes**

### **Children**

- know that Hindu lifestyle has some familiar as well as distinctive characteristics
- know that Hindu lifestyle involves special events, artefacts and traditions
- know that Hindu lifestyle revolves around the family and the home

### **Points to note**

- lifestyle in different Hindu communities can be compared and contrasted
- children can compare their lifestyle with that of different Hindu groups
- festivals children may wish to examine include Raksha Bandhan, Navaratri and Durga Puja

## **Learning Objective**

### **Children should learn**

- about some of the ways in which belief and practice shape Hindu lifestyle

### **Possible teaching activities**

- discuss the variety of Hindu scripture with an emphasis on the Ramayana
- discuss the distinction between God-given scripture and scripture written by people who were divinely inspired
- examine how Hindus care for and use scripture
- identify some of the stories and characters in the Ramayana. Compare and contrast such stories and characters with stories and characters in other scripture

- identify some of the rules contained in Hindu scripture and how Hindus try to live by the rules
- describe how Hindus shape their lives according to the content of the scripture in general and the rules in particular
- discuss Hindu food, prepare various Hindu dishes and make posters of Hindu food. Emphasise the importance of vegetarianism
- compare and contrast Hindu food with the food children eat at home
- use pictures, posters or videos to introduce children to the appearance and layout of mandirs. Consider arranging a visit to a mandir

## **Learning outcomes**

### **Children**

- know that Hindu lifestyle has some familiar as well as distinctive characteristics
- know that Hindu lifestyle is affected by the content of scripture
- know that the rules contained in scripture help make Hindu lifestyle distinctive

### **Points to note**

- the precise lifestyle that Hindus follow will be shaped by the caste to which they belong. The concept of caste can be introduced to older children
- technically speaking, caste rules do not apply when Hindus live outside India

## **Unit 3: Hinduism: Stories**

### **Reception, Years 1, 2, 3 and 4**

#### **About this unit**

This unit examines some of the scripture and stories that shape Hindu belief and practice.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect on the importance of scripture and story generally

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- scripture, festival, celebration, worship, God, mandir, artefacts

#### **Resources**

- pictures and posters of people engaged in various activities
- pictures and posters of Hindus involved in various activities
- pictures and posters of Hindus involved in different religious activities
- artefacts, signs and symbols associated with Hinduism
- greetings cards

#### **Expectations**

##### **At the end of this unit**

most children will know about stories important to Hindus; know that such stories can be found in Hindu scripture; and know that such stories affect Hindu belief and practice

some children will not have made so much progress and will know some of the stories important to Hindus; know that some of the stories can be found in Hindu scripture; and know that the stories are important to Hindus

some children will have progressed further and will know why the stories are important to Hindus; know where such stories can be found in Hindu scripture; and know how such stories affect Hindu belief and practice

#### **Learning Objective**

##### **Children should learn**

- about the importance of Hindu scripture, especially the Ramayana

## **Possible teaching activities**

- examine how Hindus care for and use scripture
- examine Sanskrit, the sacred language of Hinduism
- examine children's cartoon versions of stories in scripture, especially those in the Ramayana
- briefly discuss Hindu beliefs about God, immortality, karma, samsara and moksha and explain that such beliefs derive from scripture
- identify some of the faces/manifestations of God in the Ramayana. Examine what they are responsible for and how one can be recognised from another
- identify the different signs and symbols associated with the different faces/manifestations of God

## **Learning outcomes**

### **Children**

- know that Hindu scripture in general and the Ramayana in particular are important to Hindus
- know that the content of Hindu scripture shapes the lives of Hindus

## **Points to note**

- children can use ideas from scripture to design greetings cards for different festivals
- to some degree, Hindus from North India have favourite forms of God and stories from scripture that are different from those of Hindus from South India

## **Learning Objective**

### **Children should learn**

- about how and why some of the stories are important to Hindus

## **Possible teaching activities**

- tell one or more of the Hindu creation stories. Compare the Hindu creation stories with other creation stories
- examine the role of Brahma, Vishnu and Shiva in the birth, life and death of every cosmos and every person or animal
- tell the Divali story of Rama and Sita. Re-enact the story with masks for the main characters
- tell the Holi story of Prince Prahlad. Re-tell the story in storyboard form
- tell Holi stories about Krishna, one of God's faces/manifestations
- tell stories about other faces/manifestations of God. Those associated with Ganesh, Hanuman and Lakshmi are the most popular with young children

## **Learning outcomes**

### **Children**

- know that some Hindu festivals are shaped by stories in scripture
- know that such stories shape Hindu belief and practice
- know that stories can be interpreted in various ways

### **Points to note**

- many Hindu stories lend themselves well to drama re-enactment or re-telling in storyboard form
- watch out for when Divali and Holi are being celebrated because many children's TV programmes discuss the festivals

## **Unit 1: Hinduism: God and Other Beliefs**

### **Years 5, 6, 7 and 8**

**Note that possible teaching activities followed by an “R” in brackets - (R) - are activities that occur earlier in the syllabus. The (R) has been added to assist with liaison between phases and key stages.**

**Remember that there are three possible options relating to activities identified with (R). (a) They can be ignored altogether. (b) They can be addressed more than once to ensure pupils or students fully appreciate their implications. (c) They can be taught by teachers in only one phase or key stage.**

#### **About this unit**

This unit examines Hindu beliefs and how such beliefs affect Hindu lifestyle.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about their own beliefs
- had opportunities to reflect on beliefs about God in other religions

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- Brahman, scripture, karma, samsara, moksha, mandir, pandit

#### **Resources**

- pictures and posters of mandirs and pandits
- artefacts
- [www.hindunet.org/home.shtml](http://www.hindunet.org/home.shtml)

#### **Expectations**

##### **At the end of this unit**

most children will know what Hindus believe; know that beliefs about Brahman can be found above all in the Hindu scriptures; and know how such beliefs affect the lives of Hindus

some children will not have made so much progress and will know something about Hindu beliefs; know something about the Hindu scriptures and their importance for Hindus; and know some of the ways that beliefs affect Hindu lifestyle

some children will have progressed further and will know why beliefs are so important for Hindus; know that the Hindu scriptures represent Brahman in diverse ways; and know why Hindu lifestyle is affected by beliefs

## **Learning Objective**

### **Children should learn**

- that Hindus believe there is one God but God has many faces/manifestations

### **Possible teaching activities**

- reflect on the beliefs that the children and other people have about God
- define the terms “monotheism” and “polytheism” and examine how Hindus interpret them. Reveal that most Hindus see God and the cosmos as one and are therefore often described as monotheistic
- examine some of the faces/manifestations that Brahman assumes and what this tells us about Brahman
- examine in particular Brahma the Creator, Vishnu and Preserver and Shiva the Destroyer. Examine also some female forms of Brahman such as Durga and Lakshmi and some animal forms of Brahman such as Hanuman and elephant-headed Ganesh
- discuss some of the ways in which Brahman is shown to be active in the scriptures, with particular emphasis on His role in the creation and in caring for people
- examine the role of Brahman in relation to various stories in the scriptures
- discuss ways in which Brahman cares for people
- reflect on the composition, content and care of the scriptures
- use pictures, posters or videos to introduce children to the appearance and layout of mandirs. Consider arranging a visit to a mandir (R)
- examine what males and females wear when visiting the mandir
- examine the Sanskrit alphabet and practice some Sanskrit writing

## **Learning outcomes**

### **Children**

- know that Hindu beliefs about Brahman are diverse
- know that most Hindus think of Brahman as active in history
- know that the scriptures are the main source for information about Brahman

### **Points to note**

- children can consider how beliefs about Brahman will be affected by whether He is thought of as transcendent or immanent
- children can consider the significance of the word “Namaste” which Hindus use when they greet each other (“Namaste” is often translated to mean “May that part of me which is God greet that part of you which is God”)

## **Learning Objective**

### **Children should learn**

- that Hindus subscribe to other important beliefs

### **Possible teaching activities**

- introduce the idea that some religious people believe in free will and others believe that what we do is determined for us. Discuss with the children whether they believe in free will or predestination
- explain that most Hindus believe that people have free will and this therefore affects how they think of good and evil
- examine how most Hindus believe that everything that is good derives ultimately from Brahman and that evil occurs when humankind fails to exercise free will responsibly, or fails to follow the guidance provided by Brahman in the scriptures
- examine Hindu beliefs about karma (cause and effect) and how such beliefs affect thoughts and actions
- examine Hindu beliefs about samsara (reincarnation) and how such beliefs affect thoughts and actions
- examine Hindu beliefs about moksha (liberation. Sometimes inaccurately translated to mean heaven) and how such beliefs affect thoughts and actions
- examine Hindu beliefs about the atman (often simplistically translated to mean soul. The atman is better considered as an invisible, indestructible part of Brahman on loan to every sentient being) and how such beliefs affect thoughts and actions
- introduce the caste system and explain that Hindus have duties determined by the caste they belong to. Consider what it must be like to conform to some of the caste rules
- compare and contrast Hindu beliefs about the afterlife with beliefs about the afterlife in other religions
- examine the ashramas, or four stages of life, that Hindus should go through. Consider what it must be like to go through the four stages
- examine the extent to which Hindu beliefs and/or values compare and contrast with British values such as democracy, individual liberty and the rule of law

## **Learning outcomes**

### **Children**

- know that Hindu life is affected by religious beliefs and that such beliefs help to create a distinctive Hindu way of life
- know that Hindu beliefs can be compared and contrasted with beliefs in other religions

### **Points to note**

- a visit can be arranged to shops or supermarkets to examine whether food suitable for Hindus is available
- posters can be made of food suitable for Hindus

## **Learning Objective**

### **Children should learn**

- about how Hindu lives are affected by their beliefs

### **Possible teaching activities**

- discuss with the children different festivals they like to celebrate
- identify Hindu festivals such as Divali, Durga Puja, Holi and Raksha Bandhan and explain their significance
- examine how Hindus celebrate Divali. Identify Divali traditions and explain their significance and origins
- examine how Hindus celebrate Durga Puja or Holi. Identify Durga Puja or Holi traditions and explain their significance
- re-tell a Hindu creation story in storyboard form and explain how Hindus are encouraged to relate to the world because they believe it was created by Brahman
- prepare a typical Divali meal
- examine issues such as diet, dress, design of mandirs or significant artefacts and explain how Hindu beliefs affect these issues
- examine some of the fundamental rules Hindus live by and compare and contrast them with the Ten Commandments
- examine other rules such as those relating to puja (worship) and discuss how they affect Hindu life

## **Learning outcomes**

### **Children**

- know that Hindu life is affected by beliefs about Brahman, not least in relation to worship, celebration and diet
- know that the rules found in the scriptures help to create a distinctive Hindu way of life

### **Points to note**

- a visit can be arranged to shops or supermarkets to examine whether food suitable for Hindus is available
- posters can be made of food suitable for Hindus

## **Unit 2: Hinduism: Origins/Leaders**

### **Years 5, 6, 7 and 8**

#### **About this unit**

This unit examines the origins of Hinduism and the role of the pandit.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about their own beliefs
- had opportunities to reflect on beliefs in other religions

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- India, scripture, pandit, mandir

#### **Resources**

- pictures and posters of mandirs and pandits
- artefacts
- [www.hindunet.org/home.shtml](http://www.hindunet.org/home.shtml)
- CD-ROM Investigating World Religions, Heinemann

#### **Expectations**

##### **At the end of this unit**

most children will know about the importance of Hindu and Indian history for Hindus; and know about the role of the pandit, especially in the mandir

some children will not have made so much progress and will know something about Hindu and Indian history; and know that the pandit has various duties to fulfil

some children will have progressed further and will know why Hindu and Indian history are so important for Hindus; and know why the pandit has the authority he has within the Hindu community

#### **Learning Objective**

##### **Children should learn**

- about important events in Hindu and Indian history

##### **Possible teaching activities**

- examine accounts of how Hinduism came into existence, Aryan people meeting with Dravidian people in the Indus Valley being the most popular or widely accepted theory
- construct a timeline identifying important events in Hindu and Indian history

- use a map of South Asia to identify significant places in Hindu and Indian history. Explain why these places are important
- examine ways in which Varanasi is important for Hindus
- consider the traditions associated with Varanasi and other Hindu pilgrimage sites
- examine stories of Brahman and His many faces/manifestations in the scriptures which help explain why some places in India are so important to Hindus
- examine some of the rules in the scriptures and consider how they help to create a distinctive Hindu lifestyle
- examine the importance of the Vedas and the Epics for Hindu belief and practice
- examine the life of Mahatma Gandhi and explain how Hindu beliefs shaped what he achieved

## **Learning outcomes**

### **Children**

- know that Hindu and Indian history are important to Hindus
- know why Hindu and Indian history are important to Hindus
- know that the scriptures are the major source for information about Hinduism

### **Points to note**

- children can compare and contrast the importance of Varanasi with the importance attached to holy cities in other religions
- children can reflect on whether it matters or not that Hinduism does not have a known founder

## **Learning Objective**

### **Children should learn**

- that the pandit has many duties to fulfil

### **Possible teaching activities**

- discuss the meaning of the term “pandit”. Examine some of the pandit’s responsibilities
- consider the variety of books the pandit must be familiar with such as the Vedas and the Epics such as the Mahabharata. Examine the origin, role and importance of the books
- describe worship in a mandir and examine the role of the pandit during worship. Is there anything distinctive about his appearance?
- examine the role of the pandit during rites of passage/ceremonies that mark transitions in life such as the naming ceremony, the golden thread ceremony and marriage
- consider some of the other roles the pandit may fulfil such as ministering to the pastoral needs of his congregation
- visit a mandir or ask into school a pandit so the pandit can describe the many things he has to do
- compare and contrast the role of the pandit with the role of religious leaders in other religions
- introduce children to ISKCON (International Society for Krishna Consciousness), a manifestation of Hinduism in which women assume authority roles

## **Learning outcomes**

### **Children**

- know that the pandit is, above all, a religious teacher but that his role takes many forms
- know that the pandit plays a key role in worship in the mandir

### **Points to note**

- children can compare and contrast the role of the pandit with that of other religious leaders when rites of passage/ceremonies that mark transitions in life are conducted

## **Unit 3: Hinduism: Worship and Communities**

### **Years 5, 6, 7 and 8**

#### **About this unit**

This unit examines the importance of worship and community for Hindus.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about their own beliefs
- had opportunities to reflect on the importance of worship and community in other religions

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- worship, community, mandir, pandit, scripture

#### **Resources**

- pictures and posters of mandirs and pandits
- pictures and posters of Hindus engaged in worship
- pictures and posters of Hindus engaged in activities other than worship
- artefacts
- [www.hindunet.org/home.shtml](http://www.hindunet.org/home.shtml)

#### **Expectations**

##### **At the end of this unit**

most children will know about the importance of worship for Hindus; and know what it means to be part of the Hindu community

some children will not have made so much progress and will know something about Hindu worship; and know that Hindus express their sense of belonging to the Hindu community in many ways

some children will have progressed further and will know why worship and belonging are so important for Hindus

#### **Learning Objective**

##### **Children should learn**

- about Hindu worship in the mandir and the home

##### **Possible teaching activities**

- discuss how the statues, or murtis, take on religious importance following an elaborate ceremony during which the face/manifestation of Brahman is invited to enter the figure

- describe worship in a mandir. Explain the significance of the various actions including discarding shoes, ringing the bell and offering gifts to the faces/manifestations of Brahman
- explain the arti ceremony that begins and ends daily worship in the mandir
- compare and contrast worship in the mandir with worship in the home
- examine how males and females dress to attend the mandir or engage in worship at home
- identify the various artefacts Hindus may use before, during and after worship. Draw pictures or make models of them
- identify the symbols that may decorate the mandir or the home such as the Om symbol and the swastik
- examine the role of the pandit during rites of passage/ceremonies that mark transitions in life such as the naming ceremony, the golden thread ceremony and marriage
- introduce children to the Hindu liturgical year and explain how Hindus engage in worship in the mandir and the home during the different festivals

### **Learning outcomes**

#### **Children**

- know that worship is a religious activity Hindus engage in regularly
- know that worship takes place in the mandir and the home

#### **Points to note**

- children can compare and contrast worship in Hinduism with worship in other religions
- a visit to a mandir will greatly enrich children's understanding of the topic
- "puja" is a word often used to describe many/all forms of Hindu worship

### **Learning Objective**

#### **Children should learn**

- how Hindus give expression to belonging to the Hindu community and why such belonging is important

### **Possible teaching activities**

- discuss the importance of puja and how puja helps develop a strong sense of community spirit
- examine how the celebration of festivals unifies the Hindu community
- examine ways in which India in general and Varanasi in particular are important for Hindus
- consider some of the roles the pandit may fulfil such as ministering to the pastoral needs of his congregation
- examine the Hindu dietary rules and consider why the rules exist. Make posters of food suitable for Hindus. Prepare menus and dishes reflecting Hindu dietary rules
- interview a Hindu about her/his lifestyle and the importance of belonging to the Hindu community

- examine how rites of passage/ceremonies that mark transitions in life such as the naming ceremony, the golden thread ceremony, marriage and death and bereavement traditions contribute to a sense of community and a distinctive lifestyle
- examine the role and the importance of yoga and meditation
- consider the extent to which shops and other service providers meet the needs of the Hindu community
- consider what Hinduism has to say about living in an increasingly diverse society and how well-being for everyone can be achieved
- with Year 8 children, introduce the concept of extremism and examine whether any Hindu groups/sects can be defined as extremist. Also discuss what radicalisation might mean and identify Hindus who oppose extremism and combat radicalisation

## **Learning outcomes**

### **Children**

- know that the scriptures help to shape a distinctive Hindu way of life
- know that belonging to the Hindu community is of great importance to almost all Hindus

### **Points to note**

- children can compare and contrast the importance of community in Hinduism with the importance of community in other religions and worldviews

## **Sikhism Units of Work**

### **Years 5 to 9**

#### **Unit 1: Sikhism: God and Other Beliefs**

##### **Years 5, 6, 7 and 8**

#### **About this unit**

This unit examines Sikh beliefs and how such beliefs affect Sikh lifestyle.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about their own beliefs
- had opportunities to reflect on beliefs about God in other religions

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- God, Guru Granth Sahib, community, gurdwara, duty

#### **Resources**

- pictures and posters of gurdwaras and the Guru Granth Sahib
- artefacts

#### **Expectations**

#### **At the end of this unit**

most children will know what Sikhs believe; know that beliefs about God can be found above all in the Guru Granth Sahib; and know how such beliefs affect the lives of Sikhs

some children will not have made so much progress and will know something about Sikh beliefs; know something about the Guru Granth Sahib and its importance for Sikhs; and know some of the ways that beliefs affect Sikh lifestyle

some children will have progressed further and will know why beliefs are so important for Sikhs; know that the Guru Granth Sahib represents God in diverse ways; and know why Sikh lifestyle is affected by beliefs

#### **Learning Objective**

#### **Children should learn**

- that Sikhs believe that God is one, eternal and the creator, and cares for His creation

## **Possible teaching activities**

- reflect on the beliefs that the children and other people have about God
- define the term “monotheism” and examine how Sikhs interpret this. Reveal that most Sikhs see God as immanent. Explain why pictures of God are never shown
- examine the Mool Mantra and describe what this tells us about God
- discuss some of the ways in which God is shown to be active in the Guru Granth Sahib, with particular emphasis on His role in caring for people
- examine the role of God in relation to various stories in the Guru Granth Sahib
- discuss ways in which God cares for people
- reflect on the composition, content and care of the Guru Granth Sahib
- use pictures, posters or videos to introduce children to the appearance and layout of gurdwaras. Consider arranging a visit to a gurdwara
- examine what males and females wear when visiting the gurdwara
- examine the Gurmukhi/Punjabi alphabet and practice some Gurmukhi/Punjabi writing

## **Learning outcomes**

### **Children**

- know that Sikh beliefs about God are diverse
- know that most Sikhs think of God as active in history
- know that the Guru Granth Sahib is the main source for information about God

### **Points to note**

- children can consider how beliefs about God will be affected by whether He is thought of as transcendent or immanent

## **Learning Objective**

### **Children should learn**

- that Sikhs subscribe to other important beliefs

## **Possible teaching activities**

- examine how most Sikhs believe that everything that is good derives ultimately from God and that evil occurs when humankind fails to exercise free will responsibly, or fails to follow the guidance provided by the gurus in the Guru Granth Sahib
- examine Sikh beliefs about karma and how such beliefs affect thoughts and actions
- examine Sikh beliefs about samsara and how such beliefs affect thoughts and actions
- examine Sikh beliefs about mukti (liberation) and how such beliefs affect thoughts and actions
- examine Sikh beliefs about service to humankind and how such beliefs affect thoughts and actions
- examine Sikh duties to work hard, to behave humbly, to help others and to donate to charity and how such duties affect thoughts and actions

- examine the Sikh emphasis on equality and what this implies for males and females, the caste system and followers of other faiths
- examine Sikh beliefs about Khalistan and imagine what it would be like to live in Khalistan if you were a Sikh and a non-Sikh
- compare and contrast Sikh beliefs about the afterlife with beliefs about the afterlife in other religions
- examine the extent to which Sikh beliefs and/or values compare and contrast with British values such as democracy, individual liberty and the rule of law

## **Learning outcomes**

### **Children**

- know that Sikh life is affected by religious beliefs, and that such beliefs help to create a distinctive Sikh way of life
- know that Sikh beliefs can be compared and contrasted with beliefs in other religions

### **Points to note**

- a visit can be arranged to shops or supermarkets to examine whether food suitable for Sikhs is available
- posters can be made of food Sikhs can and cannot eat

## **Learning Objective**

### **Children should learn**

- about how Sikh lives are affected by their beliefs

## **Possible teaching activities**

- discuss with the children different festivals they like to celebrate
- identify Sikh festivals such as Baisakhi, Divali, Hola Mohalla and the birthdays of Guru Nanak and Guru Gobind Singh and explain their significance
- examine how Sikhs celebrate Baisakhi. Identify Baisakhi traditions and explain their significance and origins
- examine how Sikhs celebrate Divali and compare and contrast it with Hindu Divali
- prepare a typical Baisakhi or Divali meal
- examine issues such as diet, dress, design of gurdwaras or significant artefacts and explain how Sikh beliefs affect these issues
- identify the Sikh Five Ks, explain why the Sikhs wear/possess them, consider their significance and research into their history
- examine Sikh duties to work hard, to behave humbly, to help others and to donate to charity and how such duties affect thoughts and actions
- examine the Sikh emphasis on equality and what this implies for males and females, the caste system and followers of other faiths

- discuss the four-fold objective of possessing a healthy mind, possessing a healthy body, knowing God and being devout and examine what the objective implies for Sikhs

### **Learning outcomes**

#### **Children**

- know that Sikh life is affected by beliefs about God and the gurus, not least in relation to worship, celebration and diet
- know that guidance from God and the gurus helps to create a distinctive Sikh way of life

#### **Points to note**

- a visit can be arranged to shops or supermarkets to examine whether food suitable for Sikhs is available
- posters can be made of food suitable for Sikhs

## **Unit 2: Sikhism: Founders/Leaders**

### **Years 5, 6, 7 and 8**

#### **About this unit**

This unit examines the importance of Guru Nanak and Guru Gobind Singh for the Sikhs and the role of the granthi.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about their own beliefs
- had opportunities to reflect on beliefs in other religions

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- guru, Guru Nanak, Guru Gobind Singh, Guru Granth Sahib, granthi, gurdwara

#### **Resources**

- pictures and posters of gurdwaras, granthis and the Guru Granth Sahib
- artefacts

#### **Expectations**

##### **At the end of this unit**

most children will know about the importance of Guru Nanak and Guru Gobind Singh for the Sikhs; and know about the role of the granthi, especially in the gurdwara

some children will not have made so much progress and will know something about Guru Nanak and Guru Gobind Singh; and know that the granthi has various duties to fulfil

some children will have progressed further and will know why Guru Nanak and Guru Gobind Singh are so important for Sikhs; and know why the granthi has the authority he has within the Sikh community

#### **Learning Objective**

##### **Children should learn**

- about important events in the lives of Guru Nanak and Guru Gobind Singh

##### **Possible teaching activities**

- identify the ten gurus and briefly examine why they are important
- examine accounts of Guru Nanak's life. Re-tell events in his life in storyboard form or drama re-enactment
- examine in particular the story of his ascent to God and the implications of this encounter

- use a map of the world to follow where Guru Nanak is said to have travelled during his life
- examine accounts of Guru Gobind Singh's life. Re-tell events in his life in storyboard form or drama re-enactment. Examine in particular his role in creating the Khalsa
- use a map of India to show where the main events in Guru Gobind Singh's life took place
- discuss the content of the Guru Granth Sahib and how important it is to Sikhs
- examine how the Guru Granth Sahib is cared for. Explain how its content helps to create a distinctive Sikh lifestyle
- examine the Gurmurki/Punjabi alphabet and write/draw words/signs such as the Ik Onkar

## **Learning outcomes**

### **Children**

- know that Guru Nanak and Guru Gobind Singh are important to Sikhs
- know why Guru Nanak and Guru Gobind Singh are important
- know that the Guru Granth Sahib is an important source for information about the gurus
- know that the Sikhs think of themselves as part of a global community of believers

### **Points to note**

- children can compare and contrast the evidence for Guru Nanak and Guru Gobind Singh in the Guru Granth Sahib with what we know about them from history
- Guru Nanak and Guru Gobind Singh can be compared and contrasted with important founders/leaders in other religions

## **Learning Objective**

### **Children should learn**

- that the granthi has many duties to fulfil

### **Possible teaching activities**

- discuss the meaning of the term "granthi". Examine some of the granthi's responsibilities
- examine how a person becomes a granthi
- consider the variety of books the granthis must be familiar with such as the Guru Granth Sahib. Examine the origin, role and importance of the books
- describe worship in a gurdwara and examine the role of the granthi during worship. Is there anything distinctive about his appearance?
- examine the role of the granthi during rites of passage/ceremonies that mark transitions in life such as the naming ceremony, the Khalsa ceremony and marriage
- consider some of the other roles the granthi may fulfil such as ministering to the pastoral needs of his congregation
- visit a gurdwara or ask into school a granthi so the granthi can describe the many things he has to do

## **Learning outcomes**

### **Children**

- know that the granthi is, above all, a religious leader but that his role takes many forms
- know that the granthi plays a key role in worship in the gurdwara

### **Points to note**

- children can compare and contrast the role of the granthi with that of religious leaders in other religions

## **Unit 3: Sikhism: Worship and Communities**

### **Years 5, 6, 7 and 8**

#### **About this unit**

This unit examines the importance of worship and community for Sikhs.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about their own beliefs
- had opportunities to reflect on the importance of worship and community in other religions

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- worship, community, gurdwara, granthi, scripture

#### **Resources**

- pictures and posters of gurdwaras and granthis
- pictures and posters of Sikhs engaged in worship
- pictures and posters of Sikhs engaged in activities other than worship
- artefacts

#### **Expectations**

##### **At the end of this unit**

most children will know about the importance of worship for Sikhs; and know what it means to be part of the Sikh community

some children will not have made so much progress and will know something about Sikh worship; and know that Sikhs express their sense of belonging to the Sikh community in many ways

some children will have progressed further and will know why worship and belonging are so important for Sikhs

#### **Learning Objective**

##### **Children should learn**

- about Sikh worship in the gurdwara and the home

##### **Possible teaching activities**

- discuss the meaning of the term “granthi”. Examine some of the granthi’s responsibilities
- consider the variety of books the granthi must be familiar with such as the Guru Granth Sahib. Examine the origin, role and importance of the books

- explain that for Sikhs every day is a holy day so worship takes place throughout the week
- describe worship in a gurdwara. Explain the significance of the various actions including discarding shoes, washing hands, covering the head and offering gifts to the Guru Granth Sahib
- explain the ceremony with the Guru Granth Sahib that begins and ends daily worship in the gurdwara. Discuss the appearance and layout of the bedroom where the Guru Granth Sahib is placed at night
- compare and contrast worship in the gurdwara with worship in the home
- examine how males and females dress to attend the gurdwara or engage in worship at home
- identify the various artefacts Sikhs may use before, during and after worship. Draw pictures or make models of them
- discuss the tradition of providing food and drink to all those who attend the gurdwara. Consider what food would be suitable for Sikhs to eat in the langar after worship
- examine the role of the granthi during rites of passage/ceremonies that mark transitions in life such as the naming ceremony, the Khalsa ceremony and marriage
- introduce children to the Sikh liturgical year and explain how Sikhs engage in worship in the gurdwara and the home during the different festivals

## **Learning outcomes**

### **Children**

- know that worship is a religious activity Sikhs engage in regularly
- know that worship takes place in the gurdwara and the home

### **Points to note**

- children can compare and contrast worship in Sikhism with worship in other religions
- a visit to a gurdwara will greatly enrich children's understanding of the topic

## **Learning Objective**

### **Children should learn**

- how Sikhs give expression to belonging to the Sikh community and why such belonging is important

### **Possible teaching activities**

- discuss the importance of worship and how worship helps develop a strong sense of community spirit
- examine how the celebration of festivals unifies the Sikh community
- examine ways in which the Punjab in general and Amritsar in particular are important for Sikhs
- consider some of the roles the granthi may fulfil such as ministering to the pastoral needs of his congregation
- discuss the Guru Granth Sahib and how it is important for Sikhs
- examine some of the rules Sikhs should live by and how they help to create a distinctive Sikh lifestyle

- examine the Sikh dietary conventions and consider why the conventions exist. Make posters of food suitable for Sikhs. Prepare menus and dishes reflecting Sikh dietary conventions
- interview a Sikh about her/his lifestyle and the importance of belonging to the Sikh community
- examine how rites of passage/ceremonies that mark transitions in life such as the naming ceremony, the Khalsa ceremony, marriage and death and bereavement traditions contribute to a sense of community and a distinctive lifestyle
- examine Sikh duties to work hard, to behave humbly, to help others and to donate to charity and how such duties affect thoughts and actions
- examine the Sikh emphasis on equality and what this implies for males and females, the caste system and followers of other faiths
- discuss the four-fold objective of possessing a healthy mind, possessing a healthy body, knowing God and being devout and examine what the objective implies for Sikhs
- consider the extent to which shops and other service providers meet the needs of the Sikh community
- consider what Sikhism has to say about living in an increasingly diverse society and how well-being for everyone can be achieved
- with Year 8 children, introduce the concept of extremism and examine whether any Sikh groups/sects can be defined as extremist. Also discuss what radicalisation might mean and identify Sikhs who oppose extremism and combat radicalisation

## **Learning outcomes**

### **Children**

- know that the Guru Granth Sahib helps to shape a distinctive Sikh way of life
- know that belonging to the Sikh community is of great importance to almost all Sikhs

### **Points to note**

- children can compare and contrast the importance of community in Sikhism with the importance of community in other religions and worldviews

## **Unit 1: Sikhism: God and Other Beliefs**

### **Year 9**

**Note that possible teaching activities followed by an “R” in brackets - (R) - are activities that occur earlier in the syllabus. The (R) has been added to assist with liaison between phases and key stages.**

**Remember that there are three possible options relating to activities identified with (R). (a) They can be ignored altogether. (b) They can be addressed more than once to ensure pupils or students fully appreciate their implications. (c) They can be taught by teachers in only one phase or key stage.**

#### **About this unit**

This unit examines Sikh beliefs and how such beliefs affect Sikh lifestyle.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about their own beliefs
- had opportunities to reflect on beliefs about God in other religions

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- God, Guru Granth Sahib, community, gurdwara, duty

#### **Resources**

- pictures and posters of gurdwaras and the Guru Granth Sahib
- artefacts
- [www.sikhs.org](http://www.sikhs.org)
- [www.sikhnet.com](http://www.sikhnet.com)

#### **Expectations**

##### **At the end of this unit**

most children will know what Sikhs believe; know that beliefs about God can be found above all in the Guru Granth Sahib; and know how such beliefs affect the lives of Sikhs

some children will not have made so much progress and will know something about Sikh beliefs; know something about the Guru Granth Sahib and its importance for Sikhs; and know some of the ways that beliefs affect Sikh lifestyle

some children will have progressed further and will know why beliefs are so important for Sikhs; know that the Guru Granth Sahib represents God in diverse ways; and know why Sikh lifestyle is affected by beliefs

## **Learning Objective**

### **Children should learn**

- that Sikhs believe that God is one, eternal and the creator, and cares for His creation

### **Possible teaching activities**

- reflect on the beliefs that the children and other people have about God
- define the terms “monotheism” and “monism” and examine how Sikhs interpret these
- examine the Mool Mantra and describe what this tells us about God (R)
- discuss some of the ways in which God is shown to be active in the Guru Granth Sahib, with particular emphasis on His role in caring for people (R)
- examine the role of God in relation to various stories in the Guru Granth Sahib (R)
- examine the kara and explain how it is a symbol for God in that it has no beginning or end and is a perfect shape, the circle
- discuss ways in which God cares for people
- reflect on the composition, content and care of the Guru Granth Sahib (R)
- use pictures, posters or videos to introduce children to the appearance and layout of gurdwaras. Consider arranging a visit to a gurdwara or engage in virtual tours of a gurdwara on the internet
- examine what males and females wear when visiting the gurdwara (R)
- examine the Gurmurki/Punjabi alphabet and practice some Gurmurki/Punjabi writing (R)
- interview a Sikh and ask her/him what Sikhs believe about God and how such beliefs affect thoughts and actions

## **Learning outcomes**

### **Children**

- know that Sikh beliefs about God are diverse
- know that most Sikhs think of God as active in history
- know that the Guru Granth Sahib is the main source for information about God

### **Points to note**

- children can consider how beliefs about God will be affected by whether He is thought of as transcendent or immanent

## **Learning Objective**

### **Children should learn**

- that Sikhs subscribe to other important beliefs

## **Possible teaching activities**

- examine Sikh beliefs about karma and how such beliefs affect thoughts and actions (R)
- examine Sikh beliefs about samsara and how such beliefs affect thoughts and actions (R)
- examine Sikh beliefs about mukti (liberation) and how such beliefs affect thoughts and actions (R)
- examine Sikh beliefs about service to humankind and how such beliefs affect thoughts and actions
- examine Sikh duties to work hard, to behave humbly, to help others and to donate to charity and how such duties affect thoughts and actions
- examine the Sikh emphasis on equality and what this implies for males and females, the caste system and followers of other faiths. Consider the various ways that Sikhs give expression to equality
- examine Sikh beliefs about Khalistan and imagine what it would be like to live in Khalistan if you were a Sikh and a non-Sikh (R)
- compare and contrast Sikh beliefs about the afterlife with beliefs about the afterlife in other religions (R)

## **Learning outcomes**

### **Children**

- know that Sikh life is affected by religious beliefs, and that such beliefs help to create a distinctive Sikh way of life
- know that Sikh beliefs can be compared and contrasted with beliefs in other religions

### **Points to note**

- a visit can be arranged to shops or supermarkets to examine whether food suitable for Sikhs is available
- posters can be made of food Sikhs can and cannot eat

## **Learning Objective**

### **Children should learn**

- about how Sikh lives are affected by their beliefs

## **Possible teaching activities**

- discuss with the children different festivals they like to celebrate
- identify Sikh festivals such as Baisakhi, Divali, Hola Mohalla and the birthdays of Guru Nanak and Guru Gobind Singh and explain their significance (R)
- examine how Sikhs celebrate Baisakhi. Identify Baisakhi traditions and explain their significance and origins (R)
- examine how Sikhs celebrate Divali and compare and contrast it with Hindu Divali
- prepare a typical Baisakhi or Divali meal

- examine issues such as diet, dress, design of gurdwaras or significant artefacts and explain how Sikh beliefs affect these issues
- identify the Sikh Five Ks, explain why the Sikhs wear/possess them, consider their significance and research into their history
- examine Sikh duties to work hard, to behave humbly, to help others and to donate to charity and how such duties affect thoughts and actions
- discuss the four-fold objective of possessing a healthy mind, possessing a healthy body, knowing God and being devout and examine what the objective implies for Sikhs (R)
- discuss Sikh dietary traditions and how they relate to possessing a healthy body
- examine Sikh interest in sport and the martial arts
- consider the various ways that Sikhs give expression to equality

## **Learning outcomes**

### **Children**

- know that Sikh life is affected by beliefs about God and the gurus, not least in relation to worship, celebration and diet
- know that guidance from God and the gurus helps to create a distinctive Sikh way of life

### **Points to note**

- a visit can be arranged to shops or supermarkets to examine whether food suitable for Sikhs is available
- sweets that Sikhs eat during festivals can be made or bought and consumed by the children

## **Unit 2: Sikhism: Founders/Leaders**

### **Year 9**

#### **About this unit**

This unit examines the importance of the gurus for Sikhs and the role of the granthi.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to think and talk about their own beliefs
- had opportunities to reflect on beliefs in other religions

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- guru, Guru Granth Sahib, granthi, gurdwara

#### **Resources**

- pictures and posters of gurdwaras, granthis and the Guru Granth Sahib
- artefacts
- [www.sikhs.org](http://www.sikhs.org)
- [www.sikhnet.com](http://www.sikhnet.com)

#### **Expectations**

##### **At the end of this unit**

most children will know about the importance of the gurus for Sikhs; and know about the role of the granthi, especially in the gurdwara

some children will not have made so much progress and will know something about the gurus; and know that the granthi has various duties to fulfil

some children will have progressed further and will know why the gurus are so important for Sikhs; and know why the granthi has the authority he has within the Sikh community

#### **Learning Objective**

##### **Children should learn**

- about important events in the lives of the gurus

##### **Possible teaching activities**

- Identify the ten gurus and briefly examine why they are important (R)
- re-tell events in the lives of the gurus in storyboard form or drama re-enactment

- produce a chart identifying when the gurus lived and the main reason or reasons they are remembered
- use a map of India to show where the main events in the gurus' lives took place
- discuss the content of the Guru Granth Sahib and how important it is to Sikhs
- discuss how the name "Guru Granth Sahib" is usually translated to mean "Last Living Guru". What does the name imply in terms of the Guru Granth Sahib's treatment and authority?
- examine how the Guru Granth Sahib is cared for. Explain how its content helps to create a distinctive Sikh lifestyle
- examine the Gurmurki/Punjabi alphabet and write/draw words/signs such as the Ik Onkar (R)

## **Learning outcomes**

### **Children**

- know that the gurus are important to Sikhs
- know why the gurus are important
- know that the Guru Granth Sahib is an important source for information about the gurus
- know that Sikhs think of themselves as part a global community of believers

### **Points to note**

- children can compare and contrast the evidence for the gurus in the Guru Granth Sahib with what we know about them from history
- the gurus can be compared and contrasted with important founders/leaders in other religions

## **Learning Objective**

### **Children should learn**

- that the granthi has many duties to fulfil

### **Possible teaching activities**

- discuss the meaning of the term "granthi". Examine some of the granthi's responsibilities (R)
- examine how a person becomes a granthi
- consider the variety of books the granthi must be familiar with such as the Guru Granth Sahib. Examine the origin, role and importance of the books (R)
- describe worship in a gurdwara and examine the role of the granthi during worship. Is there anything distinctive about his appearance?
- examine the role of the granthi during rites of passage/ceremonies that mark transitions in life such as the naming ceremony, the Khalsa ceremony and marriage
- consider some of the other roles the granthi may fulfil such as ministering to the pastoral needs of his congregation
- visit a gurdwara or ask into school a granthi so the granthi can describe the many things he has to do
- compare and contrast the role of the granthi with the role of religious leaders in other religions

## **Learning outcomes**

### **Children**

- know that the granthi is, above all, a religious leader but that his role takes many forms
- know that the granthi plays a key role in worship in the gurdwara

### **Points to note**

- children can compare and contrast the role of the granthi with that of religious leaders in other religions

## **Unit 3: Sikhism: Worship and Communities**

### **Year 9**

#### **About this unit**

This unit examines the importance of worship and community for Sikhs.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about their own beliefs
- had opportunities to reflect on the importance of worship and community in other religions

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- worship, community, gurdwara, granthi, scripture

#### **Resources**

- pictures and posters of gurdwaras and granthis
- pictures and posters of Sikhs engaged in worship
- pictures and posters of Sikhs engaged in activities other than worship
- artefacts
- [www.sikhs.org](http://www.sikhs.org)
- [www.sikhnet.com](http://www.sikhnet.com)

#### **Expectations**

##### **At the end of this unit**

most children will know about the importance of worship for Sikhs; and know what it means to be part of the Sikh community

some children will not have made so much progress and will know something about Sikh worship; and know that Sikhs express their sense of belonging to the Sikh community in many ways

some children will have progressed further and will know why worship and belonging are so important for Sikhs

#### **Learning Objective**

##### **Children should learn**

- about Sikh worship in the gurdwara and the home

## **Possible teaching activities**

- describe worship in a gurdwara. Explain the significance of the various actions including discarding shoes, washing hands, covering the head and offering gifts to the Guru Granth Sahib (R)
- listen to music played in the gurdwara during worship. Compare and contrast such music with music heard during worship in other religions
- explain the ceremony with the Guru Granth Sahib that begins and ends daily worship in the gurdwara
- compare and contrast worship in the gurdwara with worship in the home
- examine how males and females dress to attend the gurdwara or engage in worship at home
- describe and make karah parshad. Explain its significance
- identify the various artefacts Sikhs may use before, during and after worship. Draw pictures or make models of them
- discuss the tradition of providing food and drink to all those who attend the gurdwara. Consider what food would be suitable for Sikhs to eat in the langar after worship
- examine the role of the granthi during rites of passage/ceremonies that mark transitions in life such as the naming ceremony, the Khalsa ceremony and marriage
- introduce children to the Sikh liturgical year and explain how Sikhs engage in worship in the gurdwara and the home during the different festivals (R)

## **Learning outcomes**

### **Children**

- know that worship is a religious activity Sikhs engage in regularly
- know that worship takes place in the gurdwara and the home

### **Points to note**

- children can compare and contrast worship in Sikhism with worship in other religions
- a visit to a gurdwara will greatly enrich children's understanding of the topic

## **Learning Objective**

### **Children should learn**

- how Sikhs give expression to belonging to the Sikh community and why such belonging is important

## **Possible teaching activities**

- identify the Sikh Five Ks, explain why the Sikhs wear them, consider their significance and research into their history. Emphasise that the Five Ks are unique to the Sikhs
- discuss the importance of worship and how worship helps develop a strong sense of community spirit (R)
- examine how the celebration of festivals unifies the Sikh community
- examine ways in which the Punjab in general and Amritsar in particular are important for Sikhs

- examine some of the rules Sikhs should live by and how they help to create a distinctive Sikh lifestyle
- interview a Sikh about her/his lifestyle and the importance of belonging to the Sikh community
- examine how rites of passage/ceremonies that mark transitions in life such as the naming ceremony, the Khalsa ceremony, marriage and death and bereavement traditions contribute to a sense of community and a distinctive lifestyle (R)
- discuss how membership of the Khalsa requires that the Pure Ones follow a strict code of discipline reinforcing the sense of community. Membership also develops self-respect and group cohesion which helps the individual achieve spiritual enlightenment. The Khalsa is therefore ultimately a spiritual community
- discuss the advantages and disadvantages of arranged marriages and the extent to which such marriages persist among Sikhs
- examine the Sikh emphasis on equality and what this implies for males and females, the caste system and followers of other faiths (R)
- discuss the four-fold objective of possessing a healthy mind, possessing a healthy body, knowing God and being devout and examine what the objective implies for Sikhs
- consider what Sikhism has to say about living in an increasingly diverse society and how well-being for everyone can be achieved
- examine the extent to which Sikh beliefs and/or values compare and contrast with British values such as mutual respect and tolerance of those with different faiths and beliefs
- introduce the concept of extremism and examine whether any Sikh groups/sects can be defined as extremist. Also discuss what radicalisation might mean and identify Sikhs who oppose extremism and combat radicalisation

## **Learning outcomes**

### **Children**

- know that the Guru Granth Sahib helps to shape a distinctive Sikh way of life
- know that belonging to the Sikh community is of great importance to almost all Sikhs

### **Points to note**

- children can compare and contrast the importance of community in Sikhism with the importance of community in other religions and worldviews

## **Buddhism Units of Work**

### **Year 9**

## **Unit 1: Buddhism: God and Other Beliefs**

### **Year 9**

#### **About this unit**

This unit examines Buddhist beliefs and how such beliefs affect Buddhist lifestyle.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to think and talk about their own beliefs
- had opportunities to reflect on beliefs about God in other religions

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- Buddha, scripture, karma, samsara, nirvana, temple, sangha

#### **Resources**

- pictures and posters of temples, monks and nuns
- artefacts
- [www.buddhanet.net](http://www.buddhanet.net)
- [www.dharmanet.org](http://www.dharmanet.org)
- [www.edepot.com/buddha.html](http://www.edepot.com/buddha.html)

#### **Expectations**

##### **At the end of this unit**

most children will know what Buddhists believe; know that beliefs about the religion can be found above all in the Buddhist scriptures; and know how such beliefs affect the lives of Buddhists

some children will not have made so much progress and will know something about Buddhist beliefs; know something about the Buddhist scriptures and their importance for Buddhists; and know some of the ways that beliefs affect Buddhist lifestyle

some children will have progressed further and will know why beliefs are so important for Buddhists; know that the Buddhist scriptures can be interpreted in diverse ways; and know why Buddhist lifestyle is affected by beliefs

## **Learning Objective**

### **Children should learn**

- that Buddhism does not require belief in God or gods

### **Possible teaching activities**

- reflect on the beliefs that the children and other people have about God
- reveal that Buddhism does not require belief in God or gods. Discuss whether this means that Buddhism is or is not a religion
- discuss the major division in Buddhism between Theravada Buddhists, who do not believe in God or gods, and Mahayana Buddhists, many of whom believe in many gods
- discuss the idea that Buddhism encourages everyone to seek their own route to happiness and liberation. Happiness and liberation do not depend on the existence or otherwise of God or gods
- reflect on the composition, content and care of the scriptures
- use pictures, posters or videos to introduce children to the appearance and layout of temples. Consider arranging a visit to a temple or monastery. Compare and contrast Theravada and Mahayana temples and monasteries
- examine what males and females wear when visiting the temple or monastery
- examine the Sanskrit and Pali alphabets and practice some Sanskrit and Pali writing

## **Learning outcomes**

### **Children**

- know that Buddhism does not require belief in God or gods but that many Buddhists believe in gods
- know that the Buddhist scriptures are the main source for information about Buddhism

### **Points to note**

- children can consider how beliefs about God or gods will be affected by the community in which they grow up

## **Learning Objective**

### **Children should learn**

- that Buddhists subscribe to other important beliefs

### **Possible teaching activities**

- discuss the Buddhist ideas that suffering and unhappiness characterise much of life, that a lot of suffering and unhappiness are due to impermanence and wanting to hold on to things, and that suffering and unhappiness can be overcome by following the Noble Eight-fold Path
- identify things that cause suffering and unhappiness

- examine how most Buddhists believe that evil occurs when humankind fails to exercise free will responsibly, or fails to follow the guidance provided in the Buddhist scriptures
- examine Buddhist beliefs about karma and how such beliefs affect thoughts and actions
- examine Buddhist beliefs about samsara and how such beliefs affect thoughts and actions
- examine Buddhist beliefs about nirvana (liberation) and how such beliefs affect thoughts and actions
- examine Buddhist beliefs about anatta (that which transfers from one life form to another when the body of the person/sentient being dies. Anatta is usually translated to mean “not the soul or atman”. Some people describe the anatta as the person’s/sentient being’s character or personality) and how such beliefs affect thoughts and actions. Compare ideas about anatta with Hindu ideas about the atman and Abrahamic ideas about the soul
- compare and contrast Buddhist beliefs about the afterlife with beliefs about the afterlife in other religions
- examine the five precepts and discuss what they imply for Buddhist thoughts and actions
- write a story about a Buddhist avoiding selfishness and greed
- write a story of a Buddhist overcoming suffering and unhappiness

## **Learning outcomes**

### **Children**

- know that Buddhist life is affected by religious beliefs and that such beliefs help to create a distinctive Buddhist way of life
- know that Buddhist beliefs can be compared and contrasted with beliefs in other religions

### **Points to note**

- a visit can be arranged to shops or supermarkets to examine whether food suitable for Buddhists is available
- posters can be made of food suitable for Buddhists

## **Learning Objective**

### **Children should learn**

- about how Buddhist lives are affected by their beliefs

### **Possible teaching activities**

- discuss with the children different festivals they like to celebrate
- identify Buddhist festivals such as Wesak, Songkran and the Tooth Festival in Kandy and explain their significance
- examine how Buddhists celebrate Wesak. Identify Wesak traditions and explain their significance and origins
- examine how Buddhists celebrate Songkran or the Tooth Festival in Kandy. Identify Songkran or Tooth Festival traditions and explain their significance

- re-tell a Buddhist creation story in storyboard form and explain how Buddhists are encouraged to relate to the world
- prepare a typical Wesak meal
- examine issues such as diet, dress, design of temples or significant artefacts and explain how Buddhist beliefs affect these issues
- examine the five precepts that Buddhists live by and compare and contrast them with the Ten Commandments
- ask the children to write their own five precepts and explain why they have chosen them to shape their lives
- examine the extent to which Buddhist beliefs and/or values compare and contrast with British values such as democracy, individual liberty and the rule of law

## **Learning outcomes**

### **Children**

- know that Buddhist life is affected by beliefs about Buddhist teaching, not least in relation to worship, celebration and diet
- know that the rules found in the scriptures help to create a distinctive Buddhist way of life

### **Points to note**

- a visit can be arranged to shops or supermarkets to examine whether food suitable for Buddhists is available
- posters can be made of food suitable for Buddhists

## **Unit 2: Buddhism: Founders/Leaders**

### **Year 9**

#### **About this unit**

This unit examines the importance of the Buddha for Buddhists and the role of the Sangha.

#### **Prior learning**

It is helpful if children have:

- had experience of listening to stories
- had opportunities to talk about their own feelings and experiences
- had opportunities to reflect on beliefs in other religions

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- Buddha, scripture, monk, nun, precepts, temple, monastery

#### **Resources**

- pictures and posters of temples, monasteries, monks, nuns and scripture
- artefacts
- [www.buddhanet.net](http://www.buddhanet.net)
- [www.dharmanet.org](http://www.dharmanet.org)
- [www.edepot.com/buddha.html](http://www.edepot.com/buddha.html)

#### **Expectations**

##### **At the end of this unit**

most children will know about the importance of the Buddha for Buddhists; and know about the role of the monks and nuns

some children will not have made so much progress and will know something about the Buddha; and know that the monks and nuns have various duties to fulfil

some children will have progressed further and will know why the Buddha is so important for Buddhists; and know why the monks and nuns have the respect and authority they have within the Buddhist community

#### **Learning Objective**

##### **Children should learn**

- about important events in the life of the Buddha

## Possible teaching activities

- identify the main events in the Buddha's life and examine why they are important
- examine stories about the Buddha's early life and discuss why he turned his back on the privileged existence of a prince
- re-tell events in the Buddha's life in storyboard form or drama re-enactment
- identify symbols associated with the Buddha such as the white elephant, the bodhi tree, the eight-spoked wheel and the stupa. Explain their significance
- use a map of India to show where the main events in the Buddha's life took place
- discuss the content of the dharma, or teaching, of the Buddha with particular emphasis on the Four Noble Truths and the Noble Eight-fold Path. What does the dharma imply for Buddhist thoughts and actions?
- ask the children to devise their own Four Noble Truths
- ask the children to devise their own Noble Eight-fold Path
- consider the extent to which the Noble Eight-fold Path requires self-discipline. Encourage the children to consider how they give expression to self-discipline
- introduce the children to the Three Jewels, or the Three Refuges, of Buddhism, the Buddha, the Buddha's dharma and the Sangha. Explain that the life of the Buddha, his teaching and the monastic communities help to create a distinctive Buddhist lifestyle
- discuss the origins, content and importance of the Buddhist scriptures
- examine different mandalas and note that pictures of the Buddha feature on most of them
- design a mandala in a style acceptable to Buddhists
- design a mandala with images of things important to the child making it

## Learning outcomes

### Children

- know that the Buddha is important to Buddhists
- know that the Buddhist scriptures are an important source for information about the Buddha
- know that Buddhists think of themselves as part of a global community of believers

### Points to note

- children can compare and contrast the evidence for the Buddha in the scriptures with what we know about him from history
- the Buddha can be compared and contrasted with important founders/leaders in other religions

## Learning Objective

### Children should learn

- that the monks and nuns have many duties to fulfil

## **Possible teaching activities**

- discuss the meaning of the terms “monk” and “nun”. Examine some of the monks’ and nuns’ responsibilities
- identify the additional precepts that monks and nuns must follow and what following the precepts implies for thoughts and actions
- identify the objects monks and nuns can own. Why can the monks and nuns own such objects? Draw them and describe how they are used
- describe a typical day in the life of a monk or nun
- compare and contrast the life of a monk in Mahayana Buddhism with the life of a monk or nun in Theravada Buddhism
- examine the life of the Dalai Lama and explain why he is so important for Tibetan Buddhists
- consider the variety of books the monks and nuns must be familiar with. Examine the origin, role and importance of the books
- describe worship in a temple or monastery and examine the role of the monks and nuns during worship. Is there anything distinctive about their appearance?
- examine the role of the monks and nuns during rites of passage/ceremonies that mark transitions in life such as the naming ceremony, marriage and death
- consider some of the other roles the monks and nuns may fulfil such as ministering to the pastoral needs of the community
- visit a temple or monastery or ask into school a monk or nun so the monk or nun can describe the many things he/she has to do
- compare and contrast the role of the monk or nun with the role of religious leaders in other religions

## **Learning outcomes**

### **Children**

- know that the monk or nun is, above all, a role model but that his/her role takes many forms
- know that the monk or nun plays a key role in worship in the temple or monastery

### **Points to note**

- children can compare and contrast the role of the monk or nun with that of monks or nuns in Christianity

## **Unit 3: Buddhism: Worship and Communities**

### **Year 9**

#### **About this unit**

This unit examines the importance of worship and community for Buddhists.

#### **Prior learning**

It is helpful if children have:

- had opportunities to talk about their own feelings and experiences
- had opportunities to think and talk about their own beliefs
- had opportunities to reflect on the importance of worship and community in other religions

#### **Vocabulary**

In this unit children will have the opportunity to use words and phrases related to:

- worship, meditation, community, temple, monk, nun, scripture

#### **Resources**

- pictures and posters of temples, monks and nuns
- pictures and posters of Buddhists engaged in worship and meditation
- pictures and posters of Buddhists engaged in activities other than worship and meditation
- artefacts
- [www.buddhanet.net](http://www.buddhanet.net)
- [www.dharmanet.org](http://www.dharmanet.org)
- [www.edepot.com/buddha.html](http://www.edepot.com/buddha.html)

#### **Expectations**

##### **At the end of this unit**

most children will know about the importance of worship for Buddhists; and know what it means to be part of the Buddhist community

some children will not have made so much progress and will know something about Buddhist worship; and know that Buddhists express their sense of belonging to the Buddhist community in many ways

some children will have progressed further and will know why worship and belonging are so important for Buddhists

#### **Learning Objective**

##### **Children should learn**

- about Buddhist worship in the temple and the home

## **Possible teaching activities**

- consider the variety of books the monks and nuns must be familiar with. Examine the origin, role and importance of the books
- explain that for Buddhists every day is a holy day so worship takes place throughout the week
- describe worship in a temple. Explain the significance of the various actions including discarding shoes, ringing the bell or the gong and offering gifts
- explain the significance of meditation and engage in meditation with the children
- compare and contrast worship in the temple with worship in the home
- examine how males and females dress to attend the temple or engage in worship at home
- identify the various artefacts Buddhists may use before, during and after worship. Draw pictures or make models of them
- introduce children to the Buddhist liturgical year and explain how Buddhists engage in worship in the temple and the home during the different festivals. Note that different Buddhist countries celebrate different festivals although Wesak is celebrated by all Buddhists

## **Learning outcomes**

### **Children**

- know that worship is a religious activity Buddhists engage in regularly
- know that worship takes place in the temple and the home
- know that meditation is of great importance to all Buddhists

### **Points to note**

- children can compare and contrast worship in Buddhism with worship in other religions
- a visit to a temple or monastery will greatly enrich children's understanding of the topic

## **Learning Objective**

### **Children should learn**

- how Buddhists give expression to belonging to the Buddhist community and why such belonging is important

## **Possible teaching activities**

- discuss the importance of worship and how worship helps develop a strong sense of community spirit
- examine how the celebration of festivals unifies the Buddhist community
- examine ways in which India, Nepal and Tibet are important for Buddhists
- consider some of the roles the monk and nun may fulfil such as ministering to the pastoral needs of the community
- compare and contrast the role of the monk or nun with the role of religious figures in other religions
- discuss the scriptures and how they are important for Buddhists

- examine the precepts that Buddhists should live by and explain how they help to create a distinctive Buddhist lifestyle
- examine the Buddhist dietary rules and consider why the rules exist. Make posters of food suitable for Buddhists. Prepare menus and dishes reflecting Buddhist dietary rules
- interview a Buddhist about her/his lifestyle and the importance of belonging to the Buddhist community
- examine how rites of passage/ceremonies that mark transitions in life such as the naming ceremony, marriage and death and bereavement traditions contribute to a sense of community and a distinctive lifestyle
- examine the role and the importance of meditation and give the children a chance to engage in meditation
- consider the extent to which shops and other service providers meet the needs of the Buddhist community
- consider what Buddhism has to say about living in an increasingly diverse society and how well-being for everyone can be achieved
- examine the extent to which Buddhist beliefs and/or values compare and contrast with British values such as mutual respect and tolerance of those with different faiths and beliefs
- introduce the concept of extremism and examine whether any Buddhist groups/sects can be defined as extremist. Also discuss what radicalisation might mean and identify Buddhists who oppose extremism and combat radicalisation

## **Learning outcomes**

### **Children**

- know that the scriptures help to shape a distinctive Buddhist way of life
- know that belonging to the Buddhist community is of great importance to almost all Buddhists

### **Points to note**

- children can compare and contrast the importance of community in Buddhism with the importance of community in other religions and worldviews

**Advice about Teaching the Optional Religions  
and Secular Worldviews such as Humanism at Each Key Stage**

**Key Stage 1**  
**Teaching Buddhism, Hinduism, Sikhism and/or**  
**a secular worldview such as Humanism**

**We suggest that the following content for Buddhism is appropriate for Key Stage 1 pupils:**

**Festivals and Celebrations:**

Wesak

Traditions associated with Wesak

Food for Wesak

The naming ceremony

**Lifestyles:**

Where Buddhists live

The five precepts and living according to their content

Vegetarianism and care of the environment

**Stories:**

The life of the Buddha, with an emphasis on his birth, enlightenment and death

Siddharta Gautama and the Four Sights

**We suggest that the following content for Hinduism is appropriate for Key Stage 1 pupils:**

**Festivals and Celebrations:**

Divali

Holi

**Lifestyles:**

Aspects of Hindu lifestyle (e.g. diet, dress, puja/worship) and what makes Hindu lifestyle distinctive

**Stories:**

Parts of the Ramayana

(the Hinduism units of work above provide many possible teaching activities to flesh out these few suggestions)

**We suggest that the following content for Sikhism is appropriate for Key Stage 1 pupils:**

**Festivals and Celebrations/Anniversaries and Commemorations:**

Baisakhi

Traditions associated with Baisakhi

Food for Baisakhi

The naming ceremony

**Lifestyles:**

Where Sikhs live  
Sikh lifestyle in the Punjab and the UK  
Vegetarianism  
Contributing to the wider community

**Stories:**

The life of Guru Nanak and the life of Guru Gobind Singh  
Guru Nanak and his ascent to Heaven/encounter with God  
Guru Gobind Singh and the Khalsa

**We suggest that the following content for a secular worldview such as Humanism is appropriate for Key Stage 1 pupils:**

A brief description of the main beliefs associated with the secular worldview  
An introduction to one/two people who, or events which, have helped shape the secular worldview (in the case of Humanism, reference can be made to Abraham Lincoln, Charles Darwin, Albert Einstein and Marie Curie)  
A brief look at people who subscribe to the secular worldview today (in the case of Humanism, reference can be made to David Baddiel, Stephen Fry and Shappi Korsandi)  
A brief look at how the secular worldview shapes how people act/behave/interact with one another. It might be possible to examine how followers of the secular worldview mark important events in people's lives such as birth or marriage

**Key Stage 2**  
**Teaching Buddhism, Islam, Sikhism, the Bahai Faith**  
**and/or a secular worldview such as Humanism**

**We suggest that the following content for Buddhism is appropriate for Key Stage 2 pupils:**

**Festivals and Celebrations:**

If Wesak has already been studied, other popular festivals such as Songkran in Thailand or the Festival of the Buddha's Tooth in Kandy, Sri Lanka

Joining the Sangha

Significant artefacts

Children to compare and contrast festivals and celebrations they engage in with festivals and celebrations

Buddhists engage in

Children to compare and contrast their artefacts and/or significant possessions with Buddhist artefacts

**Lifestyles:**

Worship and meditation

A day in the life of a monk or nun

The ten precepts that monks and nuns have to subscribe to

Children to compare and contrast rules they live by with the precepts subscribed to by Buddhists

**Stories:**

Siddharta Gautama and living in luxury and living in poverty

Stories about how suffering can be eased, e.g. The Buddha and Nalagiri the Elephant

Stories which emphasise the importance of compassion, generosity, truthfulness and/or patience

Re-telling (e.g. in storyboard form) or re-enacting stories from the life of the Buddha

**God and Other Beliefs:**

Buddhism, the religion that does not require belief in God or gods

The importance of the Three Jewels or the Three Refuges, the Buddha, the Buddha's dharma and the Sangha

The Four Noble Truths

The Noble Eight-fold Path

Samsara

Karma

Anatta

Nirvana

**Founders/Leaders:**

The life of the Buddha, with an emphasis on his birth, enlightenment, role as a teacher and death

The Buddha's dharma and how the dharma developed

The role of monks and nuns in different Buddhist communities

The lifestyle of monks and nuns

The Dalai Lama and other modern/contemporary Buddhist leaders

**Worship and Community:**

The appearance and layout of temples and monasteries

Worship in temples, monasteries and the home

Significant artefacts

A day in the life of a monk or nun

The five precepts and what they mean for the lifestyle of lay Buddhists

The ten precepts and what they mean for the lifestyle of the monks and nuns

Festivals and celebrations that unify the community

Rites of passage/ceremonies that mark transitions in life such as the naming ceremony, entering the Sangha, marriage and death

Buddhist lifestyle in Tibet, Thailand or Northumberland (e.g. Harnham and Throssel Hole monasteries)

Children to compare and contrast rules that they live by with the precepts subscribed to by Buddhists

Children to compare and contrast their artefacts and/or significant possessions with Buddhist artefacts

**We suggest that the following content for Islam is appropriate for Key Stage 2 pupils:****Festivals and Celebrations:**

Eid-ul-Fitr

Eid-ul-Adha

**Lifestyles:**

Aspects of Muslim lifestyle and what makes Muslim lifestyle distinctive

Some of the ways in which the Qur'an shapes Muslim lifestyle

**Stories:**

The importance of Muslim scripture, especially the Qur'an

How and why some of the stories in the Qur'an and about Muhammad are important to Muslims

**God and Other Beliefs:**

Muslims believe that Allah is indivisible, eternal and the creator, and cares for His creation

Muslims subscribe to other important beliefs (e.g. angels, afterlife)

**Founders/Leaders:**

Important events in the lives of Ibrahim and Muhammad

The role of the imam

**Worship and Community:**

Muslim worship in the mosque and the home

How Muslims give expression to belonging to the Umma

(the Islam units of work above provide many possible teaching activities to flesh out these few suggestions)

**We suggest that the following content for Sikhism is appropriate for Key Stage 2 pupils:****Festivals and Celebrations/Anniversaries and Commemorations:**

If Baisakhi has already been studied, other popular anniversaries and commemorations such as the birthday of Guru Nanak and the birthday of Guru Gobind Singh

Joining the Khalsa

The appearance and layout of gurdwaras

Significant artefacts, especially the 5Ks

Children to compare and contrast festivals and celebrations they engage in with anniversaries and commemorations Sikhs engage in

Children to compare and contrast their artefacts and/or significant possessions with Sikh artefacts

### **Lifestyles:**

The importance of a healthy body, a healthy mind, charity and devotion to God

Worship in the gurdwara

A day in the life of a Sikh

Children to compare and contrast how they live with the lifestyle of Sikhs

### **Stories:**

Stories about how Sikhs help non-Sikhs (e.g. the provision of food to all those who attend the gurdwara)

Stories which emphasise the importance of compassion, generosity, truthfulness and/or patience

Re-telling (e.g. in storyboard form) or re-enacting stories from the life of Guru Nanak and the life of Guru Gobind Singh

### **God and Other Beliefs:**

Beliefs about God (e.g. God is one)

The Mool Mantra

Samsara

Karma

Mukti

The importance of compassion, generosity, truthfulness and patience

### **Founders/Leaders:**

The life of Guru Nanak and the life of Guru Gobind Singh

The contributions made to Sikhism by the other human Gurus

The Guru Granth Sahib and how it contains teachings, hymns, poems, etc. deriving from the Gurus

The role of the granthi

How the teachings of the Gurus shape Sikh belief and practice

### **Worship and Community:**

The appearance and layout of gurdwaras

Worship in gurdwaras

Significant artefacts

A day in the life of a Sikh

The importance of a healthy body, a healthy mind, charity and devotion to God, and what these mean for the lifestyle of Sikhs

Anniversaries and commemorations that unify the community such as Baisakhi, Bandi Chore (also known as Divali) and the birthdays of the Gurus

Rites of passage/ceremonies that mark transitions in life such as the naming ceremony, entering the Khalsa, marriage and death

Pupils to compare and contrast their lifestyle with the lifestyle of Sikhs

Pupils to compare and contrast their artefacts and/or significant possessions with Sikh artefacts

(the Sikhism units of work above provide many possible teaching activities to flesh out these few suggestions)

**We suggest that the following content for the Bahai Faith is appropriate for Key Stage 2 pupils:**

**Festivals and Celebrations:**

Nawruz

Ridvan

**Lifestyles:**

Aspects of Bahai lifestyle and what makes Bahai lifestyle distinctive

Some of the ways in which Bahai literature and teachings shape Bahai lifestyle

**Stories:**

Stories from the lives of the Bab, Baha'ullah and Abdul I-Baha

How and why stories about the Bab, Baha'ullah and Abdul I-Baha are important to Bahais

**God and Other Beliefs:**

Bahai beliefs about God

Bahais subscribe to other important beliefs (e.g. the abandonment of all forms of prejudice, full equality of opportunity for females and males)

**Origins/Leaders:**

Persia/Iran at the time of the Bab and Baha'ullah

Important events in the lives of the Bab, Baha'ullah and Abdul I-Baha

**Worship and Community:**

The appearance of Bahai houses of worship and how they are used

**We suggest that the following content for a secular worldview such as Humanism is appropriate for Key Stage 2 pupils:**

A brief description of the beliefs associated with the secular worldview

An introduction to one/two people who, or events which, have helped shape the secular worldview (in the case of Humanism, reference can be made to Benjamin Franklin, David Hume, Charles Darwin, Katharine Hepburn)

A brief look at people who subscribe to the secular worldview today (in the case of Humanism, reference can be made to Stephen Fry, Dame Jenni Murray and Philip Pullman)

A brief look at how the secular worldview shapes how people act/behave/interact with one another. It might be possible to examine how followers of the secular worldview mark important events in people's lives such as birth or marriage

**(The above content to be addressed if it has not already been addressed at Key Stage 1. Additionally:)**

Examine key beliefs relating to humanity, human potential, the nature of self, individuality, equality, free will and the afterlife, where appropriate

A brief look at good and bad actions (morals and ethics)

A brief look at how society should be organised

**In relation to all optional religions and worldviews, it would be useful to ask the following question:**

What does the religion/worldview have to say about living in an increasingly diverse society and how can well-being for everyone be achieved?

Also, the core beliefs or values of each religion/worldview should be compared and contrasted with the British values of democracy, individual liberty, the rule of law, mutual respect and tolerance of those with different faiths or beliefs.

**Key Stage 3**  
**Teaching Buddhism, Judaism, the Bahai Faith, Rastafarianism**  
**and/or a secular worldview such as Humanism**

Key Stage 3 RE teachers know that the Agreed Syllabus has detailed Years 7 and 8 units of work which cover Judaism. There are also detailed Year 9 units of work which cover Buddhism. These units of work should be used to determine at least some of the content for Judaism and Buddhism at Key Stage 3.

Themes, issues or topics that might be studied in relation to some or all of the religions or worldviews identified above, Buddhism and Judaism included, are:

**God and Other Beliefs:**

Beliefs, if any, about the divine/God/gods/ultimate reality

Beliefs about creation

Beliefs, if any, about anatta/the soul/immortality

Beliefs, if any, about liberation/salvation/the afterlife

Beliefs about scripture or significant texts/writings

Beliefs, if any, about supernatural beings other than God or gods such as angels and demons

Beliefs about living the morally good life

Beliefs about the ideal/utopian/perfect society

Beliefs in one religion or worldview compared and contrasted with the beliefs of the students

Beliefs critically evaluated

**Founders/Leaders:**

Key events in the life of the founder/founders/leaders/significant figures

Teachings of the founder/founders/leaders/significant figures

Leaders/significant figures of the religion or worldview in the past and the present (in the case of Humanism, reference can be made to Douglas Adams, Lord Byron, Charlie Chaplin, Professor Richard Dawkins, Julie Hesmondhalgh, Professor Alice Roberts, Sandi Torsvig)

The role of leaders of the religion or worldview

**Worship/Celebration and Communities:**

The cycle of festivals, seasons and/or special occasions in the year

Festivals, seasons and/or special occasions and how they are celebrated and/or commemorated

The appearance and layout of houses of worship and other significant buildings associated with different religions and worldviews

How houses of worship, the home and significant buildings are used by different religions and worldviews

Signs and symbols

Fasting

Rites of passage/significant life events/ceremonies that mark transitions in life

Pilgrimage/significant journeys

Lifestyle including dietary traditions and dress conventions

Significant artefacts/objects

Significant art, music, literature, scientific discovery and/or invention, etc.

**Study of the units of work for Buddhism and Judaism will suggest many additional teaching activities.**

**In relation to all optional religions and worldviews, it would be useful to ask the following questions:**

What does the religion/worldview have to say about living in an increasingly diverse society and how can well-being for everyone be achieved?

Does the religion/worldview have any members who can be defined as extremists?

Also discuss what radicalisation might mean and identify people within the religion/worldview who oppose extremism and combat radicalisation.

Lastly, the core beliefs or values of each religion/worldview should be compared and contrasted with the British values of democracy, individual liberty, the rule of law, mutual respect and tolerance of those with different faiths or beliefs.

**An interesting task that students might be given is to reflect on how to make the world a better place, which, in the process, will allow them to consider what different religions and worldviews have to say about the matter. During such reflection, students can be asked if they have ever done any of the following. If they have not, they can be encouraged to do so within a given time-frame:**

Watch the news on TV  
Tell someone how much they mean to them  
Do a household chore without being asked  
Dream about their future and work out what needs to be done to get there  
Read a book by an author they have not heard of  
Sort out what they do not need and give such things to charity  
Speak out when they see something they do not think is right  
Write to their elected member and/or MP about an issue that they think is important  
Lie on the grass and stare at the clouds  
Watch a black and white film  
Learn a poem by heart  
Write a list of things they would like to achieve by age eighteen  
Cook a meal to make a friend happy  
Write by hand a letter to someone special and post it  
Switch off their on-line presence and avoid all social media for three days  
Make a list of all the positive things they are thankful for  
Talk to an older relative about their family history  
Pick up someone else's litter  
Grow something they can eat  
Bake a cake for someone  
Try a food they have not eaten before and cannot pronounce  
Learn to play a song on a musical instrument  
Skim a stone on a river  
Volunteer

**Obviously, if teachers think some of the ideas above are not sufficiently RE-driven, students can be asked to:**

Visit a local/regional house of worship and/or building of importance to a religion or worldview different to the one they subscribe to and identify five positive things about the people or place encountered

Identify a person who subscribes to a religion or worldview different to the one they subscribe to, study their life and identify five positive things about the person

Use telephone directories and/or the internet to identify all the houses of worship that exist within five/ten miles of their home/school

Identify a festival, celebration or commemoration important to a religion or worldview other than their own and explain why they would like to witness/take part in it

Imagine they will be hosting a visit overnight of friends who are Christian, Jewish, Muslim, Hindu, Buddhist, Sikh and/or atheist. What would they do to ensure everyone enjoys the visit equally?

Imagine they will be hosting a visit overnight of friends who are Christian, Jewish, Muslim, Hindu, Buddhist, Sikh, vegetarian and/or vegan. What would they do to ensure everyone can be fed properly?

Identify trouble spots around the world and identify ways in which religions and/or worldviews are part of the problem

Identify trouble spots around the world and identify ways in which religions and/or worldviews are part of the solution

Etc.

**This idea can easily be adapted for younger pupils and older students. Some of the statements above can be used, of course, but other statements can be included to suit the pupils' and students' age and ability.**

## **Key Stage 4**

### **Teaching Hinduism, Islam, Judaism, New Religious Movements, New Age Spiritualities, the Bahai Faith, Paganism, Rastafarianism and/or a secular worldview such as Humanism**

Unless Key Stage 4 students are studying a GCSE full course in RE or RS, or a GCSE short course in RE or RS, they should study Buddhism, Christianity and Sikhism. However, to ensure that flexibility exists, it is acceptable to also teach Hinduism, Islam, Judaism, New Religious Movements, New Age Spiritualities, the Bahai Faith, Paganism, Rastafarianism and/or a secular worldview such as Humanism. Schools may wish to do the latter if, in the past, such religions or worldviews have been taught; or suitable resources are easy to access; or if Hindu, Muslim, Jewish, Bahai, etc. students attend the school; or if Hindu, Muslim, Jewish, Bahai, etc. groups exist in the wider community (reflecting the diversity of the student population or the wider community should, of course, be the trigger for a lot of our RE in the classroom). If secondary or high schools teach these religions or worldviews, we strongly recommend that planning is organised in relation to the titles of the three units of work used for teaching Buddhism and Sikhism, namely: God and Other Beliefs, Founders/Leaders, Worship and Communities.

Themes, issues or topics that might be studied in relation to some or all the religions or worldviews identified above include (but please confirm they have not already been addressed at Key Stage 3, unless the intention is to deepen and broaden prior knowledge and understanding):

#### **God and Other Beliefs:**

Beliefs, if any, about the divine/God/gods/ultimate reality

Beliefs about creation

Beliefs, if any, about the atman/soul/immortality

Beliefs, if any, about liberation/salvation/the afterlife

Beliefs/knowledge about the founder/founders/leaders/significant figures

Beliefs about scripture or significant texts/writings

Beliefs, if any, about supernatural beings other than God or gods such as angels and demons

Beliefs about living the morally good life

Beliefs about the ideal/utopian/perfect society

Beliefs in one religion or worldview compared and contrasted with beliefs in other religions or worldviews

Beliefs in one religion or worldview compared and contrasted with the beliefs of the students

Beliefs critically evaluated

#### **Founders/Leaders:**

Key events in the life of the founder/founders/leaders/significant figures

Teachings of the founder/founders/leaders/significant figures

The founder/founders/leaders/significant figures compared and contrasted with other founders/leaders/significant figures

Evidence for the founder/founders/leaders/significant figures in scripture and tradition compared and contrasted with evidence for the founder/founders/leaders/significant figures in history

Leaders/significant figures of the religion or worldview in the past and the present (in the case of Humanism, reference can be made to Douglas Adams, Lord Byron, Charlie Chaplin, Professor Richard Dawkins, Julie Hesmondhalgh, Professor Alice Roberts, Sandi Torsvig)

The role of leaders of the religion or worldview

Becoming a leader of the religion or worldview

Teachings about topical/controversial issues including war and peace, crime and punishment, birth control and abortion, suicide, euthanasia, theodicy, genetics, bio-technology, care of the environment, relations with followers of other religions and worldviews

### **Worship/Celebration and Communities:**

The cycle of festivals, seasons and/or special occasions in the year

Festivals, seasons and/or special occasions and how they are celebrated and/or commemorated

The appearance and layout of houses of worship and other significant buildings associated with different religions and worldviews

How houses of worship, the home and significant buildings are used by different religions and worldviews

Signs and symbols

Fasting

Sacrifice

Rites of passage/significant life events/ceremonies that mark transitions in life

Pilgrimage/significant journeys

Lifestyle including dietary traditions and dress conventions

How members of the religion or worldview give expression to a sense of community

Rules/values/principles/ideals that members of the religion or worldview are encouraged to live by/subscribe to

Attitudes that members of the religion or worldview are encouraged to cultivate

Significant artefacts/objects

Significant art, music, literature, philosophy, scientific discovery and/or invention, etc.

Aspects of diversity within the religion or world view

Attitudes towards alcohol, drugs, eating disorders, the economy, wealth and poverty, gender roles, gender equality, prejudice and racism, sexuality, care of the elderly, extremism, radicalisation, etc.

### **In relation to all optional religions and worldviews, it would be useful to ask the following questions:**

What does the religion/worldview have to say about living in an increasingly diverse society and how can well-being for everyone be achieved?

Does the religion/worldview have any members who can be defined as extremists?

Also discuss what radicalisation might mean and identify people within the religion/worldview who oppose extremism and combat radicalisation

Lastly, the core beliefs or values of each religion/worldview should be compared and contrasted with the British values of democracy, individual liberty, the rule of law, mutual respect and tolerance of those with different faiths or beliefs.