

OVERVIEW EARLY YEARS AND KEY STAGE ONE

	CHRISTIANITY	ISLAM	BUDDHISM	HINDUISM	JUDAISM	SIKHISM
EYFS	Learning about others through stories, learning about people through visits, speakers and video clips, learning Christian symbols, learning about Christmas.	Learning about: A Muslim home, prayer, fasting at Ramadan, Eid ul-Fitr				
Y1	How is someone welcomed into Christianity? Why do Christians give gifts at Christmas? What do Christians remember at Easter?	Belonging to the Muslim family A man called Muhammad				Belonging to the Sikh Family
Y2	Why do Christians celebrate at Christmas? What did Jesus leave behind? Why do Christians remember the Last Supper?	Why is the Qur'an a sacred book?			The Torah: God's Law for the Jews	The Guru Granth Sahib: a living guru Guru Nanak: an extraordinary life

OVERVIEW KEY STAGE 2

	CHRISTIANITY	ISLAM	BUDDHISM	HINDUISM	JUDAISM	SIKHISM	Thematic
Y3	Why is Christmas a winter festival? Why is Easter a spring festival? Why did monks copy the Gospels by hand?	What is a Mosque For? What is Eid?			Judaism: Believing and Belonging		
Y4	What actually happened at Easter? What is the 'Big Story' of Christmas?	Muslims in Britain and around the world	Do all Buddhists believe and celebrate the same thing?	Diwali: the festival of Light		Diwali: the festival of Light	
Y5	Is Christmas too commercial? Who is responsible for Jesus' death?	Food and drink: what are religious rules for?				Sikhism: the Gurdwara	What is Worship? What is it for?
Y6	Why is Jesus' death seen as a victory? Why are the Gospel accounts different?						From life to death, what role does religion play? Is faith always the same? What does art tell us?

Progression in Christianity

	KEY QUESTIONS/FOCI	EMERGING CONCEPTS
EYFS	Learning about others through stories, learning about people through visits, speakers and video clips, learning Christian symbols, learning about Christmas.	Revelation Incarnation People literacy
Y1	How is someone welcomed into Christianity? Why do Christians give gifts at Christmas? What do Christians remember at Easter?	Salvation, Incarnation Christian history, Revelation People literacy
Y2	Why do Christians celebrate at Christmas? What did Jesus leave behind? Why do Christians remember the Last Supper?	Salvation, Incarnation Revelation Christian history People literacy Christian social ethics
Y3	Why is Christmas a winter festival? Why is Easter a spring festival? Why did monks copy the Gospels by hand?	Incarnation, salvation Revelation, Gospel Christian history People literacy
Y4	What actually happened at Easter? What is the 'Big Story' of Christianity?	Salvation Revelation, Gospel Christian history
Y5	Is Christmas too commercial? Who is responsible for Jesus' death?	Incarnation, salvation Christian social ethics Gospel, Christian history
Y6	Why is Jesus' death seen as a victory? Why are the Gospel accounts different?	Salvation, incarnation

NOTES ON EMERGING CONCEPTS

Revelation→ holy books, sources of authority

People literacy→ diversity, real people, religion as lived, as having a context, different culture/ languages.

Incarnation→ Jesus as a man, Jesus as God, death and resurrection, Jesus as Christian messiah

Salvation→ Original Sin/ Fall, humans imperfect, offer of salvation, baptism symbolises this, heaven/ hell/ judgment. Eucharist/ Communion/ Mass represents reconciliation with God.

Christian history→ Jesus in 1st Century context, Biblical and other historical periods/ contexts

Christian social ethics→ how Christians believe we should treat each other based on Jesus' teachings

Gospel→ different Gospel authors, writing at different times, with different outlooks and interpretations of events.

Stockton-On-Tees Agreed Syllabus for RE 2019

Christianity	EYFS
ELGs Personal, Social and Emotional Development: learning about others through stories Communication and language: visits, speakers, learning about festivals Understanding the world: learning about Christian beliefs through Christmas, thinking about meaning Expressive arts and design: Christian symbols associated with Christmas	Tell stories about belonging, such as <i>Elmer</i> books by David McKee and <i>The Rainbow Fish</i> by Marcus Pfister. Talk about belonging with pupils; how do they belong to their families, religion, community, friends, clubs? Tell the story of Joseph and his brothers (Genesis 37-50). Why did Joseph's brothers reject him? What do the class think? Is this how brothers should behave? How did Joseph treat his brothers? What sort of person was Joseph? Welcome a visitor from a local church to talk about Jesus and his friends. Prepare children by reading Matt 4: 18-22. Talk about how Jesus' friends immediately followed him. Children can ask the visiting speaker about this. Read about how Jesus calmed a storm in Matthew 8:23-27. Find suitable animations of this story online. How would Jesus' friends have felt? How did Jesus help his friends? What does Jesus seem to be like? Learn about the Christian festival of Christmas. Focus on two symbols of Christmas: tree and a cross. Use the video links below:
Emerging Concepts Revelation People literacy Incarnation	Christmas resources BBC Bitesize KS1 clip: 'The Christian story of the first Christmas': https://www.bbc.co.uk/education/clips/zxsx4qt BBC bitesize KS1 clip: 'reflections on Christmas in a Christian household': https://www.bbc.co.uk/education/clips/zntfgk7
Vocab Bible, Joseph, God, land of Israel Church, Christian Christmas and Christmas words: nativity, Mary, Joseph and Jesus The cross	
Links with other key questions	

How is someone welcomed into Christianity?		Year 1
Learning outcomes Emerging - Describe how water is used in a Christian baptism. - Explain their experiences of belonging. Developing - Explain that baptism means that someone has been welcomed into the Christian family. - Explain that baptism can be for adults or children. Secure - Explain the meaning of water in Christian baptism. - Explain one difference and one similarity between infant and adult baptism.	Suggested Activities • Explore the idea of belonging; what do children feel they belong to? Define ‘belonging’. Can children suggest symbols of their belonging, such as badges, uniform, a sports kit, particular clothes and shoes etc? (refer to uniform, school badge etc.) • Draw a person to represent ‘myself’. Draw symbols of belonging on the outside. Share with others, explain what they mean. • Explore the feeling of belonging; How does it feel? Link to belonging to a religious community. Is belonging to a religious community more like a family, a school or a club? • Find a clip on you tube of Christian baptism; at the point of a baby being baptised • Place an image or artefact on each table: a white christening dress (or any smart white baby clothes), a cup of water, a cross, a picture of a vicar, a picture of two people labelled ‘Godparents’, a bible. Give children time to handle each object or image and generate questions. Can they link any to the idea of baptism? • Start with the water. If necessary show the clip again. Where does water feature? It is poured or dribbled onto the baby, as drops or in the shape of a cross? Water represents purity and being born into a Christian family. • Go through the remainder of the artefacts: the white clothes symbolise the purity of the baby, the vicar acts as the link to allow children to be welcomed into the church, the godparents pledge to help the parents in their duty as Christians, the cross represents Jesus. Ask children to tell each other about each artefact. • Complete ‘Baptism sequence’ sheet. • Find a clip online of an adult or teenager being baptised. Can pupils tell the difference? Teach that some adults or teenagers want to make a commitment of their own to Christianity and they can be baptised. • Show images of ‘baptistries’ in Baptist churches: pools for full immersion in water. Find a video clip of full immersion. Recap the symbolism of water- being reborn into the Christian family. Discuss why an adult or teenager might want to go through this ceremony. • Jesus was baptised himself as an adult by a man called John the Baptist. Jesus did not invent baptism- it already existed to symbolise commitment and a new start. Find a video clip of Jesus’ baptism. Recap the symbolism of water.	
Emerging Concepts Salvation People literacy		
Vocab Baptism, water, symbolism/ meaning, community, family, Christian, commitment John the Baptist, Jesus. Church, adult, child, font/ baptistery.		
Links with other key questions	Consolidation activity • Create a ‘welcome’ card to an adult or child on being baptised and becoming part of the Christian family. This consolidates the idea that committing to Christianity involves certain beliefs about God and humanity • Assessment	

Why do Christians give Gifts at Christmas?		Year 1
Learning outcomes Emerging - Describe their experience of gift-giving. - Describe the gifts brought to Jesus by shepherds and magi. Developing - Name three features of the nativity story. - Explain why the shepherds and magi brought gifts to Jesus. - Explain why we give gifts at special times. Secure - Explain two features of the nativity story which show Jesus was a special baby. - Explain why Christmas is a special time for Christians.	Suggested activities • Read out the Nativity story. Watch clip: http://www.youtube.com/watch?v=iD0llsJzb7Q • Create sequencing cards, pupils put story in the correct order. • Talk about the gifts Jesus received. Search online for different images of the Magi giving gifts and the shepherd's gifts in art. Identify the gifts brought by the Magi and shepherds. • Use junk modelling to design a box for each of the Magi's gift or the shepherd's gifts. The box must reflect the nature of the gift. • Give each pupil a small gift e.g. rubber, pencil, lollipop etc. How did that make pupils feel? • Ask why we give gifts at Christmas. Ask pupils to make links with Magi and shepherds. • Show wrapped presents- one for each table- ask pupils to guess what is inside. Don't reveal yet, leave them for pupils to anticipate opening them. • Talk about what pupils could they give as a gift if they didn't have money- time, a joke, help with something, etc? • Act out a role-play of giving and receiving/opening presents. Talk about feelings associated with giving and receiving • Discuss why the Magi and shepherds gave gifts to Jesus- they recognized him as someone special. • Allow each table to open their 'presents'. Inside each box is a baby doll or image of a baby, a sign in code saying 'from God with love' (create a simple letter- number code), pupils decipher code and share. Discuss what this means. • Christians believe that God gave Jesus as a baby to humanity to guide them and help them be better. This is the fundamental Christian belief. Return to the discussion of why Christians give gifts at Christmas- to mirror the gift God gave humanity in Christian belief. • Pupils think of someone special and a gift they would give them that CANNOT be bought from a shop. • Gift tag exercise – fill in gift tag "To..... I am giving you the gift of..... because....." • Class creates a display using the gift tags	
Emerging Concepts Incarnation Revelation People literacy	Consolidation • Yr 1 Christmas assessment	
Vocab Nativity, angels, magi, shepherds, Mary, Joseph, Jesus. Gifts, special, thankfulness.		
Links with other key questions		

What do Christians remember at Easter?		Year 1
Learning Outcomes Emerging - Name two features of the Easter story. - Explain that Jesus came back to life. Developing - Explain the events of the Easter story including Jesus' death and resurrection. - Explain that Christians remember Jesus' new life at Easter. Secure - Explain the meaning of eggs at Easter. - Show understanding of the link between Easter eggs and Jesus' new life.	Suggested activities • Bring bulbs or seeds to class. Plant together in pots with soil. Leave in the classroom where they can be seen. • Discuss concept of death and life in relation to plants; are the bulbs or seeds alive or dead? What state are they in? What makes them grow? How do we know they are alive? • Talk about Spring; what happens at Spring? It is seen as a time of new growth and life after the dark winter. Talk about how it feels when the weather gets warmer, the days lighter and new shoots and blossom appear. • Watch a clip of an egg hatching, talk about eggs as symbols for new life. • Design a symbol of new life to place by the plant pots as they grow. • Brainstorm everything pupils know about Easter; ask why it happens in Spring? Can they make a link between New life and Easter? (Jesus came back to life after he died on the cross) • Tell the Easter Story: Jesus died, placed in a tomb, tomb was empty when the women came, Jesus appeared alive. • Talk about why Spring seemed a good time for Christians when they arrived in Britain to think about Jesus coming back to life. Eggs and baby animals were already a sign of new life. Christians added the Easter Story. Use a hollow Easter egg to illustrate the emptiness of the tomb. • Design Easter egg box showing symbols associated with new life. • Make and play an 'Easter Bingo' game- pupils connect symbols of new life with their meaning. • Find one or two clips of Christians celebrating Palm Sunday on YouTube, showing palms being waved and celebrations. Talk about what a child in the crowd would have seen, heard, smelt and touched on the original Palm Sunday when Jesus came into Jerusalem. • Using postcard template write a postcard from someone who was at Palm Sunday; what did they see? Consolidation activity • Create a storyboard using three simple words per frame of the Easter story, from Jesus' death to resurrection. • Make links between symbols of new life in new plants, baby birds, and Jesus' new life after resurrection. • Answer key question; <i>what do Christians remember at Easter?</i> • Easter assessment Making links • Water in baptism symbolises being born into the Christian family. It symbolises the beginning of a new life. Link with Jesus' new life after the resurrection.	
Emerging Concepts Salvation, Revelation People literacy		
Vocab New life, egg, seed, Easter Jesus, resurrection, cross, disciples/ followers Tomb, death, life, new life		
Links with other units Y1: <i>How is someone welcomed into Christianity?</i>		

Why do Christians Celebrate at Christmas?		Year 2
Learning outcomes Developing - Describe two features of the Christmas celebration. - Explain why Christians are happy at Christmas. Emerging - Explain that Jesus is seen as a gift to Christians. - Explain that Christians celebrate at Christmas because they are thankful for Jesus. Secure - Explain that Christians welcome Jesus because he helps them. - Make a link between a Christmas celebration and why Christians are happy at Christmas.	Suggested activities • Play ‘Celebrate’ by Kool and the Gang. How do the class feel when listening to the song? Talk about what we celebrate. Do we say thank you? Do we remember an old story, etc? • Groups create an invite to a ‘celebration’ party. What food and actions can represent happiness and joy? • Can the class list actions and food associated with Christmas? What do they mean? Play Christmas songs and read along to the words- what are people happy about at Christmas? • Make links between at least two Christmas traditions and Christian beliefs- such as the Nativity and angels (representing Jesus’ special birth and link with God). • Show an advent calendar with a Christian picture- what is it for? Teach that ‘advent’ is the time before Christmas Day when Christians get ready to welcome the special baby Jesus to earth. Look at advent calendars with cartoon characters such as Peppa Pig or Mickey Mouse- are these religious? Or cultural? • Recap Year 1 unit: why do Christians give gifts at Christmas? Because God gave them the gift of Jesus. Talk about this, ensure understanding. To check, ask each group to explain why Jesus is seen as a present from God, possibly on a present template. • Find images online of Christmas around the world- try to show different climates, clothes and types of people. Can pupils find anything that unites all the traditions?	
Emerging Concepts Incarnation, Salvation, Revelation People literacy	Consolidation activity • Design a dish and a toy or game to enjoy at Christmas, to represent why Christians celebrate at Christmas. • Christmas assessment • Answer the question; <i>why do Christians celebrate at Christmas?</i>	
Vocab Nativity, celebration, advent, Christmas Food, feast, thankfulness Gift, God, Jesus		
Links with other key questions Y1: <i>Why do Christians give gifts at Christmas?</i>		

What did Jesus Leave Behind?		Year 2
Learning outcomes Developing - Retell one story of Jesus. - Give one reasons why Jesus was a special person. Emerging - Retell one story of Jesus and explain the meaning. - Explain that Jesus left behind ideas about God and about how we should care for each other. Secure - Retell one story and explain what it tells us about caring for others. - Retell one story and explain the information it gives people about God.	Suggested activities • Tell the Parable of the Good Samaritan. Discuss what Jesus might have meant when he told this story. • Next show an image of Jesus speaking to a crowd of people. Using the image, ask pupils to generate questions. Show a map of the world. Can they identify the UK? Circle the area where Jesus lived then show a map of First Century Palestine in the Roman Empire and show a timeline, or show how many years between now and Jesus’ time. Explain that Jesus was a popular teacher who told stories to many people, stories like the Good Samaritan. • Discuss what makes a good story, and why some stories have lasted for thousands of years. Identify the stories that Jesus left behind for billions of people to enjoy and learn from. • Show video of the Parable of the Lost Sheep. https://www.youtube.com/watch?v= Ry2MaMyvGo . Discuss what Jesus might have meant by this. Identify hidden meanings in the story, such as the shepherd means God, and the sheep means an individual human. • Discuss how Jesus might have known about God. For Christians Jesus had special knowledge about God that no one else had. This also makes Jesus extremely important to Christians. • Identify that Jesus left behind information about God for people to understand God better. Consolidation activity • Create two separate story boxes; give a background and ask children to add pictures and words to tell the story and the meaning • Answer the question; <i>What did Jesus leave behind?</i>	
Emerging Concepts Christian history Christian social ethics Incarnation, Revelation		
Vocab Good Samaritan, Roman Empire, teacher, storyteller, Jewish Shepherd, lost sheep, God Story, information		
Links with other key questions		

Why do Christians remember the Last Supper?		Year 2
Learning outcomes Emerging - Talk about the fact that people can be unkind or greedy sometimes. - Explain that Christians believe Jesus can help people to be better. Developing - Describe Jesus; use of the bread and wine at the Last Supper. - Explain two things that happen at Christian Communion. Secure - Explain why Jesus can be represented as a light in the darkness. - Explain why Christian Communion is for everyone, even people who do bad things.	Suggested activities • Teach or recap the story of the tax collector. Jesus does not deny friendship to the tax collector. Find out why the people listening to Jesus’ story would hate a tax collector; he collected money from the Jews and gave it to the Romans, who had occupied the Jews’ land and controlled them. Discuss the meaning of this story; Jesus welcomes even the worst people. • Make an invitation to a ‘baddie’- pupils can choose the baddie. The invitation is to a party, and even people who do bad things are invited because they are all valuable to Jesus. • Turn the lights off, talk about how the darkness is scary. Light a candle. Explain that for Christians, Jesus is like a light in the darkness. Even though we can all be greedy and unkind sometimes, Christians feel that with Jesus’ guidance they can be kinder and happier. • Teach or recap the Last Supper. Jesus broke bread and poured wine and said his followers should do this in future and remember him. Show images of the Last Supper in art. • Show images or video clips of Christian Communion. Make links to the bread and wine at the Last Supper. Christians all over the world perform this ritual to remember Jesus, as he asked. • Turn the lights off, light a candle, talk about how for Christians being able to take the bread and wine reminds them that Jesus can help them be better people. Consolidation Activity • Make a card with a dark-coloured background, add a candle and light shining. Inside the card make an invitation to an Easter party for goodies and baddies. Everyone is welcome. • Answer the question; <i>why do Christians remember the Last Supper?</i>	
Emerging Concepts Salvation, Christian History, Christian social ethics Revelation People literacy		
Vocab Tax collector, Romans, tax Last Supper, bread, wine, Communion Light, darkness, invitation		
Links with other key questions Y2: <i>Why do Christians celebrate at Christmas?</i>		

Why is Christmas a winter festival?		Year 3
Learning outcomes		Suggested activities
Emerging - Explain why Jesus’ birth is symbolised by light. - Describe one symbol of light found at Christmas.		• Using the Symbols PPT, discuss the idea that simple images have meaning behind them and we use them all the time. Create a new school badge- what would pupils choose to represent the school and why? • Give ‘signs’, such as McDonalds, and ‘symbols’, such as the Christian cross. Ask pupils to discuss the difference between a sign and a symbol. Signs give information, symbols describe meaning. • Consider symbols of Christmas (such as through a collection of Christmas cards); candles, fairy lights, Christmas tree, snow, presents, food, the star at Jesus; nativity, the Nativity, etc. Use Christmas sheet. Discuss which are Christian symbols and which are pre-Christian. Some symbols we now use at Christmas existed before Christianity came to Britain and people started to believe the Christmas story. [Christmas tree, light and food were already part of the midwinter festival; Santa is based on St Nicholas] • Listen to ‘Love Shine a Light’ by Katrina and the Waves. Look at the Lights PPT. Talk about the power of light as a symbol. Create collages in groups. Choose a title. • Identify that Christmas is a ‘midwinter’ festival. Identify other midwinter festivals; Diwali and Hanukah. Show images of Diwali lights and Hanukah candles. Discuss why midwinter festivals might use light as a symbol. It is cold and dark in winter, the lights give people hope that the spring will come. • Show this clip of a Christingle service (do not tell pupils in advance what it is): Talk about the meaning: http://www.youtube.com/watch?v=GNCoJXZ84Xg&feature=related. • Learn about the Christian Christingle using Christingle PPT. Make a Christingle in class; turn the lights off and light the Christingle candles, talk about how it feels. Return to video clip of Christingle service and spot symbols • Show with a map and timeline how the Christian message arrived in Britain via Rome and Ireland. • Teach that Jesus was unlikely to have been born in winter, because the shepherds would not have been outside with their sheep all night, it would have been too cold. Ask the class to suggest reasons why the first Christians who arrived in Britain added news of Jesus’ birth to the midwinter festival. • Teach that the Midwinter festival already involved light and celebration. Why was this a good time to add celebration of Jesus’ birth? Recap prior learning about Jesus’ birth to help answer this question.
Developing - Explain why light features in winter festivals. - Explain two Christian uses of light at the Christmas festival.		
Secure - Explain why celebrations of Jesus’ birth happen in winter. - Explain the meaning of the Christingle.		
Emerging Concepts Incarnation, Revelation Christian history People literacy		
Vocab Midwinter, festival, light, Diwali, Hanukah Christingle, Nativity, symbols Rome, Ireland, Christianity, pre-Christian Sign, symbol		
Links with other key questions Y1: Why do Christians give gifts at Christmas? Y2: Why do Christians celebrate at Christmas? Yr 3: Diwali: the Festival of Light		Consolidation activity • Create a collage of light using magazines- pupils can use images of fairy lights, candles, electric lights, fire, etc. Create a title using cut-out words or images; Christmas: the festival of Light. Add words to the collage to explain why Christmas is a festival of light. • Yr 3 Christmas assessment • Answer the question; why is Christmas a winter festival?

Why is Easter a Spring Festival?		Year 3
Learning outcomes Emerging - Explain why Jesus' resurrection is symbolised by new life. - Describe one symbol of new life found at Easter. Developing - Explain why symbols of new life are features of spring festivals. - Explain two Christian uses of new life at Easter celebrations. Secure - Explain why celebrations of Jesus' resurrection occur in spring. - Describe one symbol of new life used at the Jewish Passover festival.	Suggested activities • Recap the Last Supper as told in Luke- it was a Passover meal. Identify that Jesus and his followers were Jewish and Passover is a Jewish festival. • Teach that symbolic food is eaten at Passover, set out on a special plate. The festival of Passover celebrates when God freed the Jews from slavery. Show some of the symbolic food; salt (tears of the Jews in slavery), bitter herbs (bitterness of life in slavery), fresh herbs (a fresh new life in freedom), egg (new life in freedom). Mix and match meaning of the food. • Ask the class to discuss why Passover is a spring festival. Recap Y1 unit; <i>What do Christians remember at Easter?</i> Recap growing seeds and talking about baby animals. New plants grow and baby animals are born in Spring. Identify that Spring festivals represent new life. • Tell/ recap the Easter story; Jesus dies, is laid in a tomb, comes back to life and talks to his followers. Jesus coming back to life is called the Resurrection. • Recap Y2 unit; <i>Why is Christmas a Winter festival?</i> Recap the first Christians coming to Britain. • Ask pupils to suggest recap why the first Christians celebrated Jesus' resurrection in Spring. • Look at Easter symbolism; chocolate eggs, bunnies and chicks, Jesus, the crucifix and empty cross, the empty tomb, palm crosses, etc. Identify which symbols are of new life generally, and which are about Christian beliefs specifically.	
Emerging Concepts Salvation Gospel, Revelation Christian history, People literacy	Consolidation Activity • Create a 'new life' collage using images from magazines; baby animals, eggs, spring flowers, etc. Create a title for the collage; <i>Easter: Festival of New Life</i>. Add words to the collage to explain why Easter is a festival of spring. • Answer the question; <i>Why is Easter a spring festival?</i>	
Vocab Passover, Last Supper, Jewish, Jews, festival Slavery, symbolic food, new life, freedom Jesus, death, tomb, resurrection		
Links with other key questions Y1; <i>What do Christians remember at Easter?</i> Y2; <i>Why is Christmas a Winter festival?</i>		

Why did monks copy the Gospels by hand? Year 3	
Learning outcomes Emerging - Give two pieces of information about the Gospels. - Explain why the gospels are of high importance to Christians. Developing - Explain what the Gospels are as one of many books of the Bible. - Give two reasons why the Lindisfarne monks copied the Gospels by hand. Secure - Explain the purpose of the Gospels. - Give two pieces of information about the Lindisfarne monastic community.	Suggested activities • What is the world's best-selling book? (The Bible). Brainstorm existing knowledge of bible. • Show pupils a collection of Bibles, what do they know about them? Do they know who thinks it is special? (Christians) Tell them there are two parts, Old Testament (written long before Jesus was born), New Testament (written years after Jesus' death). Explain to pupils that the bible is a collection of different books. The books have different types of writing and different purposes. Focus on the books of Jewish law (Leviticus), Jewish history (Exodus, Samuel, Kings), and the life and teachings of Jesus (4 Gospels). • True/false exercise to assess their current knowledge. • Recap timeline on first Christians to Britain, Y2 unit: <i>Why is Christmas a Winter festival?</i> • Tell pupils Monks first brought Bible to Britain in the 5th century; they wrote them by hand and in Latin. • Explain the meaning of oral tradition; the Bible comes from an oral tradition – the New Testament was written 30-40 years after Jesus' death – compare to Qur'an where no words have changed in 1500 years. Why have the Bible's words changed? Chinese whisper exercise – discuss the problems of oral tradition (parts missed, parts added, parts changed etc.) • Journey of the Bible PowerPoint –explore how the Bible came to Britain. • Identify reasons why it took so long for the Bible to reach Britain (long way away, takes a long time to journey across Europe, we are an island so were more isolated from ideas that were spreading throughout Europe). • Show PowerPoint slides of Lindisfarne (at the end of the Ppt). Point to Lindisfarne on the map– The monks' job was to make copies of the Bible by hand. Why did the monks base themselves there? (Secure, one road in/out, protecting Bible, isolation from world so could focus on serving God etc.) • Season 2 episode 8 of Horrible Histories has a good sketch about the Viking raid on Lindisfarne. If you can't get hold of this, discuss the Viking raids and what they stole. Show a picture of a jewelled Lindisfarne Gospel. Why do you think the Vikings wanted to steal this book? Was it a good idea to put jewels on? So why did the monks do this? (idea of it being very special to them) • Give groups a copy of one passage from the Bible, e.g. Psalm 23 (The Lord is my Shepherd) with some images of the ornate designs from the Lindisfarne Gospels. Ask them to copy perfectly. For the monks, one mistake meant it would have to be thrown away and started again. • Discuss the effort and skill required to copy the Gospels by hand. • *Story of St Bede Ppt available if you have time to explore his story. Consolidation Activity • Give a set of prompt information on cards (printing has not been invented in Europe yet, the gospels contain the words of God, the Gospels contain teachings of Jesus, the Gospels tell people about heaven etc.) • Ask groups to answer the question: <i>Why did monks copy the Gospels by hand?</i> • Revisit the true/false exercise
Emerging Concepts Christian history Gospels, Revelation People literacy	
Vocab Bible, law, Leviticus, history, Exodus, Kings, Samuel Gospel, Jesus Lindisfarne, monks, manuscripts	
Links with other key questions Y2 unit; <i>Why is Christmas a Winter festival?</i> Y2 unit; <i>Why is Easter a Spring festival?</i>	

What actually happened at Easter? Year 4	
Learning outcomes Emerging - Explain 2 events over the Easter period. - State how the disciples might have felt at these events. Developing - Explain 4 separate events over the Easter period. - State which event is the most important and why. Secure - Explain what the Resurrection tells Christians. - Explain how three events from the Easter story are still remembered today.	Suggested activities • Show 4 ‘snapshots’ of the Easter story, such as Palm Sunday, Jesus washing the disciples’ feet, the Last Supper and the empty tomb. Show these through artefacts, images and words. Ask pupils if they can put them in order and explain as much as they can about them. Explain that they are going to learn about the whole Easter story and write it up as a storyboard. A useful version of the Easter Story with illustrations can be found on this website. https://www.topmarks.co.uk/easter/easterstory.aspx • Tell the story of Palm Sunday. Identify on a map/globe where Jerusalem is, and where Jesus had travelled from. Identify why this is such an important city for Jews (Jesus and his followers were Jewish). Teach the idea of a ‘messiah’ in Judaism, and how the crowds welcome Jesus as a possible messiah. Groups have a short time to sketch an image of Palm Sunday and write 10 words about it. Retain these images and words. • Recap everything pupils can remember about the Last Supper. Identify that the disciples ate with Jesus and he spoke some unexpected and disturbing words as he poured the wine and poured the bread. Teach at the same time as the Last Supper, Jesus washing the disciples’ feet and praying in Gethsemane. Create an ‘emotion graph’ detailing how all these events made the disciples feel. Create a sketch and 10 words. • Teach the events from Jesus’ arrest to entombment (in age appropriate fashion); arrest, trial, crowd chooses Barabbas, crucifixion, placed in tomb. Group choose the three most important events, create 10 words and sketches, and present to the class why they think these are the most significant. • Brainstorm what pupils can remember about the resurrection. Make links to Easter celebrations of new life. Use Y1: <i>What do Christians remember at Easter?</i> Y2: <i>Why do Christians remember the Last Supper?</i> And Y3: <i>Why is Easter a spring festival?</i> Identify the main points of the resurrection- Jesus came back to life, his followers realised he was special, this shows Christians that God can somehow have victory over death. • Create a sketch and 10 words on the resurrection. Consolidation Activity • Gather groups’ sketches and 10 words for the Easter events. Groups now create a storyboard telling the Easter story, from Palm Sunday to the Resurrection. • Answer the question: <i>What actually happened at Easter?</i>
Emerging Concepts Salvation Revelation, gospel Christian history	
Vocab Palm Sunday, Jerusalem, messiah Washing feet, Last Supper, bread and wine, remembrance, Gethsemane Arrest, trial, judgment, execution, crucifixion resurrection	
Links with other key questions Y1: <i>What do Christians remember at Easter?</i> Y2: <i>Why do Christians remember the Last Supper?</i> Y3: <i>Why is Easter a spring festival?</i>	

What is the 'Big Story' of Christianity?		Year 4
Learning outcomes Emerging - Explain what Jesus' birth tells Christians about God. - Explain what Jesus' resurrection tells Christians about God Developing - Explain the meaning of Incarnation and resurrection for Christians. - Explain how both these events are believed by Christians to tell a 'Big Story'. Secure - State whether Easter/ Resurrection or Christmas/ Incarnation best explain the 'Big Story' of Christianity.		
Emerging Concepts Incarnation, salvation Revelation, Gospel		
Vocab Shepherds, magi, nativity, incarnation Adam, Eve, forbidden fruit, Garden of Eden Exodus, Passover, Jewish law, 10 Commandments Crucifixion, tomb, resurrection		
Links with other key questions Y1: <i>What do Christians remember at Easter?</i> Y2: <i>Why do Christians remember the Last Supper?</i> Y3: <i>Why is Easter a spring festival?</i> Y1: <i>Why do Christians give gifts at Christmas?</i> Y2: <i>Why do Christians celebrate at Christmas?</i> Y3: <i>Why is Christmas a winter festival?</i>		
		Suggested activities • Watch the JCB song https://www.youtube.com/watch?v=DQDnFTtr2UQ . Why was this journey important to the little boy? What special journeys have they been on (could be to visit family, go on holiday, to a wedding etc.) Link to the journeys taken to a new baby called Jesus by shepherds and magi. Ask the class to explain why this journey was so important to them. Why was this baby so special? Teach that for Christians the baby born is considered God on earth. Teach the word 'Incarnation': God taking a human body. • Teach that there is a 'Big Story' in Christianity. It doesn't start with Jesus being born, it starts much earlier... • Part One of the Big Story – humans are created and disobey God: teach about Adam and Eve, who ate the forbidden fruit and were thrown out of the Garden of Eden. They were the first humans, and they disobeyed God the first chance they got. For Christians this is the first stage of the Big Story. Give a cut-out human shape, ask them to write inside the 3 best human traits and the 3 worst. • Part 2 of the Big Story – God gives people rules to live a good life: Recap the Passover meal (Y3: <i>why is Easter a spring festival?</i>). What does Passover remember (the events of the Exodus, where God frees the Jews from slavery)? Teach that after these dramatic events the Jews arrived at their own land and God gave them laws to live by, including the 10 Commandments. Stick the cut-out person on a larger sheet and pupils choose 3 of the 10 Commandments. (There is a child friendly and traditional version available). Draw an image to represent 3 of the 10 Commandments, and write how these laws could help people live better lives. • Part 3 of the Big Story – God sends his son to show people how to live a good life: Show an image of the Nativity and one after the resurrection- such as the empty tomb. Ask pupils to piece together the story between these events; Jesus is born, he becomes a great teacher, he is executed, he comes back to life. Recap meaning of 'Incarnation' and resurrection. • Focus on two main events; Jesus' birth and resurrection. Jesus' birth is celebrated by Christians as God coming to earth in the body of a human baby (incarnation). Jesus' resurrection (coming back to life) shows Christians that God can overcome death. Return to the people cut-outs. Around the outside make notes explaining how Jesus' birth and resurrection are believed by Christians to help them be good people. (We should listen to Jesus' teachings – they are the word of God - Jesus is God incarnate – God in the flesh. His death and coming back to life (resurrection) is proof that Jesus is the son of God. He died to save us so we should follow his rules/laws. What information about God can Christians glean from these events? (He cares about us, he keeps his word, he is powerful etc.) • Discuss which of the three parts of the Big Story, Easter (resurrection), Christmas (incarnation), or Passover, best tells the 'Big Story' of Christianity? Consolidation Activity • Create a poster called The Big Story. Represent Adam and Eve, the Jewish law, Jesus' birth and resurrection. • Answer the question; <i>What is the 'Big Story' of Christianity?</i>

Is Christmas too commercial?		Year 5
Learning outcomes Emerging - Explain one ‘alternative’ meaning for Christmas. - Explain the meaning of ‘commercial’. Developing - Provide an answer to the question: <i>is Christmas too commercial?</i> - Show understanding of the Christian meaning of Christmas: Jesus’ Incarnation. Secure - Compare a moral meaning of Christmas to a commercial meaning of Christmas. - Show understanding of why Jesus’ birth starts the Christian ‘Big Story’.	Suggested activities • Ask the class to think about the Christmas adverts they have seen this season. What are they advertising? What are the shops like? Have pupils made Christmas lists? What sort of things are on their Christmas lists? Perhaps show some Christmas adverts as a prompt/discussion point. • What is Christmas supposed to be about? Return to the idea of the ‘Big Story’ in Christianity. Use Yr 4 work from last year (see previous unit). Recap the idea that Christianity tells a story, from Jesus’ birth, to his death and resurrection. Which bit of the story does Christmas refer to? [Jesus’ birth]. Ask pupils if they can remember why this is seen as such a significant event [Jesus= God born into a human body, to show Christians how to be good people]. Can pupils remember the technical term for this event? [Incarnation]. • Why do people give each other Christmas cards? Give pupils a range of Christmas cards to sort into any categories they choose. Discuss their categories and what the images show. Which ones have Christian images in them? Which refer to Jesus’ birth (incarnation)? How important is it that the cards have religious images on them? Why is it ok to have non-religious images on Christmas cards? (Christmas means different things to different people and everyone celebrates it differently – this is ok.) • Explore the ways different groups help people at Christmas e.g. Barnardo’s, Salvation Army and Christian Aid adverts (YouTube). Collate different ways Christian groups try to help others (food and shelter, support and care, long-term practical work). Use local charities, such as churches supporting the homeless or befriending lonely people, if relevant. Why do they do this at Christmas in particular? (Jesus talked about helping the poor and needy.) • Challenge groups to discuss and answer the question: <i>is Christmas too commercial?</i> You might need to define ‘commercial’: related to buying and selling, making money. • Give out one of these Christmas stories to groups: <i>Greatest Gift</i> by Susan Summers, <i>Give him my heart</i> by Debi Gliaria, <i>The 4th Wise Man</i>, or <i>The Night and the Candle maker</i> by Wolfgang Somary and <i>A Night the Stars Dance for Joy</i> by Bob Hartman. These can be bought cheaply from Amazon. (Doesn’t have to be these books – you could choose any that are meaningful for Christmas.) • Groups discuss the meaning of their story and present it to the class. Sugar paper may be useful for this. • Listen to class presentations, teacher make a note of meanings suggested. • Create an ‘alternative Christmas card’ in groups expressing these meanings. Consolidation activity • Challenge groups to discuss and answer the question: <i>is Christmas too commercial?</i> You might need to define ‘commercial’: related to buying and selling, making money. Listen to answers. • Discuss what should be the ‘real’ meaning of Christmas? Create a class list of around 10 words. Call out each word, ask for drumming on desks (or jazz hands if too noisy) for the word pupils think encapsulates the ‘real’ meaning of Christmas. What is the most popular? Reinforce that is ok to enjoy Christmas with presents etc. but always useful to remember where Christmas came from.	
Emerging Concepts Incarnation, salvation narrative Christian social ethics		
Vocab Meaning, Christmas, incarnation, commercial, poverty, affluence, loneliness, charity, compassion Big Story, birth, resurrection		
Links with other key questions Y1: <i>Why do Christians give gifts at Christmas?</i> Y2: <i>Why do Christians celebrate at Christmas?</i> Y4: <i>what is the ‘Big Story’ of Christmas?</i>		

Who was responsible for Jesus' death?		Year 5
Learning outcomes Emerging - Explain how Judas betrayed Jesus. - Explain how it seems that Jesus trusted Mary Magdalene. Developing - Suggest two people/ groups who supported Jesus and two people/ groups who harmed Jesus. - Answer the question: <i>Who is responsible for Jesus' death?</i> Secure - Suggest a reason why Judas thought he was doing the right thing - suggest an answer to the question: how far is Jesus' death necessary to Christian belief?	Suggested activities • Discuss: what does it mean to betray someone? Define 'betrayal'. Why might someone betray another? • Discuss: is there someone in pupils' lives who they would always trust? Is there someone who puts their trust in pupils? What does it feel like? Define 'trust'. • Create a map of people connected to Jesus' death. Image of Jesus in the centre of a large sheet, with the following around the edges: Roman soldiers, Mary and the other women, the Disciples, the two men crucified with Jesus, the crowd, Jesus, Judas. • Read John 19:25. Discuss meaning. Did the women help or hinder Jesus? Could Jesus trust them? • Read John 20: 11-18 (after Jesus has died he is placed in a tomb, Mary Magdalene comes to the tomb...). Discuss the significance of Jesus appearing to Mary Magdalene. Does this show he trusted her? • Tell the story of Judas Iscariot (a disciple, possibly a Zealot, who wanted to overthrow the Romans with force, gave away Jesus' identity so he could be arrested, received money for this betrayal). Give Judas two think bubbles: one showing his betrayal in a positive light (he wanted to inspire revolt against the Romans, he never thought Jesus would be killed), and in a negative light (he took money to betray his friend). Important to note that this is not all necessarily fact – different parts of the bible say different things but they all agree that Judas betrayed Jesus to the priests. • Can the class explain why Jesus was executed? Not just for 'being nice'. Teach that the religious authorities found him rebellious and a challenge to their authority (see Luke 7: 36-43, Mark 2: 15-17, Matt 23: 1-12). The religious authorities reported Jesus to the Romans, who also saw him as a challenge. • Tell the story of Jesus' trial (see Luke 22: 66-71, Luke 23:1-5, Luke 23: 13-25). Discuss why Jesus seemed not to defend himself. Discuss whether it was the crowd who sentenced him to death or Pilate. • Make a 'responsibility pie' to answer the question; <i>who was responsible for Jesus' death?</i> Print a large circle in the middle of a sheet and give to groups. Explain this is a pie chart. Groups will identify all the parties who had something to do with Jesus' death, and decide how responsible they are. They represent this on the pie chart as a percentage (10% responsible, 50% responsible, etc) and write notes to explain their thoughts. If necessary identify all parties as a class: the Romans, the religious authorities, Jesus himself, Judas Iscariot, the women and other disciples, the crowd. Groups complete their responsibility pies and present to class. Consolidation activity • What is the range of Judas' responsibility for Jesus' death in the room- i.e., what is the lowest slice of responsibility and the highest slice? • Link Jesus' death to the idea of salvation. Christians believe that <i>because</i> Jesus was willing to die, he made a massive impression on humanity so they would pay attention to God. Discuss how far Jesus' death is <i>necessary</i> to Christian belief. Would Christianity be the same if Jesus hadn't died? Would it ever have existed?	
Emerging concepts Salvation, incarnation Gospel Christian history		
Vocab Jesus, disciples, Mary, Mary Magdalene, Judas Iscariot, Romans, Pilate, trial, religious authorities Betrayal, trust Death, crucifixion, tomb, trial, resurrection Gospels: Matthew, Mark, Luke, John		
Links with other key questions Y1: <i>What do Christians remember at Easter?</i> Y2: <i>Why do Christians remember the Last Supper?</i>		

Why is Jesus' death seen as a victory? Year 6	
Learning outcomes Emerging - Explain what happened to Jesus after he was buried. - Explain what Christians believe about Jesus coming back to life. Developing - Explain how one Christian belief can be seen in one Easter hymn lyric. - Explain why Jesus' death is seen as a victory. Secure - Explain the series of events that led to Jesus' becoming humanity's saviour in Christian belief. - Show a connection between an Easter belief and a Christmas belief.	Suggested activities • Define 'victory'; overcoming barriers or impossible odds. Does 'victory' always mean something has been overcome? Think of examples in sport. Can children think of examples in history? • Can children suggest examples of local victories, less spectacular but nevertheless a source of pride? • What do children hope to overcome at school? Role play these incidents and explore pupils' feelings • Show a picture of Jesus on the cross or in the tomb once he had died. What do they see? Ask if any can tell you why this grim scene is actually seen as a victory to Christians. (The idea that death isn't the end for him; despite being executed, he is resurrected thereby proving God can overcome death – this is the beginning of Christianity – this is therefore a victory). • Listen to the Christian hymn 'Jesus Christ is Risen Today'. https://www.youtube.com/watch?v=X1brSOs0IMc. Give each group a verse of this hymn. Help them to put their verse into their own words and read out to the class. Groups create a border around their verse to explain its meaning. Display. • Find more Easter hymns on: http://www.hymns.me.uk/easter-hymns.htm. Give different hymns to groups. Repeat the above activity: discuss meaning, translate into own words, create border to explain, share. • Return to title question: <i>why is Jesus' death seen as a victory?</i> Do pupils have answers? • Does victory always involve beating something or overcoming a barrier? What did Jesus beat or overcome? • Define 'redemption'; being saved or made new. How has Jesus' death and resurrection redeemed humans? Find examples of lines in the Easter hymns referring to Jesus as a saviour or redeemer. • Ideally you will be able to use Yr 4 lesson: <i>What actually happened at Easter?</i> And Yr 5: <i>Who is responsible for Jesus' death?</i> Make links between pupils' prior learning about Easter and the ideas in this lesson; victory, redemption and being saved. • Look at Christian art depicting the Easter elements: Jesus' death, burial, resurrection (coming back to life) and ascension (going up) to heaven. These Wikipedia pages contain good examples (scroll to bottom of articles): Crucifixion: https://en.wikipedia.org/wiki/Crucifixion_in_the_arts Burial: https://en.wikipedia.org/wiki/Burial_of_Jesus Resurrection: https://en.wikipedia.org/wiki/Resurrection_of_Jesus Ascension: https://en.wikipedia.org/wiki/Ascension_of_Jesus • Discuss the order of these events. Show 2 resurrection paintings looking at the concept of victory – use Venn diagram to compare them – discuss similarities and differences between them. (Google: 'resurrection victory over death paintings' – there are lots of examples pupils could choose from.) • Which painting do they think best illustrates the concept of victory and why? • Art critic – create a summary note to place beside their choice of picture (Gallery style) explaining how it illustrates the concept of victory and explain why Jesus' death is seen as a victory by Christians.
Emerging Concepts Salvation Incarnation	
Vocab Victory, redemption, redeemer, saved, saviour, salvation Hymns, Easter Resurrection, ascension, crucifixion, burial	
Links with other key questions Y4: <i>What actually happened at Easter?</i> Y4: <i>what is the 'Big Story' of Christianity?</i> Y5: <i>Who is responsible for Jesus' death?</i>	

Why are the gospel accounts different?		Year 6
Learning outcomes	Suggested activities	
Emerging - Describe three elements of the Nativity. - Explain one Christian belief about Jesus from the Nativity. - Name two Gospel authors.	• Recap from previous learning in this syllabus: magi bringing gifts, shepherds in attendance, image of Jesus’ birth. Show an image of a Christingle; can pupils name the parts and their meaning? Create a class mind map of Christian beliefs about Christmas. • Do pupils think all the elements of Jesus’ birth are in the bible? Discuss. We are going to explore two different accounts of Jesus’ birth from two Gospel authors- Luke and Matthew. • Recap the idea of Gospel (especially using Y3: <i>Why did monks copy the Gospels by hand?</i>)- the bible consists of lots of different books compiled by different authors over many centuries. The gospels are the 4 books written about Jesus life (Matthew, Mark, Luke and John). As we shall see, there are similarities but also differences. • Start with Luke’s account of the Nativity. Watch this True Tube clip: https://www.truetube.co.uk/film/gospel-luke-nativity (if the link breaks, search ‘True Tube gospel Luke Nativity’). Go into as much detail as you feel is appropriate about Mary being a virgin, but it is crucial for Christian belief that she was made pregnant by God. • Hand out the passages narrated in this film: Luke 1:26-38 and 2: 1-21. If you want to consolidate the story, watch the film again while reading the text. Ask groups to underline all the miraculous events, such as messages from angels, prophecies, etc. • Compare to Mathew’s account of Jesus’ birth: https://www.truetube.co.uk/film/gospel-matthew-nativity. • Hand out the Matthew passages; Matt 1: 14-25 and 2: 1-23. Again, watch the video while reading the text if you wish. Ask groups to underline the miraculous events in Matthew’s account. • Matthew’s account begins with a list of the generations between King David and Jesus. David was a beloved and famous king of Israel, the Jews’ homeland. Why do pupils think Matthew wants to show Jesus is connected to King David? [to show Jesus’ royal lineage to demonstrate that he has a right to be seen as their leader, to show he is ‘truly’ Jewish, to show his authority] • What is the key difference between the visitors to Jesus’ birth? Matthew: magi, Luke: shepherds. Discuss the reasons for this difference [Matthew: Jesus’ royal lineage and authority, Luke: Jesus as a friend to the poorest and most humble, has come to save all people] • Hand out blue card folded in half. Ask half the class to create a ‘Matthew’ Christmas card and the other half to create a ‘Luke’ Christmas card. Groups must show the Gospel author’s different concerns. Display. • Discuss as a class what we can learn about the difference in Matthew and Luke’s accounts. Start by listing all the similarities; Mary, Joseph, Nazareth, Bethlehem, angels, prophecies, etc. Make a list of differences. What do they agree on? In what ways to the accounts differ? Groups suggest reasons for the differences [e.g., they had different concerns as men- Matthew wanted to stress Jesus’ royal lineage, Luke wanted to stress Jesus as a saviour for the most humble] • Answer the question as a class; <i>why are the Gospel accounts different?</i> Extension might be to consider if both versions can be true.	
Developing - Describe two common elements of Matthew and Luke’s nativity accounts. - Explain Matthew’s concern. - Explain Luke’s concern.		
Secure - Show how at least one element of the nativity reflects Christian beliefs in Jesus as a saviour. - Show how at least one element of the Nativity reflects Christian beliefs in Jesus as God Incarnate. - Suggest reasons for the difference between Matthew and Luke’s nativity accounts.		
Emerging Concepts Christian history, Gospel Incarnation		
Vocab Nativity, shepherds, magi, prophecy, Mary King David, royal lineage, authority, humble, saviour Gospel account, Matthew, Luke, text		
Links with other key questions Y3: <i>Why did monks copy the Gospels by hand?</i> Y4: <i>What is the big Story of Christianity?</i>		

Progression in Islam

	KEY QUESTIONS /FOCI	EMERGING CONCEPTS
EYFS	Learning about: A Muslim home, prayer, fasting at Ramadan, Eid ul-Fitr	Ummah A Man called Muhammad
Y1	Belonging to the Muslim family A man called Muhammad	Ummah A man called Muhammad
Y2	Why is the Qur'an a sacred book?	Qur'an
Y3	What is a Mosque For? What is EID?	Ummah Submission Islam: where in the world?
Y4	Muslims in Britain and Around the World	Ummah Islam: where in the world?
Y5	Food and drink: what are religious rules for?	Ummah Submission Islam: where in the world?
Y6	Learning about: A Muslim home, prayer, fasting at Ramadan, Eid ul-Fitr	Ummah A Man called Muhammad

NOTES ON EMERGING CONCEPTS

Ummah → the worldwide Muslim community, united by Muhammad

A man called Muhammad → Muhammad's history and main teachings, his importance in Islam

Qur'an → book revealed by God to Muhammad, role of prophets and angels in Islam

Submission → meaning of 'Islam' and 'Muslim'; role of humans in relation to God, obeying God's commands

Islam: where in the world? → places, languages, cultures of the many people in the world who belong to Islam, including Britain

Summary of Islam Content and Skills		EYFS
ELGs Personal, Social and Emotional Development: thinking about belonging, learning about belonging to a Muslim home Communication and language: ask questions about artefacts using a persona doll, listen to answers, ask further questions Understanding the world: learning about Eid ul-Fitr in Britain and around the world Expressive arts and design: showing learning about Islam through an Eid card	Islam and Muslims, Belonging to Islam - Artefacts on a 'home corner' - what happens in a Muslim household? - Choose dates, a Qur'an and an Islamic calendar to suggest the fasting month of Ramadan. [During the fasting month of Ramadan, Muslims focus on God. They will read the Qur'an more, visit the mosque more and generally try to focus on religion more. At the end of each day they break their fast by eating a date because Muhammad liked to do this. Eating a date keeps them in touch with the prophet at this religious time. - Choose a prayer mat and a compass (to show Makkah/Mecca) to find out about Muslim prayer. - Use a persona doll to help the children ask questions and listen to meanings of these artefacts. Eid Festival (Eid ul-Fitr) - Give out a sweet snack and talk about how Muslims celebrate the end of the fasting month with a sweet breakfast. How might they feel? - Look at images of a mosque at Eid ul-Fitr. Why are Muslims joyful? - Look at images of Eid around the world- gifts are given, people eat and celebrate together. - Talk about differences children see in places and people from around the world. - Search for images of 'Eid ul-Fitr' in Saudi Arabia, Indonesia, Turkey and the UK. Can they see any similarities/differences? Many mosques hold a 'Big Iftar' in the UK for non-Muslims to come in and find out about Ramadan. Find a local poster. Iftar is the meal eaten by Muslims after sunset during the month of Ramadan. http://www.thebigiftar.org/http-www-thebigiftar-org/ - Look at some Eid symbols and actions: food, wearing your best clothes, spending time with family and friends, praying at the mosque and giving money or gifts to the poor. Ask children to design a symbol to represent how Muslims feel at Eid. Place it on the front of cards for a class display of Eid learning.	
Emerging Concepts A man called Muhammad Ummah (Muslim community)		
Vocab Muslim, Islam Qur'an, Muhammad Ramadan, fasting, date, Eid ul-Fitr Prayer, prayer mat, Makkah (Mecca), mosque		
		NB: the festival at the end of hajj is Eid ul-Adha. This unit focuses on the festival at the end of Ramadan: Eid ul-Fitr.

Belonging to the Muslim Family		Year 1
Learning outcomes Emerging - Correctly identify one Muslim artefact. - Correctly name two items associated with the mosque. Developing - Identify one Islamic artefact and explain its meaning. - Explain one way a baby is welcomed into the Muslim family. - Explain two things that characterise wuzu and its purpose. Secure - Explain how Islamic items used in the mosque help Muslims to be together. - Show understanding that all religions have different ways to help people be together.	Suggested Activities • To unpack and define ‘belonging’ talk about signs of belonging children can identify: uniform, school badge, etc. Complete matching activity. • Create symbols to show what different groups children belong to. • Draw themselves and complete caption with caption “All children in the class belong together because...” • Talk about pupils’ families and what it means to be in a family. What do they do together as a family? • Talk about school as a family. Talk about religious groups as families. What religious activities do children know about? • Look at pictures that can indicate belonging to a faith, such as a Sikh turban, Christian cross (Images of Belonging to a Faith PPT). Look at items that are important in Islam on this PPT. If possible, look at Islamic artefacts the children can touch. * • Write the words from the PPT; ‘mosque’, ‘Qur'an’, ‘prayer mat’, ‘prayer beads’. Talk about what each artefact means in Islam. How does each help Muslims? Children label images with the correct words. • Talk about how each artefact helps Muslims belong to the Muslim family. E.g. mosques are buildings for Muslims to be together, prayer mats are used when Muslims pray together, etc. • Look at images of Christian churches (Places of Worship PPT). Talk about Christians belonging to a Christian family. Recap Y1 lesson: <i>how is someone welcomed into Christianity?</i> • Just the same as Christians, Muslims go to a place of worship that they call a mosque and they pray. Look at images of belonging in Islam (Places of Worship PPT): make links with prior learning (prayer mat, prayer beads, mosque). Focus on wuzu image (washing feet prior to prayer). Generate questions from groups. • Use this resource to find out about wuzu: http://www.cleo.net.uk/resources/displayframe.php?src=194/consultants_resources/re/WUZU/Wuzu.html • Talk about the purpose of this action (to be clean when they pray to god to show how important he is to them). Make links with key words: mosque, belonging, prayer. • Recap baptism (previous unit) in Christianity. Why do people have celebrations when a baby is born? • Tech about what the Muslim family does to welcome a new baby: whisper ‘God is great’/ ‘Allahu Akbar’ into the baby’s ear so it is the first thing they hear. Talk about why this is seen as the first thing to do. What words would pupils like a new baby in their family to hear? • Role play welcoming a baby into a Muslim family and digitally photograph it. Display and annotate this with words pupils used and their comments. Consolidation activity • Belonging in Islam assessment *NB: not everyone belonging to a faith chooses to indicate belonging in these ways. It is important that pupils know that not all Christians wear crosses, not all Sikhs have long hair, not all Muslim women wear hijabs.	
Emerging Concepts Ummah		
Vocab Belonging, faith, community, religion, church Mosque, prayer mat, prayer beads, Qur'an Wuzu ‘Allahu Akbar’		
Links with other units Y1: <i>how is someone welcomed into Christianity?</i>		

A Man Called Muhammad		Year 1
Learning outcomes Emerging - Explain what a leader does; give one example. - Explain why Muhammad was a good leader for Muslims. Developing - Explain why Muhammad had to leave Makkah. - Give at least two examples of how Muhammad has had a lasting impact on Islam today. Secure - Explain how at least one feature of a mosque helps Muslims connect to God. - Explain why Muhammad is described as a 'prophet' as well as a leader.	Suggested Activities • Introduce the key word: leader. What leaders have children encountered, e.g. Head, school council, PM, etc. • Play 'follow my leader'. One child chooses actions which the rest of the class copy. • Explain that different religions have different leaders, for example Jesus, who Christians see as their leader. • What do you think makes a good leader? Pupils made a mind map around who makes a good leader (e.g. kind, wise, helpful etc.). (What Makes a Good Leader?) • Watch BBC clip on the life of Muhammad: https://www.bbc.com/bitesize/clips/zcpngk7. (Do not draw or act out God or Muhammad when retelling this story as Muslims find this offensive). Discuss why Muslims say "Peace be upon him" after Muhammad's name. It reflects blessings of God, and the respect Muslims hold for the prophet. Rewatch video answering questions using quiz (Muhammad quiz). • Muhammad argued that the Makkans should only worship one God. They wanted him dead as he challenged their power. Watch this True Tube clip: https://www.truetube.co.uk/film/how-islam-began-ten-minutes Focus on the Hijrah or Night Journey (at 3 minutes) which tells of Muhammad's journey from Makkah to Madhina. Why did Muhammad leave Makkah? Where did he go? • Read the story of Muhammad and the Spider (The Spider and the Dove). This occurred on the Hijrah. Make spiders out of card. Write in the middle how Muhammad might have felt when he left Makkah. Hang these on a board or wall. • Give children time to respond to this set of information: Muhammad received messages from God; he shared them with the Arabs; some people wanted to kill him; others made him their leader. Discuss (a) Muhammad's feelings throughout these events, and (b) how we should react when people believe different things. • Read the story of Qaswa the camel (Qaswa the Camel). Look at pictures of mosques (Photos of Mosques PPT). Can children find any of the features Qaswa talks about? • Look at mosque features (Mosque features). Decide one on aspect of a mosque and explain how it helps Muslims to feel close to God. Listen to each other's explanations. • Go back to learning from the story of Muhammad video (BBC) and the story of Islam video (True Tube). Talk about all the amazing things that happened to Muhammad. Make a list of how he made a difference to Muslims. Remind children why Muslims say 'Peace Be Upon Him' about Muhammad. Complete Specialness of the Prophet. Consolidation activity • Assessment: Who was Muhammad?	
Emerging Concepts Ummah A man called Muhammad		
Vocab Muhammad, leader, prophet Makkah (Mecca), Madhina (Medina), Hijrah, Arabs God, Allah, belief, One God, many gods Mosque, minaret, minbar, muezzin, mihrab		
Links with other units Y1: how is someone welcomed into Christianity?		

Why is the Qur'an a Sacred Book?		Year 2
Learning outcomes Emerging - Explain why the Qur'an is the sacred book of Muslims. - Explain one way Muslims show respect for the Qur'an. Developing - Explain two ways Muslims treat the Qur'an and why they show respect. - Explain what it means that the Qur'an is 'sacred'. Secure - Explain why Muhammad has a special connection to the Qur'an. - Show understanding of how God uses prophets and angels to communicate messages.	Suggested Activities • Teacher holds up a book special to them (e.g. a wedding album, favourite book from childhood, baby album etc.). Teacher to explain why it is special and how they would like the book to be treated. Pupils talk about a special book for them. • Show several different laminated images of the Qur'an - generate questions. • Recap the man called Muhammad- what can pupils remember about him? (Y1 <i>A Man called Muhammad</i>) • Teach that the Qur'an is the most special book of all for Muslims. It is special because God gave Muhammad the words of the Qur'an. Teach the word 'sacred' - to describe a special book being from God. • Draw pupils' special book, write simple instructions for how to look after it (My Special Book Template). Do pupils think these instructions will apply to the Qur'an as well? • Using Qur'an PPT, teach that Muslims listen to the Qur'an being read aloud (recited) or read it themselves. Teach that Muslims should behave respectfully when reading or listening to the Qur'an, not calling out, eating or drinking. Compare to pupils' special book instructions, Recap the word 'sacred'. • Sit in a circle as teacher spreads a silk cloth or beautifully patterned cloth out on a table (not the floor) and places a wrapped Qur'an in the centre carefully. Pupils wash their hands before unwrapping the Qur'an. The Qur'an can be bought from Amazon from as little as £5.50. • Discuss how it felt and how we know it is important to Muslims (pupils must be clean, not talk or fidget, eat, the book is wrapped, and not placed on the floor, etc.). Teach the Qur'an must be kept in a high place, read on a stand and kept wrapped in a silk cloth. Talk about how these actions show respect for the book. • Can pupils make links between wuzu (washing before prayer, Y1 <i>Belonging to the Muslim Family</i>) and washing their hands before reading the Qur'an? What does cleanliness symbolise? • Teach that 'Islam' means 'submission', meaning submission to God. A 'Muslim' is someone who 'submits' to God. Using this information, design a poster showing how and why Muslims respect the Qur'an. • What is the oldest thing pupils can think of? Muslims believe the Qur'an came from God, revealed to Muhammad by Angel Jibril (Gabriel) around 1,500 years ago. Muslims believe it has not changed since then. • Watch BBC clip: http://www.bbc.co.uk/learningzone/clips/muhammad-allah-and-the-quran/4606.html • Look at a page from the Qur'an; what do they notice about the words? Teach that the language is Arabic, the language of people from Arabia. Show Arabia on a map. Watch BBC clip on learning Arabic to recite the Quran: http://www.bbc.co.uk/learningzone/clips/the-importance-of-the-quran/318.html. Show children in Algeria: http://www.youtube.com/watch?v=cyVoOcZZ3cE and Somalia: http://www.youtube.com/watch?v=GTHzPhyypaw • Play interactive matching Arabic letters game: http://www.islamicplayground.com/scripts/prodView.asp?idproduct=46. Choose an Arabic letter to draw. • Tell the Qur'anic story of Nuh (Noah- as Noah's Ark in the bible). Use Story of Prophet Nuh sheet. Children talk about basic rules from the Qur'an as shown in the story of Nuh.	
Emerging Concepts Qur'an Submission		
Vocab Sacred, sacred book, Qur'an, Muhammad, God Recite, revealed, Angel Jibril (Gabriel) Islam, submission, Muslim, submits Nuh (Noah), Arabia, Arabic, Algeria, Somalia Wuzu (recap)		
Links with other units Y1: <i>A Man called Muhammad</i> Y1: <i>Belonging to the Muslim Family</i>	Consolidation Qur'an assessment Discussion of emerging concepts: Qur'an: revealed to humans by God, discuss how far God or Muhammad are the author of the book? Submission: 'Islam' = submission to God, a 'Muslim' = someone who submits; link to how and why Muslims show the Qur'an respect.	

What is a Mosque For?		Year 3
Learning outcomes Emerging - State one feature of a mosque and explain its purpose. - Explain the meaning of the Arabic word <i>ummah</i>. Developing - State two features of a mosque and explain how they help to bring the community together. - State two features of a mosque and explain how they help Muslims to submit to God. Secure - Suggest a reason why any building can be used as a mosque. - show understanding of the word ‘sacred’ in connection to the mosque.	Suggested Activities • Look at images of mosque PPT: discuss starter images: odd one out? • Look at pictures of mosques on the PPT. Pupils to act as detectives, looking at the pictures to identify features of the building which give clues about how it might be used, <i>e.g. shape, common features. Are there any signs or symbols? Are there any clues about how the building might be used? Do the buildings have anything in common with other buildings you've seen?</i> Record responses on a flip chart. • As whole class, draw together their responses to come up with key things in common. • Ask pupils if any building can be used as a mosque? (yes) • Ask pupils to state what they think the purpose of a mosque is • Watch these clips inside the mosque→ BBC: https://www.bbc.com/bitesize/clips/zqcd2hv True Tube: https://www.truetube.co.uk/film/holy-cribs-mosque • take a virtual tour: https://www.truetube.co.uk/film/traditional-mosque • During all clips, make notes, looking for at least three facts about the purpose of a mosque. Update their previous answer, share with the group, decide as a group, suggest to the class. • Watch a clip about prayers at the mosque: https://www.bbc.com/bitesize/clips/zjr87ty • Recap wuzu: washing before prayer (Y1 <i>Belonging to the Muslim Family</i>). What is its purpose? • Return to mosque PPT: find images of prayer, can pupils spot a prayer mat? Show clip: https://www.bbc.com/bitesize/clips/zjr87ty. About prayers at the mosque • Look at prayer mat template and symbolism, pupils design a prayer mat (there shouldn't be any images of god, Muhammad or other people): http://www.the-treasure-box.co.uk/Documents/TTB_Prayer_Mat.pdf • Define the word ‘community’: list what people do together as a community? Go back to notes; what do Muslims do in the mosque as a community? (worship, pray, learn, celebrate, reflect, etc.) • Teach the Arabic word ‘ummah’ which means ‘community’. Watch clip of the foundation of Islam: https://www.truetube.co.uk/film/how-islam-began-ten-minutes. Talk about how the tribes were in conflict. Muhammad brought all the tribes together as one family; the <i>ummah</i>. Muslims still feel like a worldwide family. • Identify elements of the mosque that help to bring the <i>ummah</i> together. Make notes. • If possible, organise a visit to a mosque: to prepare for the visit, make sure pupils know to expect key elements: shoes will be removed, girls will cover their hair, they will be in a sacred space. Use ‘how to behave in a mosque’ sheet. • Focus of visit: help groups to prepare questions to ask or elements of the mosque to photograph or sketch→ how does the mosque bring the community (<i>ummah</i>) together; how does the mosque help Muslims show submission to God? • Collect notes, photos and sketches back at school; groups either focus on <i>ummah</i>/ community, or submission to God. Create a poster explaining the purpose of the mosque, making a link to either of these key concepts in Islam. Consolidation Mosque assessment	
Emerging Concepts Submission Ummah		
Vocab Mosque, minaret, quibla, prayer mat (recap), Makkah, Qur'an, dome, prayer, wuzu (recap), Ummah, community, tribes, Muhammad submission		
Links with other units Y1: <i>Belonging to the Muslim Family</i>		

Ramadan and Eid		Year 3
Learning outcomes Emerging -Know that when fasting, people are going without food and drink -identify that Muslims fast during Ramadan and then celebrate the end of Ramadan with a celebration (Eid-Al-Fitr) Developing - Describe what happens during Ramadan and Eid-Al-Fitr and explain why Secure -Explain how Ramadan and Eid demonstrate the concept of ummah	Suggested Activities • Bring in a packet of chocolate biscuits (check made with vegetable fats rather than animal fats). Show them to pupils and let them know they have to wait to eat their biscuit until the end of the day. Use this as a way in to explain that in a special month of the year, Muslims wait to eat their meal until it is dark and have no food or drink during the day when it is light (sunrise to sunset). The special month is called Ramadan and not eating food for a long time is called 'fasting'. Muslims call this 'sawm'. It is an Arabic word. • Remember to let pupils eat the chocolate biscuit at the end of the school day! (If teaching this during Ramadan, ensure Muslim pupils don't eat the biscuit – tell them you are saving the biscuit for them until Eid-Al-Fitr!) • Why do they think Muslims don't eat during the day during the month of Ramadan – sometimes for up to 10hrs? (Tease out the idea that it must be very important to them). Watch video clip https://www.youtube.com/watch?v=UoB0avMa_nU and/or https://www.youtube.com/watch?v=WNeY5Rqv30g What else do Muslims do during Ramadan and why do they think this is? (They pray, they help poor people, they don't eat during the day etc.) • Point out that people who are travelling, ill, pregnant or breastfeeding do not fast. If your body isn't up to it, you don't have to fast. Ask pupils if they are surprised to hear of exceptions to the fasting rule. Why do they think pregnant women, the elderly and sick do not have to fast? Most Islamic principles are only to be followed if it is possible. For example, although Muslims do not eat pork they are permitted to if there is nothing else to eat and they might starve. Saving life is more important than following a rule. The only principle that everyone has to follow is to have faith in one God. • Muslims break their fast after sunset and eat a meal with their families. This meal is called 'Iftar'. What would pupils want to eat if they hadn't eaten all day? Video clip about the Iftar meal https://www.youtube.com/watch?v=gd0CSEi67_s. What is the same about Iftar around the world and what is different? Pupils could identify the different countries/places in the video on a map or globe and identify the continents they are in. • Prepare A4 paper, folded into thirds. The thirds represent before sunrise, fasting during the daytime and breaking the fast. Pupils use words and pictures to show what a Muslim family would be doing at these 3 times of the day (e.g. dark sky, moon showing/sun shining, people eating round a table, praying etc.). • Pupils jot down three special occasions they have celebrated in the last year (e.g. birthday, Christmas, wedding etc.). • Discussion in small groups - What do they remember most? What made the event special (time with family, getting presents, sharing joy etc.)? • Consider what makes Ramadan so special to Muslims (a time when they focus on their religion and pray even more; Muslims believe it teaches them to think about those less fortunate than themselves and self-discipline). Even more special is when Ramadan ends. Tell pupils around 1.6 billion Muslim people around the world will celebrate Eid-Al-Fitr on Sunday 24th May (2020) – Ramadan will begin Saturday May 23rd (2020). Celebrations traditionally last for up to three days. Muslims greet each other at Eid by saying 'Eid Mubarak' – can pupils say this? Mubarak means 'blessings'. • PPT of images of Eid-Al-Fitr all around the world. How are people celebrating? Again, pupils could identify the countries/places on a map or globe and identify the continents they are in. • You could compare with images of other faiths' celebrations – what do they have in common? (Community coming together, people celebrating – happy people, families together, food etc.). Can they see these things in Eid-Al-Fitr?	
Emerging Concepts Ummah Submission Islam: where in the world?		
Vocab Ramadan Eid-Al-Fitr Iftar Fast(ing)		
Links with other units Y4: <i>Muslims in Britain and Around the World</i> Y5: <i>Food and Drink</i>		

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| | <ul style="list-style-type: none">• Pupils could create a story board or collage describing Ramadan and Eid through their own images and words or could use a range of photographs capturing Eid-Al-Fitr around the world stuck on a map with annotations.• If you have a kitchen in school, you could make cookies with pupils. In many Muslim cultures, it is tradition to make EID cookies and share them with family and friends – this symbolises kindness and the importance of giving to others. If there is no kitchen, pupils could bring in a small dish of food from their culture, or something they like to eat, and share it with the pupils in the class. Talk about community and the sharing of food as a way to bring a community together. |
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Muslims in Britain and Around the World		Year 4
Learning outcomes Emerging - Name two of the 5 pillars in Arabic and English - Explain why Muslims practise these pillars Developing - Explain how at least two of the 5 pillars help Muslims to uphold their faith in today's world - Offer a view as to how helpful it might be for Muslims to know that the 5 pillars are happening all over the world Secure - Identify one pillar that might be hard to follow, offer a reason why Muslims try to follow this pillar - Talk generally about the benefits and demands of belonging to a faith community	Suggested Activities • Jigsaw puzzle of moon and crescent symbol; pupils complete and discuss: can they identify this symbol? • Recap Muhammad's life using 'life of the prophet' sequence; pupils design a SYMBOL (not images, pupils cannot DRAW God or Muhammad) to represent each stage of the narrative. Teacher use Muhammad fact sheet for notes. • Pupils talk about why Muhammad was seen as a wise and good leader to Muslims. • Ask the class what five things are really important to them. Listen and share. Create a class list. 5 Pillars • Teach about the 5 Pillars of Islam, using Five Pillars PowerPoint. Match correct pillars using 5 Pillars card sort. • On Five Pillars worksheet, identify what is done all the time, every day, once a month, once a year and once in a lifetime • Discuss if it would be hard to keep these five pillars - why/why not? Groups design their own five pillars- what five rules do they think everyone should live by? Complete 5 Pillars wordsearch. Shahadah (belief) • Teach (using Shahadah PPT) that the first words Muslim newborns hear are the Shahadah in Arabic. Work through questions and information on PPT. Make a copy of the Shahadah in Arabic and create a class display. A free, downloadable colouring version of Shahadah is available from https://www.arabicplayground.com/products Salah (prayer) • Recap wuzu (also spelled wudu) - ritual washing before prayer in Islam (Y1: <i>Belonging to the Muslim Family</i>, Y3: <i>what is a mosque for?</i>) • Watch YouTube clip of salah: http://www.youtube.com/watch?v=FpHcw9uvU6E • Talk about the symbolism of wuzu; why do Muslims want to be clean before they pray? What does this symbolise? • Do pupils think it would be difficult to pray 5 times a day? Discuss why Muslims break up their day 5 times to pray, if they can. NB: if it is not possible to stop working and pray, Muslims can make up their prayers later in the evening prayer. Islam does not aim to make impossible demands. • Go through 'salah' PPT with the class. Watch prayer clip: http://www.youtube.com/watch?v=cBzAtcFcnVQ • Complete 'prayer times' worksheet. Bring a prayer mat and compass to class. Discuss the purpose and meaning of these items. Look at Makkah on a map and in images; this is where Muslims all over the world focus their prayer. • Talk about how it would feel to be a Muslim in Britain, knowing that all over the world Muslims are praying at the same times, facing the same place and doing the same actions. Recap the concept of 'ummah'; the global Muslim community.	
Emerging Concepts Ummah Islam: where in the world?		
Vocab 5 pillars, Shahadah, salah, zakat, hajj Wuzu (wudu). Ramadan- the fasting month, sawm- the fast Ihram, pilgrimage, Makkah (also spelled Mecca)		
Links with other units Y1: <i>Belonging to the Muslim Family</i> Y3: <i>What is a Mosque for?</i>		

Y3: <i>Ramadan and Eid</i>	Zakat (charity) • Divide pupils into groups of four. Give each group an envelope containing an amount of money (print out images of sterling notes) - give some groups more money than others. Ask pupils to count the money and say they have two minutes to decide what they are to spend the money on- feedback to the class. • Give each group a calculator and ask them to work out 2.5% of their sum and state this needs to be given to charity Discuss whether this is a fair amount. • Teach about zakat using zakat PowerPoint. Complete zakat worksheet- who receives zakat and why? • Pupils calculate their own zakat from pocket money etc- where would they want this money to go to and why? Sawm (fast) • Using sawm worksheet and sawm PPT, remind them about Ramada and tell them that fasting is called sawm – one of the 5 Pillars. Discuss why Muslims do it. Talk about how it would feel to be fasting, knowing that Muslims all over the world are doing the same. Would it make it a bit easier? Hajj (pilgrimage) • Ask pupils to talk about a place that is special to them. Create a scrapbook of photographs, drawings, souvenirs. Write about anticipating a trip, during and at the end of the trip. How do they remember the place later? • Show a suitcase containing two pieces of white cotton material (preferably 2.5m, with no visible stitching). Reveal the contents (the two pieces of cloth are called <i>ihram</i> - worn by all male pilgrims on hajj). • Invite questions about the kind of journey this traveller is embarking on. Preparing for hajj- watch YouTube clip :http://www.youtube.com/watch?v=tqCsW7OP_sU&feature=related • Complete Preparing for Hajj worksheet- discuss how each person could prepare for hajj. • Watch 'Greatest show on Earth' hajj clip: http://www.channel4.com/programmes/the-hajj-the-greatest-trip-on-earth/4od . Talk about what happens on hajj and why. • Show PowerPoint about hajj. Complete cartoon strip of main features of hajj. Design a postcard from Makkah. • Return to conversation about the <i>ummah</i>- the worldwide community of Muslims. Hajj is an opportunity to meet Muslims from all over the world. Talk about how this might feel. Would knowing that Muslims all over the world do these practices make them easier, more fun, more significant, etc.? • Use 5 Pillars worksheet to support pupils to reflect on the 5 Pillars and their lives. This could be done individually or each group could be given one of the 5 Pillars to work on and then share with the whole class. Consolidation Activities • Run a Bingo game or quiz to consolidate words, spelling and meaning • 5 Pillars assessment
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Food and Drink: what are religious rules for?		Year 5
Learning outcomes Emerging - Define 'haram', explain one food which is haram - Define 'halal', explain one food which is halal - Explain the role and purpose of fasting in Islam Developing - Explain how Muslims should treat animals and why - Give two examples of halal and haram food in Islam and explain why Muslims can or cannot eat them - Give a justified view as to whether Muslim athletes should fast during Ramadan Secure - Offer a view as to the purpose of religious rules - Show connection between the Islamic idea of 'submission' and religious rules		
Emerging Concepts Ummah Muslims: where in the world? Submission		
Vocab Kosher, vegetarian, halal, haram Animal ethics, compassionate carnivore Fur, blood sports, animal testing/ experimentation Ramadan, fasting		
Links with other units Y3: <i>Ramadan and Eid</i> Y4 : <i>Muslims in Britain and around the world</i>		
Suggested Activities • Talk about food and drink pupils do and don't like. Do pupils know of any religious rules about eating and drinking? • Go through the rules for different faiths on Overview of food and drink PPT. Teach that these are given rules, some religious people will try to follow them all the time, not all will manage it, or try them all. Complete chart (2nd Ppt slide) based on information. Identify similarities and differences between the faiths. • Discuss why people try to follow such rules? Create a class list of reasons. • Discussion. How do pupils think animals should be treated? Watch clip of Animal Ethics in Islam: http://www.youtube.com/watch?v=9FBLbCvMxaM&feature=BFa&list=UU327OW6Row76cz7R8YNU23A • Watch clip and write down one Islamic attitude towards animals. What Muslims should avoid in relation to animals. • Go though Islamic Teaching about Animals PPT: work through questions and examples. Written response: how should Muslims treat animals? Why? • Discuss in groups: <i>what are religious rules about animals for?</i> • Think, pair, share what pupils are permitted or not to do. Display on board using post-its. • Watch clip on haram and halal in Islam: http://www.youtube.com/watch?v=OqouSHmGmlA • Draft definition of 'Halal' and 'Haram', then show answer explanation on Halal and Haram PPT. check answers • Work through PPT- decide what is halal and haram. • Look at 'halal' symbol (on PPT) - discuss where it might be displayed, what is its purpose? Discuss: is there such a thing as ethical meat? Is there such a thing as a 'compassionate carnivore'? Refer to aspects of halal food in discussion. • True/false exercise (on PPT) • Recap meaning of 'Islam'- submission to God, and a Muslim is 'someone who submits to God'. Should Muslims follow food and ethical laws to show obedience to God? Or should they follow them because they agree? • Discuss in groups: <i>what are religious rules about food for?</i> • Recap Ramadan (Y4: <i>Muslims in Britain and around the world</i>). Watch True Tube clip: https://www.truetube.co.uk/film/great-british-ramadan • Ask the class what they think professional athletes should do in Ramadan- fast or not fast? • Look at articles: http://www.thelocal.de/20110803/36713 (athletes can eat), http://www.bbc.co.uk/sport/0/olympics/19150273 (they need to find balance), http://www.aljazeera.com/sport/london2012/2012/07/201272083759162935.html (Olympics and Ramadan) • Is obedience to God (submission) a good reason to fast? Is belonging to the worldwide Muslim community a good reason to fast? Discuss. Through this process create arguments for and against fasting during sports tournaments. • Discuss question in groups: <i>what are religious rules about fasting for?</i> Consolidation • Assessment		

Progression in THEMES

	KEY QUESTIONS/FOCI	EMERGING CONCEPTS
EYFS	Learning about:	
Y1	Belonging to the Sikh Family Belonging to the Jewish Family/Hindu Family	Belonging
Y2	The Guru Granth Sahib: a living guru The Torah: God's Law for the Jews Guru Nanak: an extraordinary life	Sacred books Prophets and leaders
Y3	Judaism: Believing and Belonging	Belonging
Y4	Diwali: the festival of Light Do all Buddhists believe and celebrate the same thing?	Special times Belonging
Y5	Sikhi: the Gurdwara What is Worship? What is it for? (12 weeks)	Sacred places Belonging
Y6	From life to death, what role does religion play? Is faith always the same? What does art tell us?	Belonging Art and expression
Y7		
Y8		
Y9		

NOTES ON EMERGING CONCEPTS

Belonging → signs of belonging, stories and beliefs that hold a community together, practices related to worship

Sacred books → books revealed by God to humans, containing information from God

Prophets and leaders → people chosen by God to communicate, people who have lived extraordinary lives and still inspire us today

Special times → stories and myths lying behind festivals; beliefs underpinning action; understanding of culture

Sacred places → a place set apart for the spiritual, links to community and belonging, stories and identity

Art and expression → personal presentations of faith and belief seen in art and creativity

Belonging to the Sikh Family		Year 1
Learning outcomes Emerging - Explain one of the 5 K's and what it means - Explain how one food is eaten by a community and what it means Developing - Talk about how someone's name can suggest the community they belong to - Explain two of the 5K's and what they mean Secure - Explain a similarity in signs of belonging across faiths - Identify a sign of belonging that is associated with just one faith	Suggested Activities • Pupils draw a picture to show who/what they belong to. Share. • Recap belonging in Islam, Christianity and/ or Judaism (all Y1 units). What words can pupils remember? What actions can they remember? Make a mix and match game- choose two images from each 'belonging' unit to represent two words (such as 'baptism' and 'shaving baby's hair') to remind pupils. Names • Think about pupils' first names. Do they know who chose it? Were they given that name for a special reason? • Show a picture of Sikh families in the UK, such as at festivals, and the Gurdwara (place of worship). Show images of the inside of a Gurdwara and the special book, the Guru Granth Sahib being read in the Gurdwara (Images of Sikhs PowerPoint). • Teach that when a baby has been born, mother and baby visit the Gurdwara as soon as they can. The Sikh special book, Guru Granth Sahib, is opened at any page and a passage is read. The baby's parents then choose a name that begins with the first letter of that reading. • Teach that Sikh boys always have Singh ('Lion') and girls always have Kaur ('Princess') as their surname. Find out what pupils' names mean – first and/or surname. Do they have a favourite name? • Search online for 'Arabic baby names'. Show children 10 girls' and 10 boys' names and what they mean. For example Aisha means 'lively' and Akil means 'intelligent'. Let children choose Arabic names they would like. Look at Arabia on a map. Teach that Prophet Muhammad was Arabian. He received the Qur'an from God in the Arabic language, so for Muslims, Arabic is a special language. Discuss why Muslims all over the world like to choose Arabic names for their children, even if they are not Arabs themselves. Clothes/ symbols • Recap one or two items of clothing or symbols that would identify a Muslim and a Christian. Talk about how people show they belong through what they wear or symbols they carry. • Many Sikhs also wear particular clothing to show they are Sikh. Show an image of a Sikh baby wearing a tiny steel bangle, called a <i>kara</i>. If you have one, pass it round. Talk about the meaning: it links all Sikhs together in a chain; it also represents the eternal nature of God. • Teach about the 5 K's that show belonging to Sikhi. Watch this True Tube video: https://truetube.co.uk/film/five-ks-sikhism • Using matching sheet 1 and 2, pupils identify the 5K's. Food • Make some <i>kara prashad</i> using this recipe: https://www.thoughtco.com/illustrated-prashad-recipe-2993137 . This is a sweet mouthful that Sikhs eat when they commit to Sikhi. This might happen when they are teenagers or adults, whenever they feel ready. It is a sign that they are ready to live by Sikh principles. Share the <i>kara prashad</i>. Talk about what pupils think the sweet taste represents? • Bring some dates to class and give each child a piece. Muslims usually finish their fast with a date during the month of Ramadan. It reminds them of Muhammad who did this. Talk about how this would feel.	
Emerging Concepts Belonging		
Vocab Sikh, Gurdwara, Guru Granth Sahib Muhammad, Qur'an, Arabic, Arabia, revelation Kara (steel bracelet) Kirpan, kaccha, kesh, kanga Kara prashad, date, hot cross buns		
Links with other units Y1: <i>how is someone welcomed into Christianity?</i> Y1: <i>Belonging to the Muslim Family</i> Y1: <i>Belonging to the Jewish Family</i> (alternative to Sikh unit)		

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	• If you can, bring in hot cross buns. What does the cross on the top represent? Why do Christians eat them at Easter? Talk about other Easter food and its meaning children can think of. • Talk about how food has meaning and shows belonging to a community. Consolidation activity • Play a game to test children's knowledge of key words this unit: the 5 K's , kara prashad, Gurdwara, etc. • Identify signs of belonging in Christianity, Islam and Sikhism- can pupils match the sign to the religion? • Sikh Belonging Assessment
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Belonging to the Jewish Family/ Hindu Family		Year 1
Learning outcomes Emerging - One Jewish symbol or food and what it means in Jewish life - One Hindu symbol and its meaning Developing - Names as signs of belonging - Jewish symbols, their meaning and as signs of belonging - Two things that happen at Raksha Bandhan and why Secure - Comparison with Sikhi, Islam and Christianity	Suggested Activities Judaism Jewish signs of belonging: biblical names and their stories- Miriam, Esther, Benjamin, etc. Compare with Hebrew names and Westernised names. Symbols/ clothes: kippah David, prayer clothes, skull cap Food: shabbat food. Hinduism Hindu names- many follow gods or heroes from mythology- as a sign of belonging. Such as Rama/ Ram or Sita Practices in the family: Raksha Bandhan- celebrating brothers and sisters Symbols: lotus flower- represents how someone should grow towards God/ many arms- represents multiple abilities of the deities- look at some deities with multiple arms and heads	
Emerging Concepts	Use Christian and Muslim comparisons as for Sikh unit above	
Belonging		
Vocab	Consolidation activity •	
Links with other units Y1: <i>how is someone welcomed into Christianity?</i> Y1: <i>Belonging to the Muslim Family</i> Y1: <i>Belonging to the Sikh Family</i>		

The Guru Granth Sahib: A Living Guru		Year 2
Learning outcomes	Suggested Activities	
Emerging - Explain that a ‘guru’ is a teacher in Sikhism - State the name of the Sikh holy book and one belief about it	• Bring a book to show that is special to you; a photo album, children’s book, novel, recipe book, etc. Talk about why. Do pupils have a special book?	
Developing - Explain two ways the Guru Granth Sahib is treated and why - Show two similarities between the way the GGS is treated and other holy books are treated and why	A sacred book • Show an image of the Qur'an or a real Qur'an if you have one. What can pupils remember? (See Y1: <i>Belonging to the Muslim Family</i>, Y2: <i>Why is the Qur'an a sacred book?</i>). Talk about the word ‘sacred’. What makes a book in a religion ‘sacred’? It is given by God or a higher power. Talk about how this is different to a non-sacred book that is special. • Bring a chauri to class (or an image). (The chauri is a ceremonial whisk which is made from the tail hair of a white horse or yak set in a wooden or silver handle. It is a traditional Indian symbol of authority and Hindu gods are often shown being fanned with a chauri.) Play a ‘reveal’ game, where one pupil describes what they see to another, who draws what they hear described. Ask pupils to guess what this is for. Teach that it is waved over the Sikh holy book as a sign of respect. Show Punjab on a map of India. Teach that Sikhi started in India, a hot country. Important (or rich) people would employ people to fan them. Can pupils suggest why the Sikh book is fanned? Why this remind us of Sikhi’s Indian roots? • Identify the purpose of a Chauri in Sikh culture. • Play this information about the chauri from the Cleo website: http://www.cleo.net.uk/consultants_resources/religiouseduc/parkash/parkash.html • Can pupils remember the ways the Qur'an is treated with respect? (Wrapped in silk, not put on floor, stored in a high place, readers and listeners must be clean, sensible and respectful). Talk about why sacred books are treated with respect. • Recap Y1: <i>how is someone welcomed into Christianity?</i> Why might a new baby be given a bible as a present? • Show pictures of the Sikh Gurus- there are lots online. Choose a selection showing different activities, such as teaching, helping, etc. Looking at all the pictures, what do pupils think these men do? Explain that they were the Sikh ‘Gurus’ or teachers inspired by God. Show Guru Nanak, and explain that there were 10 human Gurus.	
Secure - Make a connection between the way the GGS is treated and the language it is written in: Gurmurkhi - Explain two differences between the GGS in Sikhism and other holy books		
Emerging Concepts Sacred texts	The Guru Granth Sahib (GGS) - Show this Cleo information of Sikhs processing the holy book, the Guru Granth Sahib: http://www.cleo.net.uk/consultants_resources/religiouseduc/parkash/parkash.html • Show the name of the holy book. Can pupils guess why Sikhs treat the book in this way? The Guru Granth Sahib (GGS) is seen as a living Guru in book form, and is treated with respect as a person. Recap the use of the Chauri which also shows respect. • Teach that when the last human Sikh Guru (Guru Gobind Singh) died over 300 years ago he decided that there would be no more human Gurus and that Sikhs would instead treat the Guru Granth Sahib as their final Guru • Watch the video clip of the GGS in the Gurdwara. https://www.youtube.com/watch?v=h2LbTwwGsAY How do Sikhs show this book is special/sacred? • Design and make a paper cloth for the GGS. Act out putting it to bed. • Return to conversation about sacred books- talk about the Sikh special book being treated as a living person. Is this different to the sort of respect shown in Christianity and Islam? Why do Christians and Muslims respect their books? • Teach some facts about the GGS: it is written in Gurmurkhi; it has 1430 pages; it takes 48 hours to read from start to finish; on special occasions the whole book is read in the Gurdwara.	
Vocab Sacred book, Qur'an, Guru Granth Sahib, GGS Guru Nanak, Guru Gobind Singh, Guru Angad Equality, fairness Mool Mantar, Shahadah, Gospel, commandment		
Links with other units Y1: <i>how is someone welcomed into Christianity?</i> Y1: <i>Belonging to the Muslim Family</i> Y2: <i>Why is the Qur'an a sacred book</i>		

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Y1: <i>Belonging to the Sikh Family</i>	Equality • Focus on Gurmukhi- this is a language designed by the 2nd Guru (Guru Angad), so all Sikhs could read it. At the time, only priests were allowed to read the holy books and the Gurus wanted everyone to be able to do this. Anyone can read from the GGS, although it is an honour. Talk about why Guru Angad wanted all Sikhs to be able to read from the holy book, not just people trained as priests. Use the word 'equality', which is 'fairness'. Talk about how we can see equality in action • Show images of boys and girls learning to read the Qur'an in a Madrassah and all sort of people reading the bible. Talk about why religions would want everyone to be able to read the sacred book. Sacred Words • Search for 'Mool Mantar', play a clip of this prayer being chanted. What does it sound like? Read the Mool Mantar translated into English on 'Mool Mantar' sheet. For Sikhs this is the holiest prayer because it talks about God. In groups choose a phrase from the Mool Mantar to copy and decorate. Design each phrase on a different square of paper, which can be used as a border for any display made. • Search for the 'Shahadah' in Arabic and English. Show this phrase in Arabic calligraphy, and show the meaning of the words in English. This is the statement of beliefs of all Muslims. The words were revealed to Muhammad and are found in the Qur'an. Talk about similarities and differences with the Mool Mantar • Groups read biblical passage Matthew 22: 35- 40. https://www.biblegateway.com/passage/?search=Matthew+22%3A35-40&version=NIV Give them time to read it. Discuss its meaning. This is one of the most important phrases in the bible for Christians. • Talk about similarities and differences between the Mool Mantar, the Shahadah and the bible passage. Get to the idea that different religions often have similar ideas and we have more in common than we think sometimes. Consolidation activity • Guru Granth Sahib Assessment
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The Torah: God's Law for the Jews		Year 2
Learning outcomes Emerging - Retell a story of Moses or Abraham and state why this has been remembered in Judaism Developing - Explain Abraham and Moses' role in Jewish history and myth - Explain three types of biblical literature Secure - Comparison with Sikhi, Islam and Christianity	Suggested Activities - Learn about Abraham, the father of the Jewish people. Learn about his loyalty to the One God - Stories of Abraham and his descendants, found in the Torah, tell Jews (and Christians and Muslims) about their ancient roots - Learn about Moses freeing the slaves from Egypt, the descendants of Abraham who had fallen into slavery - Learn about Moses receiving the 10 commandments as well as many other commandments - Learn about the journey from Egypt to Israel/ Canaan, which became the Jews' 'Promised Land' - Find out what is in the first 5 books of the Bible: Genesis, Exodus, Leviticus, Numbers, Deuteronomy - Look at some words of wisdom in Proverbs - Identify the different types of biblical text for Jews: history, guidance for daily living, relationship with God	Consolidation activity
Emerging Concepts Sacred Texts		
Vocab		
Links with other units Y2: <i>Why is the Qur'an a sacred book</i> Y2: <i>Guru Granth Sahib</i>		

Guru Nanak: an extraordinary life		Year 2
Learning outcomes Emerging - Suggest one way Guru Nanak is a special person - Explain why Sikhs celebrate Guru Nanak today Developing - Using two elements of Guru Nanak’s life explain why he is special for Sikhs - Using two of Guru Nanak’s moral teachings, explain why Sikhs follow Guru Nanak today Secure - Suggest whether a guru is the same as a prophet based on reasoning - Show connections with other founders: Muhammad, Moses, Abraham and Jesus	Suggested Activities • Show a picture or photograph of someone who is very special to you. Talk about people who are important to us. Birth • Show picture of Guru Nanak and explain that he lived about 400 years ago in Northern India, in the Punjab region. Colour black and white Guru Nanak image. Help pupils with colours by looking at some colourful images of Guru Nanak online. • Read out to the class the story of the birth of Guru Nanak. Talk about special or unusual features of Nanak’s birth • Record and sequence the main features of Nanak’s birth by creating a cartoon strip. • Recap Jesus’ unusual birth. Can pupils remember any features? Can they remember what Christians believe about Jesus? An extraordinary life • Give groups of pupils a story with meaning from religion, fairy stories or any other story you like. Ask each group to explain the meaning of their story to the class. Explain that they are going to look at Sikh story with a meaning. • Read the story of Guru Nanak bathing. Give time for groups to discuss the meaning. Listen to suggestions. Key questions: Was Guru Nanak an ordinary person? Where did Guru Nanak say he went? Was Guru Nanak different when he came back? • Discuss what this story tells Sikhs about Guru Nanak. Talk about why Sikhs still tell this story today. • Ask pupils to suggest one reason Muhammad, Abraham and Moses were different from ordinary people, chosen or had extraordinary experiences. Define ‘prophet’: someone chosen by God to communicate with other people. Was Guru Nanak a prophet, or not? Is a ‘guru’ the same thing as ‘prophet’? Birthday celebrations • Show the Golden Temple PPT. Identify where it is in the world and its status as the most important Sikh Temple. • Show images of the Golden Temple decorated for Guru Nanak’s birthday. Can pupils guess why it is decorated? • Teach that many Sikh festivals occur on the Gurus’ (there were ten Gurus) birthdays. Why do pupils think this is the case? Find images online of ‘Gurupurbs’ (Guru’s birthday celebrations) in the UK, such as in Leicester or Southall. Look at several images of British Sikh festivals. Talk about why Sikhs celebrate Guru Nanak’s birthday. • Pupils make Guru Nanak birthday cards, including one piece of information about Nanak’s birth and why he is special • Show images of the Nativity such as on Christmas cards. Can pupils tell you whose birth this is? What is similar and what is different about Christians celebrating Jesus’ birth and Sikhs celebrating Guru Nanak’s birth. Moral Teaching • Give out a template of a present. In groups write down how each member of the group is special and unique. • Present a ‘mystery box’ to support exploring the Milk and the Jasmine Flower story; choose items from the story. Place them outside the box to generate interest. Tell the story. Use them to help pupils’ retelling and ordering of the story. • In a speech bubble, pupils write how their special gifts can be used for the benefit of others. Create a display using the present templates, speech bubbles and items from the story. Consolidation activity Guru Nanak assessment	
Emerging Concept Prophets and leaders		
Vocab Guru, Guru Nanak Prophet Gurupurbs		
Links with other units Y1: <i>Belonging to the Sikh Family</i> Y2: <i>Guru Granth Sahib</i>		

Judaism: Believing and Belonging		Year 3
Learning outcomes Emerging - Explain one shabbat symbol and its meaning - Explain one Jewish wedding symbol or practice and its meaning Developing - Suggest a reason for the kosher food laws - Suggest beliefs and history underlying Hanukah traditions Secure - Suggest reasons for obeying religious commands - Suggest the value for a community following religious practices	Suggested Activities • Recap knowledge of Judaism, such as Abraham, Moses and the Torah. Pupils could mix and match images and keywords. • Ask the class if they would like an extra weekend day. Talk about what they would do with an extra day off school and work • Teach the idea of a ‘day of rest’. Teach that Jews try to observe a ‘day of rest’ or sabbath, every Friday night to Saturday night (when possible). This is Shabbat, the Hebrew word like the English ‘sabbath’- day of rest. Show Shabbat PPT. • Watch this BBC Shabbat clip: http://www.bbc.co.uk/learningzone/clips/shabbat-pt-1-2/4744.html • Draw and label three aspects of shabbat per group. Write one sentence about the value of a day of rest, combine to form a class poster about shabbat. • Recap Moses- who received the 10 Commandments. One of the 10 commandments was to keep the sabbath. Show Exodus 20: 8-11, which states this commandment. Talk about why Jews would follow this directive even today. https://www.biblegateway.com/passage/?search=Exodus+20%3A8-11&version=NIV • Using the Kosher Food PPT, learn about kosher (‘fit’) and trefah (‘torn’) food. Watch clip and complete activity in PPT. • Why do Jews keep kosher? Recap the instruction to do so in Leviticus (3rd book of the bible). Return to conversation about directly following God’s commands. Does the day of rest seem a sensible thing to observe anyway? Or do pupils think Jews do it <i>because</i> it is a commandment? Talk about why Jews would follow kosher laws [some suggest the kosher laws are about hygiene- e.g. pork and shellfish is dangerous in a hot land with no refrigeration, some suggest it is an ancient system of classification, some suggest it is just a pleasure to do what God asks]. • Show images of a ‘chuppah’- a tent erected over a couple at a Jewish wedding. Can the class guess what it symbolises? [The couple’s new home, open to welcome friend and family, the tent the ancient Jews used in the wilderness] • In groups, research other Jewish wedding traditions. Each group should find at least three actions or rituals and the meaning behind them, such as saying ‘mazel tov’ and the ketubah. Record and share. • Talk about the meanings behind many Jewish practices and traditions- which are direct commandments in the bible? Which reminds Jews of their history? Are there other meanings lying behind practices? Do they think all religious practices are underpinned by belief? Does this help the class understand why they are still practised today? • Play this Hanukah clip from Sesame street: http://www.youtube.com/watch?v=3VfChLAADS8.. As they watch, pupils jot down any key words or phrases. Recap keywords: 8 days and nights, in Judea (an ancient Jewish city in Israel), attack on the Temple. Etc. Connect the Hanukah to elements of Jewish history and belief. Show images of different types and sizes of Hanukahs around the world. • Return to discussion about belief underlying religious traditions. Does this explain why the traditions are observed?	
Emerging Concepts Belonging		
Vocab Shabbat, sabbath, Kiddush, challah, kippah, havdallah Kosher, Leviticus, trefah Chuppah, ‘mazel tov’, ketubah Hanukah, temple, Judea		
Links with other units Y1: <i>how is someone welcomed into Christianity?</i> Y1: <i>Belonging to the Muslim Family</i> Y1: <i>Belonging to the Sikh Family</i> Y2: <i>The Torah: God’s laws for the Jews</i>	Consolidation activity Beliefs and practices Judaism assessment	

Diwali: the Festival of Light		Year 4
Learning outcomes		Suggested Activities • Starter: look at artefacts you have already studied in RE, such as the Hanukah (Judaism), the Raksha • Bandhan thread (Hinduism) or images of the chauri (Sikhi). Talk about items which have meaning behind them. Ask pupils to talk about special items in their house which have meaning for the family. • Explain that pupils will learn about practices at the Hindu festival of Diwali and the beliefs lying behind them • Show images of Christmas and Easter and key words for pupils to connect, such as ‘birth of Jesus’/ Nativity image. Discuss; <i>does a festival always have a meaning behind it?</i> • Watch the story of Rama and Sita and its link to Diwali. https://www.youtube.com/watch?v=uRpNNF4fB4g Define ‘Diwali’- the festival to celebrate the triumph of good over evil. Complete story board retelling the story of Rama and Sita. • What do pupils think the story is telling them? Why do Hindus carry lights still in Diwali? • Create role plays to retell the story and present the moral: the triumph of good over evil. • Recap Yr 3 units: <i>Why is Christmas a winter festival?</i> And Judaism: <i>Believing and Belonging</i>. Hanukah, Christmas and Diwali all celebrate good over evil with lights and food. Give the class time to discuss this; why do they think this is? Do all human societies need something to give them hope in the winter? Return to the question above: <i>does a festival always have a meaning behind it?</i> • Watch this BBC clip about modern Diwali: http://www.bbc.co.uk/learningzone/clips/the-diwali-festival-and-its-significance/4788.html • Identify actions at Diwali and the meaning behind them. Using the Diwali card instructions, coloured paper, felt, decoration materials etc., create a card in pairs. Inside, note at least three Diwali practices and what they mean. • Light a candle. Talk about how it feels to sit in a dim room and look at the light. Recap the role of light in the story of Rama and Sita. Look at the Christian Christingle and the Hanukah in Judaism. Discuss, with reference to previous discussions, the role of light in these winter festivals. Complete Significance of Light worksheet. • Find video clips online of the use of diva lamps in Hindu culture- in the UK and India. Using the Design worksheet for Diva Lamp, design and draw a diva lamp and complete the sentences. • Watch this video about how to make a rangoli pattern: http://on.aol.com/video/how-to-make-a-rangoli-pattern-315085709?icid=video_related_thumb_1 • Why do pupils think bright colours are associated with Diwali? Discuss the purpose (to welcome Lakshmi, the goddess of wealth, into homes and to ward off evil spirits). Why do they think the rangoli patterns are created with hands rather than other materials? • Copy or design their own rangoli pattern and create an invitation to Lakshmi inviting the Goddess to Diwali.
Emerging - Name two Hindu actions at Diwali and the meaning behind them - Retell the story of Rama and Sita and its meaning		
Developing - Explain three actions at modern Diwali and explain the meanings or stories underlying them - Show a connection between the modern festival of Diwali and the story of Rama and Sita -		
Secure - Suggest an answer to the question <i>does a festival always have a meaning behind it?</i> - Suggest a reason as to why many cultures have festivals of light in the winter		
Emerging Concepts Special times		
Vocab Rama, Sita, Ravana Diwali, rangoli, diva lamps, Lakshmi		
Links with other units Yr 3: <i>Why is Christmas a winter festival?</i> Yr 3: <i>Why is Easter a spring festival?</i> Yr 3: <i>Judaism: Believing and Belonging</i>		
Consolidation activity • Return to question: <i>does a festival always have a meaning behind it?</i> Present answers to the class in groups based on two pieces of information learned or discussed. • Diwali assessment		

Do Buddhists believe the same thing? Do Buddhists celebrate the same thing?		Year 4
Learning outcomes Emerging - Explain two beliefs about the Siddhartha Gautama in Buddhism - Give information about one Buddhist celebration and its purpose Developing - Explain the significance of Siddhartha Gautama in Buddhism and how this is shown in festivals - Compare and contrast Mahayana and Theravada Buddhist traditions Secure - Offer a supported view as to whether Buddhists around the world believe and celebrate the same thing or not		Suggested Activities • Show different images of the Buddha. Buddhism is followed by 350 million people. Teach that a Hindu prince called Siddhartha who lived in North India 2.5 thousand years ago, reached enlightenment and became a Buddha (Enlightened being). He left teachings so others could follow him, because everyone can attain enlightenment. This is Buddhism. • Watch video clip of Siddhartha’s life and how he became a Buddha. https://www.youtube.com/watch?v=3gK4VO9roE Storyboard his life in 6 scenes. Pupils choose and summarise the 6 key scenes. Siddhartha was from a North Indian kingdom. He attained enlightenment in a place called Bodh Gaya, find it on a map. Bodh Gaya means ‘place of enlightenment’. • Show the Eightfold Path as instructions. Pupils talk about each aspect of the path and how it could help live a good life. Write a modern example in each spoke of the wheel using the Eightfold Path template. • Teach that Buddha is not a god and is not worshipped. His teachings are held in great respect. There is no God in Buddhism; through your own understanding and compassion you achieve Enlightenment for yourself. Gather responses; does a religion <i>have</i> to have a God? Is Buddhism a religion or a way of thinking? • After Siddhartha’s death, Buddhist teaching moved South and East. Show map of the spread of these groups on PPT. Pupils could find these countries on a globe or map; it is an opportunity to reinforce learning about continents/compass points. • Teach that Buddhists can become monks or nuns or be ‘lay’ Buddhists. Lay Buddhists live a usual life and support the local Buddhist monastery or convent. Both the monastic and lay communities come together at festivals. Create a list of benefits of belonging to the monastic and lay communities of Buddhism. Watch clip about the life of a Buddhist monk or nun. https://www.truetube.co.uk/film/day-life-buddhist-monk or https://www.youtube.com/watch?v=01tDueapIkE. • Can pupils tell you if it is a full or half-moon at the moment? Events occur at the time of a full or new moon in Buddhism. • Show moon cycle- from full moon to half, crescent, half and full moon again. Teach that every full, half or quarter moon Buddhist monks in some countries come to the Temple to meditate and strengthen their commitment. This is called Uposatha, which means ‘entering to stay’. Work out how often this occurs (about once a week). Look at pictures of Buddhist temples. What can pupils see? There is always a Buddha image and lots of space to meditate, reflect, study and learn. What do pupils think the phrase ‘entering to stay’ means? [entering the temple to reaffirm commitment] • Teach that in some of the countries where Buddhists live (e.g. India) there is a rainy season, or monsoon lasting around 3 months. Teach about Vassa, the three month retreat which occurs during the rainy season. Buddha didn’t want his monks to be travelling during this season in case they damaged crops and insects. They remain in a monastery or temple and meditate and study. Compare this to Uposatha- what is similar and what is different? • Discuss whether pupils would like some time out of their lives to reflect and meditate- every week or for three months? • Teach that all Buddhists celebrate a festival called Wesak. In some Buddhist cultures Wesak celebrates Buddha’s birth, and his whole life. ‘Wesak’ means ‘harvest’ and many Eastern cultures have a celebration at this time of year, including Sikhs. Find ‘Happy Wesak’ cards on Google- look at variations. • Find video clips online of Wesak around the world. Can pupils guess what candles, incense and flowers symbolise? [candles= enlightenment, insight; incense= fragrance of Buddha’s teachings; flowers= impermanence, everything changes]. Make Happy Birthday Buddha cards, including information about Siddhartha’s life and enlightenment • Buddhists all over the world celebrate Songkran, a New Year celebration. It is celebrated in different ways in different parts of the world. Group work- research how Songkran is celebrated in a different country. Present findings to rest of class. • Create written answer to title question: <i>do Buddhists believe the same thing? Do Buddhists celebrate the same thing?</i>
Emerging concepts Belonging		
Vocab Siddhartha, Buddha, Enlightenment Wesak, Vassa, Uposatha Impermanence Monk, nun, monastic, lay Buddhist		
Links with other units		

Sikhism: the Gurdwara		Year 5
Learning outcomes Emerging - Name two features of the Gurdwara in Punjabi and explain their meaning - Name two actions Sikhs take in the Gurdwara and explain their meaning Developing - Explain how and why the Guru Granth Sahib is treated in the Gurdwara - Give a view as to the value of a place of worship Secure - Explain why Sikhs and Hindus celebrate Diwali and their differences - Offer a supported view as to the purpose of a place of worship	Suggested Activities • On a map of the world, identify Pakistan and India and identify the Punjab region, where Sikhism originated. • Can pupils name any places of worship they have been taught about? (E.g. church, mosque, synagogue). Who prays in these buildings? Sikhs also have their own place of worship called the Gurdwara. Show pictures of gurdwaras across the world including the West and those that don't immediately suggest religious significance PowerPoint. Similarities/ differences? Identify local gurdwaras on local area map (on PPT). Other places of worship are on the map – opportunity to reinforce the diversity of the area and the different faiths that are represented in Teesside. • Read about the key features of gurdwaras using this BBC resource: http://www.bbc.co.uk/religion/religions/sikhism/ritesrituals/gurdwara_1.shtml#h2 • Go through Gurdwara PPT (taken from Primary Resources website). • Pupils create an introduction to a guidebook about gurdwaras. Use 'Guidebook for Gurdwaras' resource. • Ask groups to list all the things different building are used for such as shops, schools, swimming pools, etc. Ask two groups to think about places of worship. Listen to uses. Do places of worship offer different or special purposes? Visit to a Gurdwara • Identify in advance several features of the Gurdwara to look for. For example: the chauri (fans the Guru Granth Sahib), Diwan (main hall for singing and reading the GGS), Sachkhand (bedroom for GGS), langar (kitchen and eating area). • Provide basic information about these features in advance and fill-in sheets or note pages to record observations and information. Provide cameras if possible for pupils to record what they see. • Enjoy all other talks, food and sensory input from the Gurdwara. Check in advance if pupils need head coverings. Not visiting the Gurdwara • Watch this tour of a Gurdwara on True Tube: https://truetube.co.uk/film/holy-cribs-gurdwara. Teach the information above. Can pupils spot these features in the clip? As above, work on a guidebook to the Gurdwara. Diwali in Sikhism • Sikhs also celebrate Diwali (see Y4: <i>Diwali: the festival of Light</i>). Reminder - map of Punjab region in India- Sikhism developed from Hindu traditions in India. Early Sikhs would have been Hindus. Read the story behind Sikh Diwali on this BBC page: http://www.bbc.co.uk/religion/religions/sikhism/holydays/diwali.shtml. • Add three pieces of information about Sikh Diwali to the guidebook, such as how it is celebrated in the Gurdwara, how it is different to Hindu Diwali and how it is celebrated in the UK. Guru Granth Sahib • Recap the Guru Granth Sahib (GGS), the Sikh holy book (see Yr 2: <i>Guru Granth Sahib, a living guru</i>). Can pupils remember how it is the same as other religious holy books, such as the Qur'an or Bible, and how it is different? [seen as a living Guru] • Identify the ways the GGS is treated with respect: the chauri, sachkhand, platform, etc. • Discuss how the Guru Granth Sahib is treated with respect and has a place of honour within the Gurdwara. Add information specifically about the GGS and Sikh worship to the guidebook. • Discuss: <i>why do religious communities need a place set aside to worship? Could it be done anywhere?</i> Consolidation activity Places of worship Sikhism assessment	
Emerging Concepts Sacred places		
Vocab Punjab, India, Pakistan Gurdwara, Guru, Guru Granth Sahib Chauri, Diwan, sachkhand, langar		
Links with other units Y1: <i>how is someone welcomed into Christianity?</i> Y1: <i>Belonging to the Muslim Family</i> Y2: <i>Guru Granth Sahib, a Living Guru</i> Y2: <i>The Torah: God's Law for the Jews</i> Y2: <i>Why is the Qur'an a sacred book</i> Y4: <i>Diwali: the Festival of Light</i>		

What is Worship? What is it for? Year 5	
Learning outcomes Emerging - Define 'worship', with reference to examples from three religious traditions - Give a view as to whether worship should happen in a special place and why, with reference to at least one named religion Developing - With reference to at least three different religious examples, explain what worship is and is not - Give a view as to whether humanitarian work is worship, with reference to at least two religious charitable principles and practical actions Secure - Give a view as to whether Buddhist meditation and chanting is worship, with reference to Buddhist philosophy - Respond to the question <i>what is worship? What is it for?</i> with reference to the subjects studied	Suggested Activities • Who do the class think is most famous in the world right now? Discuss why people are famous. • Recap prophets and leaders in religions studied: Abraham, Moses, Jesus, Muhammad, Guru Nanak and other Sikh Gurus. Give a different person to each group, can they remember 3 things that made them famous? • Show footage of a football match. What are the fans doing? Why? How might the fans be feeling? • Define 'worship' [showing reverence or adoration to a deity; being worthy of approaching the deity]. Compare to football fans; what is the difference between football fans and religious people worshipping? • Show footage of Christians in Church and Muslims at Mosque. How do they demonstrate their devotion to God? • Recap discussion at end of Sikh unit (Y5: <i>Sikhism, the Gurdwara</i>): <i>could worship take place anywhere?</i> Show places of worship PPT. Identify the religious buildings shown (church, mosque, gurdwara and hindu temple). What do they have in common? Brainstorm other ways people can worship than going to a specified building. • Show 7 elements of a Sikh disciplined life (on PPT) – which elements are every day/less frequent? Where do they have to take place? In what way can this be considered worship? • Recall the 5 Pillars of Islam and display them (on PPT). Which are everyday/less frequent? Why are these actions important? Where do they have to take place? Is this worship? • Show final images – discuss what they show and move pupils towards the idea of enjoying a place and treating it/people respectfully could be considered an act of worship for those who believe that God created Earth and all things in it. • In pairs or groups answer the question: <i>if God is everywhere, why go to a place of worship?</i> Pilgrimage • Talk about 'ordinary' journeys as opposed to 'special' journeys. What is the difference? Define 'pilgrimage: a journey of religious significance. • Open a 'mystery suitcase' containing a Muslim prayer mat, airline tickets to Saudi Arabia, a white robe and prayer beads. Can pupils recall Hajj? Recap Hajj: where, what, why, when? (Y4: <i>Muslims in Britain and Around the World</i>). • In what ways are these choices different from what pupils might pack to take on holiday? Why is this? • Use an atlas or world map to follow the route of Hajj. Plan the journey: how to get there; what it would cost; how long it might take etc. • Consider the challenges of making Hajj (above) and other pilgrimages. If it is so difficult, why do people do it? • Explain that there are pilgrimages in many faiths. In groups pupils research one place of religious pilgrimage (Lourdes, Jerusalem, the Golden Temple at Amritsar, Rome, Walsingham and Makkah). Present their findings to the class. Follow up work could be display or creating a chart comparing the different pilgrimages. • Discuss: <i>is pilgrimage worship?</i> Buddhism • Ask pupils what they think religious people worship- how many say 'God'? Ask if worship <i>has</i> to involve God? Teach that in Buddhism there is no belief in a God, although Buddhist actions are often called 'worship'.
Emerging Concepts Belonging Sacred places	
Vocab Worship, place of worship Hajj, pilgrimage, Saudi Arabia, Makkah, Lourdes, Jerusalem, Amritsar, Rome, Walsingham	

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Buddhism, puja, meditation, <i>samatha</i>, <i>metta</i>, <i>vipassana</i> Hinduism, deities, Ganesh, Lakshmi, Shiva, puja, murti Wudu/ wuzu, prayer mat Shabbat, Genesis, challah, havdallah	- Find out about Buddhist meditation, such as using this iWonder resource: http://www.bbc.co.uk/guides/zqrx34j - Teach that there are three types of meditation: to develop a calm mind (samatha), to develop loving kindness towards other people (metta) and to develop insight into the true nature of the universe (vipassana). - Find a 'stilling exercise' online to try with the class. Dim the lights, ask pupils to sit comfortably and quietly, and read the exercise to them. Reflect on how it felt to deliberately seek a calm, peaceful moment like this. (Note: pupils aren't being asked to engage in Buddhist worship; they are looking at the effects of meditation on the mind and the body.) - As a class create a list of three reasons why each type of meditation is valuable. - Watch a clip of Buddhists chanting, https://www.youtube.com/watch?v=WdA_8C6pkPE. The words are prayers or teachings that are repeated. Chanting helps Buddhists focus and concentrate, as well as think of the meaning of the words. Discuss why this might be useful. Discuss: <i>Is Buddhist meditation and chanting worship?</i> Hinduism - Show images of Hindu deities such as Lakshmi, Ganesh and Shiva. Talk about the many deities in Hinduism. - Consider how many roles pupils have e.g. friend, entertainer, daughter/son etc. Present pupils with range of different items (e.g. hats, pictures, descriptions etc.). Choose 3 items and justify their choices to a partner or possible host to explain choices. Ensure pupils have an understanding that Hindu deities take many forms to display different aspects of the divine. - Explain the belief in God in many forms and watch BBC clip. http://www.bbc.co.uk/learningzone/clips/explanation-of-the-hindu-gods/4796.html - Show a video clip of puja (worship) at a Hindu shrine, such as: https://www.bbc.com/bitesize/clips/zh2hyrd Teach that in Hindu culture, puja can take place in the home, a shop, the Temple, outdoors, or anywhere. Think about a special place at home and allow time to discuss. What makes it special? Where do they go if they want some quiet time or time to think (this does not need to be at home)? - Display the word 'shrine' and explain that, in Hindu homes, a collection of pictures or images are kept in the shrine and this is where a Hindu family goes to pray. - Describe what they saw in the shrine, encouraging a focus on the shrine being in the home. - Imagine a special guest was visiting their home. What would they do to try and make their guest feel welcome? Explain Hindus treat the images of the god and goddesses like extra special guests, they are respected, cared for, talked to, offered food and kept clean. Why do Hindus do this? (Hindus believe they can serve God through loving devotion through their chosen deity.) - Label the features of a home shrine. - Discuss: <i>does it matter if worship is at home or temple? Does worship need a special place, can it be anywhere?</i> Islam Watch clips of Muslim prayer in a Mosque and prayer in the home, such as these BBC videos: http://www.bbc.co.uk/learningzone/clips/praying-at-the-mosque/487.html http://www.bbc.co.uk/learningzone/clips/muslim-prayer/5965.html - Recap Muslim prayer (Y1: <i>Belonging to the Muslim Family</i>, Y3: <i>What is a mosque for?</i>): wudu/ wuzu, prayer mat, Mecca, etc. - Multi-faith prayer rooms can now be found in hospitals, universities, airports etc. Brainstorm benefits and challenges of prayer rooms. Recap arguments about worship needing or not needing a special place. - Create a grid comparing Muslim, Buddhist and Hindu worship. Pupils suggest categories (such as place, artefacts, time, actions, etc.), fill in the grid and compare ideas.
Links with other units Y1: <i>Belonging to the Muslim Family</i> Y5: <i>Sikhism: the Gurdwara</i> Y3: <i>What is a mosque for?</i> Y4: <i>Muslims in Britain and Around the World</i> Y4: <i>Diwali: Festival of Light</i> Y3: <i>Judaism: Believing and Belonging</i>	

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Judaism

- Show 6 images denoting the 6 days of creation in the Jewish and Christian bible (light/ dark, sun/ moon, sea/ land, plants, animals, humans). Can pupils put them in order? How many days did God create for? What did God do on the 7th Day? [rest]
- Recap Shabbat (Y3: *Judaism: Believing and Belonging*). In Judaism a day runs from evening to evening: 'Evening came, and morning came, a sixth day.' (Genesis 1:13), so Shabbat starts on Friday sunset and lasts until Saturday sunset.
- Watch video of song 'Good Shabbos' by the New York Jewish group Six 13
<https://www.youtube.com/watch?v=K7maoNGTL2w>. Shabbos is the American way of saying Shabbat (the English version is Sabbath; Shabbat is the original Hebrew word- they all mean the same thing). Why are the men rushing home [to get home before sunset]? In what ways could a day of rest with family and friends be a good idea?
- What words from the Six 13 song can pupils identify? Choose three new words to research and learn about.
- Set a Shabbat table: wine (Ribena), challah bread, candle, the words of the Shabbat prayer. Identify each object and its use. Look at images of havdallah boxes (on PPT) and teach its purpose [a box of sweet smelling spices to say good bye to the sweetness of Shabbat.]
- It might be worth watching the video again once this learning has taken place – can they identify anything more in the video?
- Discuss: *is Shabbat worship?*

Charity

- Find 4 religious-inspired charities, such as Christian Aid, Islamic Aid, Sewa UK and Khalsa UK. Give basic information to groups to research. Groups present to class the key aims and actions of the charities; who they help and how?
- Discuss if charitable work is worship. Create a class list of pros and cons. Groups decide their own answer backed up by at least two pieces of evidence and present.
- **Worship in practice assessment**

Is faith always the same? What does art tell us? Year 6	
Learning outcomes Emerging - Describe two aspects of Islamic art and explain their meaning. - Describe two aspects of Christian art and explain their meaning. Developing - Explain how aspects of Islamic, Christian and one other religious faith can be seen in art. - Offer a supported view as to how personal religious art is to the artist. Secure - Offer a supported view as to what makes art religious. - Offer a supported view as to why art within a religious tradition tends to follow similar characteristics.	Suggested Activities • Listen to a piece of evocative music, read a poem, talk about the feelings the works communicate. (These shouldn't be religious in nature.) • Provide examples of art from various cultures and time periods (including religious art). Ask pupils to speculate on the possible reasons why the art was made drawing on a range of reasons. Give reasons such as: teach history; explain a moral story; express an emotion- fear, pain, love, joy; update an old story; explain suffering; honour a person, etc. • Ask for reasons why people who are not religious still enjoy religious music or art. Make a list. • Can tattoos be art? Look at non-religious examples and make a list of pros and cons. At the end, define 'art'. Christianity • On Religious Art PPT, show images of Jesus as a king. He was not a king in his life- why depict him this way? Discuss • Do the class think this is religious art? What do they think makes art religious? Look at all images on PPT- groups decide how far each piece is religious or not, discuss. (Can art that makes you think and reflect be considered religious even if it doesn't have explicit religious images? It's about the idea of contemplation). • Task pupils to draw (or write) their impression of Jesus. Where do their ideas come from? • Using images of Jesus PPT sort images into chronological order and explain why. Show correct order. Discuss anything they have noticed (e.g. images of Jesus change over time; aspects of his appearance etc.). • Explore what impression of Jesus the images present and why that might be (see notes in PowerPoint). Why might some images be controversial? Pupils could identify which earlier art Christian art examples have taken ideas from Greek and Roman traditions. Does this make the Christian art less 'true'? Discuss which image reflects their understanding of Jesus and why? • Annotate a selection of images of Jesus over the centuries and describe what they show about Jesus. Some pupils may be able to explain what messages the artists were giving. • Show pupils stained glass using stained glass windows PPT. Talk about the artistic and religious purpose of stained glass windows- are they the same purposes? Create a stained glass from template showing something pupils want to express • Think about the artist who creates religious art- because they are an individual, is religious art always an individual expression of faith and belief? Is religious art always the thoughts of the artist only? • Islam: Share concept of Islamic art and why it doesn't represent people or animals using Islamic art PPT. • Explain the concept of calligraphy and show images from the Qur'an – how is it made beautiful? Show pupils a series of calligraphy images –write down what they think each is • Pupils draw a word that expresses a feeling, thought or personal belief using a calligraphy style. • Introduce pupils to geometric designs. Show images. Identify the shapes used in geometric Islamic art. • Explore how by using just one shape you can create a completely different pattern that creates other shapes within it e.g. circles can create stars, triangles and hexagons; squares can create diamonds and diamonds can create stars etc. • Show images of elements on buildings, clothes or objects inspired by Islamic art- does this make them religious? Is all religious inspired art religious? Look at final images on PowerPoint – are they Islamic art? Why?
Emerging Concepts Art and expression	
Vocab Art, expression, stained glass, Roman and Greek Chronological Calligraphy, geometry, prohibition, figurative	
Links with other units: Links with other units Y1: <i>Belonging to the Muslim Family</i> Y5: <i>Sikhi, the Gurdwara</i> Y3: <i>What is a mosque for?</i>	

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Y4: <i>Muslims in Britain and Around the World</i> Y4: <i>Diwali: Festival of Light</i> Y3: <i>Judaism: Believing and Belonging</i>	• Compare art in Islam/Christianity (Christianity allows figurative art because God chose to be revealed as a person in Jesus. Jews and Muslims do not draw God because they have no idea what God looks like. Christians are different in this respect). • Do the class think ALL Muslims will follow the principles of Islamic art- would some be curious to represent God? If art is created which doesn't follow these principles, is it still Islamic? Discuss. • Comparison: Give groups another religion to find out about- either let them choose as a class or choose for them. Either keep within one religion as a class or allow different groups to choose different traditions. Suggestions: Buddhist art- different Buddha images, Wheel of Life images; Hindu art- different deities and scenes from mythology; Jewish art- Jews follow the same prohibition on drawing God as Muslims, but there are many scenes from the bible in Jewish art; Sikh art- pictures of the Gurus and scenes from stories of the Gurus. • After learning about at least one other religious art form, discuss why people in the same religious tradition tend to follow the same artistic principles and forms. Can pupils find examples of original pieces in a tradition? • Consolidation activity- choose one of the following: (1) Choose examples of art from a range of faiths and create a collage; identify the faith and explain the purpose/message of the art work. Some may be able to explain why they have chosen their examples. • (2) Create an art timeline from a range of faiths from oldest to newest. Explain how the art has developed over time. • (3) Choose examples of art from one or more faiths; annotate their choices to explain what it reveals about that faith. • (4) Explain what is meant by religious art and use examples from different faiths to illustrate the explanation. • (5) Offer a written response to the title question: <i>is faith always the same, what does art tell us?</i>
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From life to death: what role does religion play?		Year 6
Learning outcomes Emerging - Explain one action and its meaning for each rite of passage; birth, coming of age, marriage and death. Link the rites of passage to the correct religion. - Explain the purpose of one rite of passage for a community. Developing - Explain the purpose for a community of each rite of passage, with using key vocabulary. - Suggest why all cultures have rites of passage. Secure - Offer a view as to the reason why all cultures mark the same stages in life. - Offer a supported view as to how religious rites of passage are.		Suggested Activities • On a timeline pupils draw a baby at one end and an old person at the other. Leave space on the timeline to add notes throughout the unit. Watch John Lewis advert: http://www.youtube.com/watch?v=jYOsWWKHZVw – what key events in a person's life does this show? Add onto the timeline at least 6 events they might expect to happen in their lives. • Define 'rites of passage'; rituals or ceremonies ('rites') that mark our journey through life, 'passage'. Can pupils name any? Can pupils name religious and secular/ non-religious rites of passage? Birth • Show Rites of Passage around the world PPT. Discuss what all these rites mark. How would pupils categorise this rite? • Individual written work. What is meant by rites of passage? I include a definition of rites of passage, and examples of religious and secular rites from across the world. Identify a rite of passage important to them and explain why. • Discussion - How does a family and a community feel about a new baby? • Show three images to remind pupils of Christian baptism (Y1: belonging to the Christian family) such as water, the font and a candle. Stress that not all Christians mark a birth in this way but most Christians choose a baptism. Show Rites of passage Birth PPT, Christian slide. Consider why water is used and what it symbolises. • Discuss the purpose of godparents, using the information on the slide. In pairs, decide 5 key qualities Christian parents might look for in a prospective godparent. Compare with another pair and decide on a final 5 between them. • Show Muslim Birth Rites slide. Focus on the prayer (Adhaan). Pupils write down what they would say to a newborn. Why is this prayer whispered into the bay's ear? Go through rest of slide. • Complete names activity on PowerPoint focusing on positive value of a name. • Return to pupils' life timeline. Add notes about how Christians and Muslims welcome a new baby. • Discuss if there are comparable rites in the non-religious, secular world. Do pupils think these rites are <i>religious</i> or human celebrations that have become religious? Coming of age • Go through True/false statements on becoming an adult PPT. discuss differences between children and adults • Discuss how and at what age we might want to or do celebrate becoming an adult. Some religions and cultures have 'rites of passage' to celebrate young people becoming adults. This is recognised at different ages • Show picture of Bat and Bar Mitzvah (on PPT). show clip: http://www.youtube.com/watch?v=Oc8G2C-oCac – make notes about what is happening; what promises are made and key reasons for what is happening? • Pupils describe promises they would make to their community as they progress into adulthood. • Show Hindu coming of age PPT or give pupils physical artefacts – what do they think they have in common? (All are used in the Hindu coming of age ceremony – Sacred Thread or Upanayana.) • Form class into small groups, numbering them 1-3/4. Provide each group with the Sacred Thread Ceremony information (from PowerPoint). Read thoroughly and answer questions. Groups answer, making sure everyone in their group understands. Call out a number. The student with that number answers the question for the team. • Compare and contrast Jewish and Hindu coming of age ceremonies in a format of their choice. • At what age do pupils think young people should become responsible? What responsibilities do they have already? Make a chart to show some of the responsibilities they will have to take on as they get older
Emerging Concepts Belonging		
Vocab Rites of passage, secular, non-religious Baptism, font Adhaan Bar/ Bat Mitzvah, Torah, Sacred Thread, Upanayana Vivah Samskar		
Links with other units Y1: <i>Belonging to the Christian Family</i> Y1: <i>Belonging to the Muslim Family</i>		

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| | <ul style="list-style-type: none">• Return to discussion about religious/ non-religious rites. Is coming of age a <i>religious</i>, or community celebration? <p>Marriage: Think, Pair, Share: ‘Marriage is important. Do you agree?’</p> <ul style="list-style-type: none">• ‘Perfect Partners’ Pyramid Rank exercise. Identify key qualities they think the person they might marry should have. Rank the qualities in a pyramid with ‘matters a lot’ at the top and ‘doesn’t matter at the bottom.’• Go through key information on PowerPoint about Hindu marriage ceremony PPT, including True/False Exercise (on PPT)• Using Footprints PPT, explain the meaning of these in a Hindu marriage ceremony.• Give groups different religions to research about wedding traditions, including Humanist/ non-religious• Discuss if marriage is religious or wider than religious- if we didn’t have religious would we still have something like marriage? Discuss what the purpose of wedding ceremonies is for a community. <p>Death</p> <ul style="list-style-type: none">• Opinion line – response to questions funeral rites PPT.• Discussion: What is a funeral? Why do you think funerals are held? Look at ways death is marked on PPT.• Brainstorm what they think happens at a Christian funeral? Find a suitable clip online of a Christian funeral. Use questions on PPT and Christian funerals worksheet to consider Christian beliefs/features of a funeral• Choose two more faiths’ funeral rites/beliefs to compare to Christianity, identifying similarities and differences. Choose lesser known faiths such as Zoroastrian and Tibetan ‘sky burial’ (Buddhist).• Discuss the purpose of funerals- are they all religious? Do non-religious people also need funerals? <p>Consolidation</p> <p>Rites of passage assessment</p> |
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