



# **The Provisional Newcastle Agreed Syllabus 2020 - 2025**

## **Units of work – Non Statutory**

## **The Newcastle Units of Study for RE.**

Teachers familiar with the units of study in the 2015 Agreed Syllabus for RE will recognise all the content that follows. The old units have merely been slimmed down by removing text that is out of date or irrelevant, but otherwise they remain substantially the same. The only other change to the units is that a thorough proof-read has been undertaken to correct any problems with punctuation, grammar and/or content that were missed in 2015. We believe the units have been improved since their last revision.

## Foundation Unit 1: The Importance of Belonging

### About the unit

Children are introduced to the concept of belonging, which is then related to their own sense of belonging and to how they are made to feel they belong. They look at how children are initiated and welcomed into the Christian family. They think about groups they belong to, how they know and show they belong, and what is special about belonging.

### Key questions

- What does it mean to belong?
- Which groups do you belong to and how do they give you a sense of belonging?
- Why is belonging to a faith community important to some people?
- How do believers show they belong to a faith community?

### Future learning

Children could:

- find out about past and present events in their own lives, and in those of their family and other people they know;
- use their imagination in art, design, music, dance, stories, play and role-play;
- respond in a variety of ways to what they see, hear, smell, touch and feel;
- express and communicate their ideas, thoughts and feelings by using a range of different materials, suitable tools, play, role-play and movement, and different songs and musical instruments;
- find out about initiation ceremonies in world faiths other than Christianity;
- explore in greater depth the concept of belonging generally and belonging in religion particularly.

### Vocabulary

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

- belonging, e.g. family, club, faith community;
- religion, e.g. belief, baptism, Jesus, God.

### Expectations

#### At the end of this unit

**Most children will:** understand the concept of belonging within their own experience; retell what happens at a baptism, explaining some of the reasons why this is done and what it means.

**Some children will not have made so much progress and will:** describe in simple terms their own experiences of belonging; recall the main features of baptism.

**Some children will have progressed further and will:** make connections between their own experience of belonging and Christian beliefs and practices related to it; explain some of the ritual and symbolism within baptism and why baptism is important.

<b>Learning objectives</b> Children should learn:	<b>Some suggested approaches/activities</b> Children:	<b>Learning outcomes</b> Children:
<ul style="list-style-type: none"> <li>to respect themselves and others</li> <li>how belonging is expressed and made explicit</li> <li>about relationships</li> </ul>	<ul style="list-style-type: none"> <li>talk about belonging to the class, school, clubs and their family to unpack the word “belonging”. They explain how they belong to different groups</li> <li>identify a badge or uniform which shows that they belong</li> <li>using a word picture bank, chart the groups they belong to, e.g. by drawing a badge</li> <li>talk about belonging to their family in more detail. They talk about what they do to be part of their family or role-play ideas</li> <li>think about the idea that people who believe in God belong to a family, a religious family. They learn that such people do things together to show they belong</li> </ul>	<ul style="list-style-type: none"> <li>speak and listen and represent ideas in their activities</li> <li>interact with each other and with adults in gathering information</li> <li>write about what they belong to</li> <li>identify ways in which they belong</li> <li>draw on their own experience to identify what is involved in belonging to a family</li> <li>suggest ways in which members of a religious family might show they belong together</li> </ul>
<ul style="list-style-type: none"> <li>respect for their own and other children’s cultures so that everyone develops a positive self-image</li> </ul>	<ul style="list-style-type: none"> <li>revisit the notion of a religious family and how members of faith communities show that they belong, e.g. in how they dress, in how they share activities</li> <li>investigate what Christians do to show that they belong, e.g. through shared worship</li> <li>discuss something that is done or worn by Christians and write a sentence or talk about it</li> </ul>	<ul style="list-style-type: none"> <li>begin to know about their own culture and/or beliefs and those of others</li> <li>know that religious people belong to a faith community which they regard as a family</li> <li>explain how Christians show they belong to the Christian faith and identify something done or worn by Christians to show that they belong</li> </ul>
<ul style="list-style-type: none"> <li>that many Christian communities initiate children into the Christian family through baptism</li> <li>respect for their own and other children’s cultures so that everyone develops a positive self-image</li> </ul>	<ul style="list-style-type: none"> <li>explore what happens at infant baptism by, e.g., observing a baptism on a video, listening to a story or using a doll to re-enact the ceremony in the classroom</li> <li>discuss why they think some people want to have their babies baptised</li> <li>think about why children are initiated. They draw upon their own experience of being welcomed or seeing an initiation ceremony. They use relevant texts that address why children are initiated into a religion</li> <li>investigate what children do to be part of a religion at home as well as at their place of worship</li> </ul>	<ul style="list-style-type: none"> <li>use communication and language in every part of the curriculum</li> <li>talk about the importance of religious initiation ceremonies</li> <li>identify what is involved in belonging to a religion</li> <li>communicate their ideas to others clearly through mime</li> </ul>
<ul style="list-style-type: none"> <li>the story of Jesus’ baptism and why the story is important for Christians</li> <li>to respond to significant experiences showing a range of feelings</li> <li>to develop awareness of their own needs, views and feelings and be sensitive to those of others</li> <li>to develop respect for their own cultures and beliefs and those of others</li> </ul>	<ul style="list-style-type: none"> <li>listen to the story of John the Baptist inviting people into the River Jordan for baptism. They learn about the symbolism of water and new life, and talk about why we wash and clean ourselves</li> <li>end the story with the baptism of Jesus, exploring John’s feelings. They talk about how it would feel to be asked to do something really important</li> <li>discuss why this story is important to Christians</li> <li>make baptism cards for someone who is about to be baptised</li> </ul>	<ul style="list-style-type: none"> <li>know elements of the story of Jesus’ baptism</li> <li>suggest reasons why the story of Jesus’ baptism is important to Christians</li> <li>make links between this story and the baptism of babies</li> <li>reflect on why Christians might want their babies baptised</li> </ul>
<ul style="list-style-type: none"> <li>to trust the practitioners who work with them and feel safe and secure</li> </ul>	<ul style="list-style-type: none"> <li>in groups, sequence sentences and pictures that describe ways in which a child and an adult belong to a religion</li> <li>discuss what is special about belonging to their family and display their collective response</li> <li>fill in missing words in sentences based on the above activity. They make links to the question: What is special about belonging to a religion for a believer?</li> <li>paint or draw a picture to illustrate their response to the above</li> </ul>	<ul style="list-style-type: none"> <li>know how adults and children belong to a religion</li> <li>identify what is special about belonging</li> <li>illustrate their ideas about specialness</li> </ul>

## Foundation Unit 2: Harvest Festivals

### About the unit

Children are introduced to the concept of religious celebration and the notion of religions expressing their beliefs through festivals. They learn about the meaning of Harvest in Christianity and Sukkot in Judaism, and why religious people believe it is important to say thank you to God. Other harvest festivals from around the world, such as Thanksgiving, can be introduced. Opportunities are provided for children to consider for what they might want to say thank you, to whom thanks should be given and how gratitude might be expressed.

### Key questions

- What is a harvest festival and what is it for?
- How and why does our school celebrate Harvest?
- What is the Jewish festival of Sukkot about?
- Why is it important to show thankfulness?
- What are you thankful for and to whom, and how should you show gratitude?

### Future learning

Children could:

- research different ways of celebrating the harvest around the world;
- find out how the themes explored in this unit feature in festivals in religions other than Judaism and Christianity;
- find out about religious and secular organisations which support people in developing countries, e.g. Oxfam, Christian Aid, Water Aid.

### Vocabulary

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

- harvest celebrations, e.g. Thanksgiving, Sukkot;
- religion, e.g. God, Christianity, Judaism, hymns, prayers.

### Expectations

#### At the end of this unit

**Most children will:** know about the main features of Christian and Jewish harvest festivals; understand that a harvest festival is about giving thanks to God and a time for sharing with those in need.

**Some children will not have made so much progress and will:** have some basic knowledge of the harvest festivals.

**Some children will have progressed further and will:** know that festivals are important features of religious life; recognise the similarities and differences between ideas and practices related to the Christian celebration of Harvest and the Jewish festival of Sukkot; explain why there are festivals of thanksgiving to God and why they are a time for sharing with those in need.

<b>Learning objectives</b> Children should learn:	<b>Some suggested approaches/activities</b> Children:	<b>Learning outcomes</b> Children:
<ul style="list-style-type: none"> <li>about the terms “harvest” and “harvest festival” and what they mean</li> <li>to explore colour, texture, shape, form and space in two or three dimensions</li> </ul>	<ul style="list-style-type: none"> <li>identify the fruit and vegetables that are pulled out of a shopping bag. They discuss how and where the produce was grown</li> <li>look at a variety of harvest pictures and introduce harvesting words, e.g. cutting, picking, gathering, collecting, netting</li> <li>learn a traditional children’s harvest hymn or song</li> <li>draw or paint their favourite fruit and/or vegetable</li> </ul>	<ul style="list-style-type: none"> <li>use a range of appropriate words to talk about harvest</li> <li>communicate their ideas about harvest using pictures</li> </ul>
<ul style="list-style-type: none"> <li>about the school’s harvest festival</li> <li>to respond to significant experiences showing a range of appropriate feelings</li> <li>to develop awareness of their own needs, views and feelings and be sensitive to those of others</li> <li>respond in a variety of ways to what they see, hear, smell, touch and feel</li> </ul>	<ul style="list-style-type: none"> <li>talk about their school’s harvest festival and think about the questions: What is the theme? What are we saying thank you for?</li> <li>discuss the idea of a festival as a special celebration that has a religious meaning</li> <li>talk about decorations and invitations and get involved with the preparations for the school’s harvest festival and other festivals, e.g. Sukkot, Chinese New Year, Christmas, Easter, Divali, Eid-ul-Fitr, Baisakhi, Wesak</li> </ul>	<ul style="list-style-type: none"> <li>show an understanding of their school’s harvest festival by explaining why it is held</li> <li>communicate their understanding of what a festival is by making a collage or picture</li> </ul>
<ul style="list-style-type: none"> <li>that some Christians like to say thank you to God for the harvest</li> <li>that there are times in their own lives when they want to say thank you</li> <li>use their imagination in art, design, music, dance, play, role-play and stories</li> </ul>	<ul style="list-style-type: none"> <li>look at pictures of Christian harvest festivals. They discuss how and why Christians say thank you to God for the harvest</li> <li>listen to (or learn) a harvest hymn</li> <li>think about the words of a harvest prayer</li> <li>consider the idea of thankfulness and the different ways that we say thank you/express thankfulness. They identify to whom/what they might say thank you.</li> </ul>	<ul style="list-style-type: none"> <li>show their knowledge and understanding of harvest by talking about how and why some Christians like to say thank you to God for the harvest by holding a thanksgiving festival</li> <li>identify occasions when they want to say thank you for something and talk about the reasons why</li> </ul>
<ul style="list-style-type: none"> <li>that Jewish people hold a festival of thanksgiving called Sukkot</li> <li>that Jewish people give thanks to God by building a succah and by sharing their food with others</li> <li>to develop understanding and respect for their own needs, views, cultures and beliefs and those of others</li> </ul>	<ul style="list-style-type: none"> <li>look at pictures of the festival of Sukkot and discuss the festival and its origins. They consider the questions: Why do Jewish people make a succah? What was a succah originally for and how is it made today?</li> <li>listen to the story of the Israelites in the wilderness. They build a succah in the classroom and decorate it with leaves and fruit</li> <li>discuss how Jewish people might invite others to share a meal in their succah and explain why they do this. They invite guests to their classroom succah</li> <li>invite people to share a meal in the classroom and talk about times when they share meals with others</li> </ul>	<ul style="list-style-type: none"> <li>explain that Jewish people say thank you to God by celebrating Sukkot</li> <li>explain that Jewish people like to show their thankfulness by sharing a meal with others in their succah</li> <li>make connections with their own experiences of sharing meals</li> </ul>
<ul style="list-style-type: none"> <li>that many people like to show their thankfulness by sharing their harvest with others</li> <li>to speak, listen and represent ideas in their activities</li> <li>to use communication and language in every part of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>are reminded about the Christian harvest festival</li> <li>talk about what the school did with the harvest gifts. They explain why they think some people want to give to help others</li> <li>think about the idea of giving to God by giving to others at harvest, and examine festivals in other religions in which giving to others is important (e.g. Eid-ul-Adha)</li> <li>look at charity posters which offer help and relief to those who have no harvest. They think how they have helped others</li> <li>make thank you posters individually, in groups or as a class</li> </ul>	<ul style="list-style-type: none"> <li>explain that harvest festivals are a time when some people say thank you to God and share food with others</li> <li>talk about and suggest reasons why some people want to help others</li> <li>describe their own experience of helping, giving and receiving</li> </ul>

## Foundation Unit 3: Friends of Jesus

### About the unit

Children are introduced to the person of Jesus by looking at his family and friends, and to the notion of Jesus as a special person for Christians through some stories about him.

### Key questions

- What is friendship?
- What are the qualities that make someone a friend?
- Who were Jesus' friends and family?
- Why was Jesus a friend to children?

### Future learning

Children could:

- find out more about the life and teachings of Jesus and the people who followed him;
- find out about some particular friends of Jesus, e.g. Lazarus, Martha, Mary, Zacchaeus.

### Vocabulary

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

- stories about or concerning Jesus, e.g. disciples, friends, family;
- feelings, e.g. love, caring, forgiveness, reconciliation.

### Expectations

#### At the end of this unit

**Most children will:** know that Jesus was a real human being who had a family and friends; that Jesus chose special friends - disciples - to help him; retell simple stories about Jesus and his disciples and about his meetings with children; know that Jesus offered friendship to all people.

**Some children will not have made so much progress and will:** know that Jesus had a family, friends and some special helpers; that friendships are important; know some of the qualities that make a good friend.

**Some children will have progressed further and will:** retell the stories in this unit accurately and in some detail; explain the significance of the stories and the importance of friendship.

<b>Learning objectives</b> Children should learn:	<b>Some suggested approaches/activities</b> Children:	<b>Learning outcomes</b> Children:
<ul style="list-style-type: none"> <li>about the term "friend" and the qualities that make someone a friend</li> <li>about relationships and the importance of friendships</li> </ul>	<ul style="list-style-type: none"> <li>discuss what makes a good friend. As a starting point they use a book or story which illustrates friendship</li> <li>make a class list of good and bad qualities. They discuss how they can be a good friend to others and how they can make new friends</li> <li>make a montage of friendly faces, a collage of friendly pictures or posters showing friendly actions</li> </ul>	<ul style="list-style-type: none"> <li>explain what being a friend means to them</li> <li>identify the personal qualities of characters in a story and relate these qualities to their own experiences</li> <li>demonstrate their own ideas of friendship using pictures</li> </ul>
<ul style="list-style-type: none"> <li>that Jesus chose special friends (disciples) to be his helpers</li> <li>about relationships and the importance of friendship</li> <li>to use their imagination in art, design, music, dance, play, role-play and stories</li> </ul>	<ul style="list-style-type: none"> <li>hear the story of Jesus calling the fishermen to be his helpers and followers (disciples). They discuss how the disciples felt at different points in the story</li> <li>are introduced to the twelve disciples. They discuss how many friends they have, their names and how these compare with the names of the disciples</li> <li>children make a collage of their friends, or a display using the names of the disciples and the names of their friends</li> </ul>	<ul style="list-style-type: none"> <li>know that Jesus chose twelve disciples to be his special friends, helpers and followers</li> <li>talk about the feelings of the disciples</li> </ul>
<ul style="list-style-type: none"> <li>about the term "family" and that Jesus belonged to a family: he had parents, brothers and sisters</li> <li>to develop awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others</li> <li>to develop respect for their own cultures and beliefs and those of other people</li> <li>to express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, etc.</li> </ul>	<ul style="list-style-type: none"> <li>discuss their experiences of family life and the things they enjoy and feel are important about belonging to a family</li> <li>discuss the idea that Jesus was part of a family and the eldest child</li> <li>role-play aspects of family life and/or make a display about their family</li> </ul>	<ul style="list-style-type: none"> <li>know that Jesus belonged to a family and had brothers and sisters</li> <li>talk about why families are important and their feelings about belonging to a family</li> </ul>
<ul style="list-style-type: none"> <li>that Jesus was a friend to children</li> <li>to be able to trust the practitioners who work with them and feel safe and secure</li> <li>to interact with adults</li> </ul>	<ul style="list-style-type: none"> <li>hear and discuss the story of the children being brought to Jesus</li> <li>identify adults they consider to be their friends. They discuss the suggestions, then paint large figures to display on the wall, including one of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>talk about why they think Jesus liked children and was their friend</li> </ul>
<ul style="list-style-type: none"> <li>that Jesus was a friend to many different people</li> <li>that many different people can be our friends</li> <li>about their own cultures and beliefs and those of other people</li> </ul>	<ul style="list-style-type: none"> <li>discuss what they have found out about Jesus' friends, and how Jesus offered friendship to all kinds of people</li> <li>talk about their many different friends, both adults and peers, in school and out of school. They discuss how and to whom we offer friendship and how we can value our friendships</li> <li>make a "thank you for being my friend" card</li> </ul>	<ul style="list-style-type: none"> <li>identify what they have learned about the different friends of Jesus</li> <li>explain in simple terms that true friendship is about behaviour and feelings, e.g. being kind</li> </ul>



## Key Stage 1 Unit 1: Expressions of Belonging

### About the unit

Pupils relate their own understanding of belonging to what believers from different religions understand about it. They look at how Christians in particular express their sense of belonging, community and identify and at how a church welcomes children into its family.

### Key questions

- How is a sense of belonging expressed and demonstrated?
- How do religious people express their sense of community?
- What is baptism about?

### Future learning

Pupils could:

- explore in greater depth the concept of belonging in Christianity;
- explore the concept of belonging in religions other than Christianity (e.g. Judaism);
- visit a church to participate in an enactment of baptism.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- religion, e.g. God, belonging, commitment, dedication;
- Christianity, e.g. Jesus, baptism, christening, cross;
- Christian worship, e.g. prayer, hymn, singing, Bible readings, Sunday.

### Expectations

#### At the end of this unit

**Most pupils will:** retell what happens at a service of infant baptism; give a simple explanation of some of the symbolism associated with baptism; reflect on their own sense and understanding of belonging; talk about what belonging means to Christians and how Christians express their sense of community and identity through worship; describe some of the key elements of Christian worship.

**Some pupils will not have made so much progress and will:** recall the main features of a baptism service and Christian worship; describe simply their own experiences of belonging.

**Some pupils will have progressed further and will:** explain the symbolism associated with baptism and the reasons why Christians have services of baptism; explain the importance of worship for Christians; make connections between their own experiences and Christian beliefs about belonging, community and identity.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>about ways in which they belong and how belonging is expressed and shown</li> </ul>	<ul style="list-style-type: none"> <li>talk about belonging to the class, school, clubs and their family. They discuss how they show they belong to these different groups</li> <li>identify a badge or uniform which shows they belong and illustrate one example of who/what they belong to, e.g. by drawing a badge</li> <li>using a word bank, complete a worksheet saying what they belong to</li> <li>think about and discuss what is special about belonging to their family, clubs or school. They write up their answers to record a collective response</li> <li>talk about belonging to their family in more detail. They complete a pre-drawn family tree and add on other people who are important to them</li> </ul>	<ul style="list-style-type: none"> <li>write about what they belong to</li> <li>identify ways in which they show belonging</li> <li>draw on their own experience to identify what is involved in belonging to a family</li> <li>explain what is special about belonging</li> </ul>
<ul style="list-style-type: none"> <li>that religious people feel they belong to a faith community and express their sense of community and identity through worship</li> </ul>	<ul style="list-style-type: none"> <li>examine the idea that people who believe in God also belong to a family, a religious family. They learn that such people do things together, e.g. worship</li> <li>examine the idea that worship is a special time and often takes place in a special building</li> <li>find out about some important features of Christian worship, e.g. prayer, Bible readings, singing, and listen to biblical stories or teaching and how particular things are used in worship, e.g. font, altar, Bible, musical instruments</li> <li>visit a church to experience its atmosphere and explore key features, symbols, decoration, artefacts and clothing, and examine special places within it. They note the way the church appeals to all senses and reflect on the experience</li> <li>produce appropriate questions to ask local Christians or clergy</li> </ul>	<ul style="list-style-type: none"> <li>suggest ways in which members of a religious family/community show they belong together</li> <li>talk and write about their special times and places</li> <li>explain how particular symbols, artefacts and/or activities express feelings of identity and community/belonging for Christians</li> <li>draw and/or write about one example of a symbol, artefact or activity which expresses belonging</li> <li>talk about their experience of a visit to a church and what they learned</li> <li>produce appropriate written work, e.g. a diary, a church guide</li> <li>interview a Christian and record his/her responses</li> </ul>
<ul style="list-style-type: none"> <li>that baptism is a symbol of welcome into the Christian family of the church</li> </ul>	<ul style="list-style-type: none"> <li>look at the font in a local church or are shown photographs of one. After exploring what a font is, they discuss what happens at a baptism</li> <li>talk about the symbolism of the cross made on a baby's head in the context of welcoming a child into the family of God in the church</li> <li>recall personal experiences of going to baptisms and talk about them</li> <li>explore the importance of naming and the term "Christian" name</li> <li>look at a baptismal candle and talk about what it might symbolise. They make a font and light candles</li> <li>learn that baptism is the way some Christians welcome babies into Jesus' family. They talk about how their own families welcome babies</li> </ul>	<ul style="list-style-type: none"> <li>identify baptism as an important Christian practice</li> <li>identify some of the symbols associated with baptism</li> <li>describe some of the practices associated with baptism</li> <li>identify their family traditions regarding babies</li> </ul>
<ul style="list-style-type: none"> <li>that cleansing by water symbolises a fresh start or new life</li> </ul>	<ul style="list-style-type: none"> <li>explore how water symbolises a new start. They learn that baptism is the way some people show they want to belong to Jesus</li> <li>sequence cards with sentences and pictures that describe how a child is welcomed into the Christian family</li> <li>link their own experiences of belonging and specialness to those of religious believers</li> </ul>	<ul style="list-style-type: none"> <li>give simple explanations about why water is used in baptism</li> <li>use sequencing cards to show knowledge of how people are welcomed into Christianity</li> <li>complete sentences about their personal experiences, linking them to religious ideas</li> </ul>

## Key Stage 1 Unit 2a: Christmas and Hannukkah

### About the unit

The focus of this unit is the theme of celebration through the exploration and experience of Christmas and Hannukkah. The starting point is the practice of giving gifts at Christmas, which is shared by most Christians and people from a secular background, then the unit explores the Christian belief that Jesus is God's gift to and the light of the world. The unit also explores the origins and significance of some of the practices associated with the Jewish festival of Hannukkah, including the symbol of light.

### Key questions

- What is meant by the idea of something being precious or special?
- Why do people give gifts at Christmas?
- Why do Christians think of Jesus as God's gift to the world?
- How and why is Hannukkah celebrated?
- What is the origin and meaning of some of the activities associated with Hannukkah?

### Future learning

Pupils could:

- study in more depth how and why Christians celebrate Christmas;
- study in more depth how and why Jewish people celebrate Hannukkah.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- religion, e.g. God, angels, festivals;
- Christianity, e.g. Jesus, Christmas, frankincense, myrrh;
- Judaism, e.g. Hannukkah, hanukiyah, latkes, menorah;
- Feelings, e.g. hope, love, joy, peace.

### Expectations

#### At the end of this unit

**Most pupils will:** retell the main events associated with the festivals; understand the concept of a precious, special gift, and relate the idea of giving and receiving gifts to their own experience; know the origins of the festival of Hannukkah and some practices associated with it.

**Some pupils will not have made so much progress and will:** retell elements of the stories associated with the festivals; describe their own feelings and experiences of giving and receiving gifts.

**Some pupils will have progressed further and will:** explain that Christians believe that Jesus is God's gift to the world, which is why they give gifts at Christmas; make connections between the stories of the birth of Jesus and Christian attitudes to gifts, giving and forgiveness; make connections between some of the rituals of Hannukkah with key features of the Hannukkah story.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>what is meant by the idea of something being special or precious</li> </ul>	<ul style="list-style-type: none"> <li>discuss special people and special times and their experiences of celebrations they enjoy, e.g. birthdays, Christmas, Chinese New Year, Eid-ul-Fitr, Divali</li> <li>discuss special gifts, their own best present ever and what makes these special and/or precious</li> <li>in groups, take turns acting out a scene of giving, receiving and opening a gift. They discuss the different feelings experienced</li> <li>think about gifts that cost nothing but can make people happy</li> </ul>	<ul style="list-style-type: none"> <li>explain why the people and times they have chosen are special</li> <li>identify feelings from their own experience of giving and receiving gifts</li> <li>write a sentence about giving a precious gift</li> <li>identify what they feel to be of value and explain why</li> </ul>
<ul style="list-style-type: none"> <li>about the story of the birth of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>tell the story of the birth of Jesus and explore the concept of Jesus/babies as a gift</li> <li>talk about giving and receiving</li> <li>discuss why Christians think of Jesus as a gift from God</li> <li>identify what gift they would have taken to Jesus and why they chose it</li> <li>engage in a charitable activity of giving, e.g. the shoebox appeal</li> <li>in January, read or tell the story of the magi/wise men and relate their gifts and giving to the Christmas story</li> <li>act out a visit to the stable to give gifts</li> </ul>	<ul style="list-style-type: none"> <li>talk about the birth of Jesus relating aspects of the story to the ideas of giving and receiving</li> <li>draw and write about a gift a Christian might take to Jesus giving reasons</li> <li>talk about why giving is an important idea for Christians and is central to how they celebrate Christmas</li> <li>talk about what is of value to Christians and how this might be expressed in action</li> </ul>
<ul style="list-style-type: none"> <li>about the key features of the Hannukkah story and festival</li> </ul>	<ul style="list-style-type: none"> <li>discuss the difference between ordinary holidays such as bank holidays and religious festivals. They make a chart or timeline to show holidays and festivals throughout the year. They are asked: When do you go on holiday? How do you celebrate a well-known festival such as Christmas, Divali, Eid-ul-Fitr or Chinese New Year?</li> <li>use a hanukiyah to introduce the story of Hannukkah. They hear the story in two halves and have to predict the outcome. They learn about the difference between a menorah and a hanukiyah. They are asked: What difference does a candle flame make in a dark room? How do you feel in the dark/the light? What do you think the burning oil lamp in the Temple represents?</li> <li>examine how festivals are celebrated with special food, e.g. latkes, doughnuts, or games, e.g. spinning the dreidel. They eat the food and play the games</li> </ul>	<ul style="list-style-type: none"> <li>identify Hannukkah as a Jewish festival</li> <li>understand that the miracle of the oil symbolises that God is always helping the Israelites/Jewish people</li> <li>understand that light represents the presence of God</li> <li>talk about the importance of light</li> </ul>

## Key Stage 1 Unit 2b: Easter

### About the unit

The focus of this unit is the theme of religious celebration through the exploration and experience of Easter. The unit begins with the Easter Day stories and explores the Christian beliefs that Jesus brings new life and is God's gift to the world.

### Key questions

- What is Easter about and why is it so important to Christians?
- What are some of the important Christian beliefs expressed through Easter?
- How do the events of Easter make you feel?

### Future learning

Pupils could:

- study in more depth how and why Christians celebrate Easter.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- religion, e.g. God, angels, religious festivals;
- Christianity, e.g. Jesus, Easter, cross, resurrection;
- Feelings, e.g. hope, love, joy, peace, security, forgiveness.

### Expectations

#### At the end of this unit

**Most pupils will:** retell the main events associated with Easter; understand the concept of a special gift and how Jesus is God's special gift to Christians; relate the idea of giving and receiving gifts to their own experience.

**Some pupils will not have made so much progress and will:** retell elements of the Easter story; describe their own feelings and experiences of giving and receiving gifts.

**Some pupils will have progressed further and will:** explain that Christians believe that Jesus is God's gift to the world who brings new life, which is why they give gifts and eggs at Easter; make connections between the stories of the death and/or resurrection of Jesus and Christian attitudes to gifts, giving and forgiveness.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>what is meant by the idea that something is special or precious</li> </ul>	<ul style="list-style-type: none"> <li>revisit discussions about their special people, places and times and examine any changes or additions they would like to make to their lists</li> <li>discuss experiences of celebrations they enjoy, e.g. birthdays, Christmas, and explain that Easter is an important celebration for Christians</li> <li>in pairs, take turns acting out a scene of receiving a gift. They discuss how the feelings experienced are different depending on whether they are giving or receiving a gift, and which they prefer and why</li> <li>think about gifts they can give which cost nothing but can make people such as parents or friends happy</li> </ul>	<ul style="list-style-type: none"> <li>explain why the people and times they have chosen are special</li> <li>identify feelings from their own experience of giving and receiving gifts</li> <li>write a sentence about giving a precious gift</li> <li>identify what they feel to be of value and explain why</li> </ul>
<ul style="list-style-type: none"> <li>about aspects of Easter including new life and hope through the resurrection of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>tell a simplified version of the Easter Day story and explain that this is a story about what happened to people after Jesus had died</li> <li>explore some customs, symbolism and artefacts associated with the Easter story linking these to the pupils' experiences of, e.g. giving and receiving eggs, wearing a cross as a piece of jewellery, eating hot cross buns</li> <li>make an Easter Garden</li> <li>experience the school's Easter celebrations</li> </ul>	<ul style="list-style-type: none"> <li>explain why eggs are given at Easter</li> <li>explain in simple terms some of the meanings in Easter customs or symbols</li> <li>identify and talk about signs of new life at Spring</li> <li>show awareness that Easter, like Christmas, expresses aspects of the specialness of Jesus for Christians</li> </ul>
<ul style="list-style-type: none"> <li>that Christians believe Jesus is God's gift to the world, and that Jesus is God incarnate/God in human form</li> </ul>	<ul style="list-style-type: none"> <li>examine the Christian idea that Jesus is God's son and that God gave him as a gift to the world. They discuss what they think this might mean and write down their responses</li> <li>examine some of the things Christians believe Jesus brought to the world, e.g. hope, happiness, joy, peace, salvation</li> <li>mount a display of words they think are important around a picture of Jesus and explain why they chose their particular word</li> <li>talk about gifts they hope to receive at Easter and other times, and gifts they are planning to give. They are asked: Which gives you most pleasure, giving or receiving gifts?</li> <li>listen to a Christian talk about why they give gifts and the link between gift giving and receiving and the festival of Easter</li> <li>make a class display featuring a large gift box with their statements and drawings about gifts and giving going into it</li> </ul>	<ul style="list-style-type: none"> <li>talk about the Christian belief that Jesus is God's gift to the world</li> <li>list some of the things that Christians believe Jesus brings</li> <li>choose a word to describe what Christians believe Jesus gives and give reasons for their choice</li> <li>talk about the sort of person Christians believe Jesus was</li> </ul>

## Key Stage 1 Unit 3: Introducing the Bible through Characters and Stories

### About the unit

Pupils will learn about the importance of the Bible and some of its content through exploration of some well-known characters and stories. The stories are used as a vehicle for discussing concepts such as faith, faithfulness, obedience, trust, the making and keeping of promises, responses to encounters with God and people's relationships with God.

### Key questions

- What is the Bible and why is it so important?
- Who are some of the important people in the Bible and what do we learn about them?
- What can we learn from these people and stories about God and humankind's relationship with God?

### Future learning

Pupils could:

- study the story of Noah alongside other ancient flood stories;
- explore the importance of the story of Moses for Jewish people;
- study the story of Abraham and examine its importance for Jewish people, Christians and Muslims;
- explore in greater depth some of the difficult questions raised by the stories.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- stories in the Bible, e.g. faith, encounter, relationship, God, Bible, Old Testament, New Testament, the names of some biblical characters;
- concepts and feelings, e.g. obedience, trust, promises.

### Expectations

#### At the end of this unit

**Most pupils will:** know that the Bible is the Christian holy book; know about some of the biblical characters and their stories; talk about what they have learned about and from the stories, and the response of the various characters to their encounters with God.

**Some pupils will not have made so much progress and will:** retell parts of some stories and know that they are found in the Bible, which is an important book for Christians.

**Some pupils will have progressed further and will:** retell stories in some detail and talk about what they have learned from them; be able to find the stories in the Bible using references; begin to have some understanding of the relationship between some of the biblical characters and God.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>• that the Bible is a holy book which provides the basis for the Christian faith</li>   <li>• to explore what is of value in their own lives and to identify a book that is important to them</li> </ul>	<ul style="list-style-type: none"> <li>• discuss why they think the Bible is important to Christians</li> <li>• discuss words such as “special” and “precious” which imply value. They tell the class about their most precious possession and why it is so special to them</li> <li>• talk about books which are special to them and what makes them special. They explore possible reasons for the specialness of books, e.g. the content or the person who gave it to them</li> <li>• make a display of special books with labels saying why and to whom they are special</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify and describe ways in which the Bible is important to Christians</li> <li>▪ reflect on their own feelings about the use of time and money</li> <li>▪ identify what is of value in their own lives and explore the reasons why</li> <li>• explain why a particular book is special to them</li> </ul>
<ul style="list-style-type: none"> <li>• that the Bible contains stories which teach us about God and humankind’s relationship with God, e.g. via stories about Noah, Joseph, Moses, Peter, Saul/Paul</li>   <li>• that the Bible consists of the Old and the New Testaments, and that the New Testament is primarily concerned with the life of Jesus and what follows from his resurrection</li> </ul>	<ul style="list-style-type: none"> <li>• explore the key questions and issues arising from the stories through a range of techniques commonly used to explore plot, character and meaning. They read the story and engage in role-play and/or hot seating, and produce pictures, story boards, friezes or collages to illustrate aspects of the stories, etc.</li>   <li>• address key questions inspired by the stories, e.g. Why did X follow God’s instructions? Why do you think X trusted God? Why did God choose X? What personal gifts and characteristics might X have possessed? What do you think about X’s reaction? Why was X so reluctant to obey God? How might you have responded in the same situation? What is this story telling us about people, God and people’s individual or collective relationship with God? What do we learn about how a relationship with God might change over time? What sort of person do you think X was? How might X have felt after this experience? What things or situations make us feel like X and why? X was changed by the experience. How do/have we changed and what things have changed us?</li>   <li>• address other questions arising from the stories, e.g. Should we be obedient? If so, to whom and why? Who do you or we trust? What is a promise and what kind of promises do we make? Why do we sometimes dislike people and people sometimes dislike us? How do we cope with not being liked? What sort of people are we? How can we change if we wish to? How do life experiences and encounters with people change us? How does an encounter with God change people? What do you think religious people mean when they say they have a relationship with God?</li> </ul>	<ul style="list-style-type: none"> <li>• retell a particular story they have studied using words and pictures</li> <li>▪ know where the story can be found, i.e. in the Old or the New Testament of the Bible</li>   <li>▪ explain in simple terms that these characters were trying, in their different ways and situations, to obey God e.g. Noah building the ark; Moses leading the Jewish people from slavery to freedom</li>   <li>▪ make connections between their own experience and a key theme within a story, e.g. being obedient or disobedient, making and keeping promises, doing things we don’t want to do, letting people down, feeling guilty, forgiving people who have hurt us, trusting people</li> <li>▪ discuss these connections and their thoughts about a particular story in simple terms</li>   <li>• describe faith as a religious characteristic</li> <li>• identify some of the aspects of faithfulness</li>   <li>• identify some questions they want to ask about the story or would ask of characters within it</li>   <li>• recognise that some questions are puzzling and do not have easy or even right answers</li> </ul>



## Key Stage 1 Unit 4: Teaching through Stories

### About the unit

Pupils explore some parables from the gospels and learn that Jesus was a good story teller who used stories to teach people about God. Pupils will draw on their own experience and understanding of story telling and story writing. Reference should be made to scripture in religions other than Christianity.

### Key questions

- Why did Jesus tell stories?
- What do the stories mean?
- What are the most important ideas and messages in the stories?
- Do the stories relate to your own life and experience?
- What can we learn from these stories about God and how we should live our lives?

### Future learning

Pupils could:

- study other parables that Jesus told;
- study the life and teachings of Jesus (or Moses, Muhammad, the Buddha, etc.) in greater depth.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- the Bible, e.g. parable, God;
- specific stories, e.g. the Prodigal Son, the Pharisee and the Tax Collector;
- feelings, e.g. forgiveness, reconciliation, envy, jealousy, repentance, humility, caring, loving;
- literacy, e.g. story, author, illustrator, publisher, content.

### Expectations

#### At the end of this unit

**Most pupils will:** know that Jesus was a good story teller who used stories to teach people about God and how they should behave; know and be able to retell some well-known parables of Jesus and show some understanding of their meaning; explain why characters in the stories behave as they do from their different perspectives.

**Some pupils will not have made so much progress and will:** know that Jesus told stories; know and retell some well-known parables.

**Some pupils will have progressed further and will:** show understanding of some of the deeper meanings in the stories and how they relate to Jesus' teaching and Christian beliefs about God; understand how and why stories can teach about morals and values.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>that Jesus told stories to teach people about God, how to behave and how to treat one another</li> </ul>	<ul style="list-style-type: none"> <li>talk about Jesus as a good story teller. They explain that he used stories to teach people about God and how they should live their lives</li> <li>hear and respond to some of Jesus' stories and look at how different writers and artists have retold and illustrated them</li> <li>tell each other selected parables interactively, e.g. ask questions at appropriate points, suggest what happens next, explore what the stories mean</li> <li>compile a Big Book of stories Jesus told with their own text and pictures for use by children in the Reception class</li> <li>make a special occasion of presenting the Big Book to the Reception class</li> </ul>	<ul style="list-style-type: none"> <li>identify the characteristics of stories</li> <li>reflect on their experience of stories and story telling</li> <li>suggest feelings and reactions of the characters at key points in the story</li> <li>suggest possible meanings in the story</li> </ul>
<ul style="list-style-type: none"> <li>to respond sensitively to the values, feelings and concerns of others</li> </ul>	<ul style="list-style-type: none"> <li>use a story board to reconstruct/sequence a parable of Jesus</li> <li>in groups, tell the story through writing, drawing or drama, e.g. from a particular character's viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>retell the story as part of a group using an appropriate medium</li> <li>present their work to the class</li> </ul>
<ul style="list-style-type: none"> <li>that stories often contain inner meanings and messages</li> <li>to identify the key concepts and ideas in the stories Jesus told</li> </ul>	<ul style="list-style-type: none"> <li>identify and discuss the key feelings and ideas in the story and relate these to their own feelings and experiences</li> <li>explore what we can learn about God from the story and explain how stories are a way of helping people to understand ideas and values</li> </ul>	<ul style="list-style-type: none"> <li>identify with a character in the story and tell the events from his/her point of view</li> <li>identify the most important feelings and responses of each character</li> </ul>
<ul style="list-style-type: none"> <li>to make links between the religious teaching in the story, the beliefs which underpin it and their own experience</li> </ul>	<ul style="list-style-type: none"> <li>review key ideas in a story, e.g. the Prodigal Son: being sorry (repentance), forgiveness, making up (reconciliation), jealousy</li> <li>discuss the deeper meanings in the story, e.g. the Prodigal Son: the father represents God, people abandon God but can repent and be reconciled, Jesus is teaching that no one is beyond God's forgiveness</li> <li>study stories in different translations, including illustrated and children's versions, and discuss similarities and differences</li> <li>read a story and then retell it. They agree the sequence of events, who the key characters are and what the characters are like. They ask questions to explore the nature of the story and what they think the story is trying to tell us about the nature of God</li> <li>learn about Jesus as a story teller and what this shows about Jesus as a person</li> <li>make a list of the qualities of God they think Christians believe are illustrated in the parables</li> </ul>	<ul style="list-style-type: none"> <li>explain simply the religious meaning of a story and what Jesus was trying to teach about God</li> <li>reflect on and discuss possible meanings in each story</li> <li>explain the nature of a parable</li> <li>give possible interpretations of the parables of Jesus</li> <li>identify times in their own lives when they have experienced similar feelings and situations</li> </ul>

## Key Stage 1 Unit 5: Christian Beliefs and Practice

### About the unit

This unit gives pupils an introduction to the idea that religious beliefs require expression, both individually through daily life and collectively in a community through, for example, worship.

### Key questions

- What is worship and why is it so important to religious people?
- Why is Sunday a special day for Christians?
- What happens in Christian worship?
- Why are artefacts and symbols important to believers?
- Why are festivals important to believers?
- How does all this relate to you and your life and experience?
- What makes a day holy for believers?

### Future learning

Pupils could:

- visit a place of worship and/or talk with Christians about their religion;
- study the life of a well-known Christian, especially their motivation;
- use the guiding principles of this unit to study another religious tradition, e.g. Hinduism, Islam, Judaism.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- religion, e.g. faith, belief, God, promise, commandments, covenant;
- expressions of belief in practice, e.g. worship, artefact, symbol, festival.

### Expectations

#### At the end of this unit

**Most pupils will:** know about some of the ways in which Christians express their beliefs in practice, particularly through worship; know some of the key features of Christian worship; make connections between beliefs and the major festivals; name some artefacts and know how and when they are used; recount some of the key stories/teachings from the Bible and explore the contribution they make to beliefs and practices; link some key ideas with their own and others' experience.

**Some pupils will not have made so much progress and will:** identify a key belief of Christianity; recognise worship as one practical expression of belief; describe the celebration of a major festival; recognise a Christian artefact; recount in simple terms some of the key stories/teachings in the Bible; make some simple connections between elements of this unit and their own experience.

**Some pupils will have progressed further and will:** make simple links between examples of religious expression and the beliefs, ideas and feelings which underpin them; show understanding that worship is a central expression of Christian belief and explain some of the meanings within aspects of worship; explain in simple terms the meanings of some Christian artefacts and symbolism; make links between elements of this unit and their own practice and values and those of others.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>that Sunday is the Christian holy day of the week when many Christians attend worship</li> </ul>	<ul style="list-style-type: none"> <li>discuss the days of the week and introduce the idea of certain days being different, e.g. weekends</li> <li>watch a video of a young child's experience of their holy day</li> <li>make a class book contrasting ordinary daily activities with those of a holy day</li> <li>produce questions to ask lay people or clergy about what they do on Sundays and carry out an interview</li> </ul>	<ul style="list-style-type: none"> <li>identify Sunday as Christianity's holy day</li> <li>identify key elements of the celebration of Sunday, both at home and in the place of worship</li> <li>show understanding of the concept of a special day through discussion</li> </ul>
<ul style="list-style-type: none"> <li>how Christians celebrate Sunday, especially through worship in church</li> </ul>	<ul style="list-style-type: none"> <li>talk about feelings of belonging to a group and group activities they enjoy, and reflect on feelings of being left out</li> <li>talk/illustrate/write about special times and places and why they are special</li> <li>learn that churches are important at special times, e.g. Sunday worship, festivals, as a community focus</li> <li>talk with Christians about the importance of the church and worship</li> <li>learn that the festivals of Easter and Christmas are special times for worship</li> <li>visit a church to experience its atmosphere, explore key features and symbols, and to examine decoration, artefacts and clothing, and note the way it appeals to all the senses</li> <li>reflect on the experience of a church visit, and talk about the atmosphere of the church and their own feelings when there</li> <li>produce appropriate work as a follow-up to the visit</li> </ul>	<ul style="list-style-type: none"> <li>understand that worship and churches are special times and places for Christians</li> <li>identify some key elements of worship and artefacts associated with worship</li>   <li>describe the atmosphere of the church</li> <li>list questions about how a church is used</li> <li>make connections between the people they meet and how the church is cared for and used</li> <li>identify the parts of the church they think are important and begin to consider why</li> </ul>
<ul style="list-style-type: none"> <li>that religious artefacts are important because they symbolise key beliefs and aspects of faith</li> </ul>	<ul style="list-style-type: none"> <li>introduce the topic of special objects/artefacts through class discussion and examine a selection of souvenirs, e.g. postcards, sea shells, toys, items with "A present from" on them</li> <li>arrange a memory table. They describe what memories are prompted by a particular item and whether feelings and smells can be remembered</li> <li>choose some Christian artefacts or symbols and explore the key beliefs and meanings associated with them</li> <li>discuss why artefacts and symbols are helpful for believers and identify ones they use</li> </ul>	<ul style="list-style-type: none"> <li>identify an artefact or artefacts associated with Christianity</li> <li>explain the use of an artefact</li> <li>explain the symbolism of an artefact</li> <li>talk about what is of value and concern to others</li> </ul>
<ul style="list-style-type: none"> <li>that festivals are special times of worship and celebration for believers</li> <li>to make connections between their own feelings and experiences of celebration and those of Christianity/other religions</li> </ul>	<ul style="list-style-type: none"> <li>discuss the difference between ordinary holidays and religious holidays/festivals. They make a time-line or chart to show holidays and festivals over a year</li> <li>use an artefact to introduce the story of a festival. They tell the story using pictures, photographs and artwork. They use sequencing cards and prediction exercises and discuss the feelings of the characters involved in the story</li> <li>retell the story of the festival, perhaps using puppets</li> <li>talk/illustrate/write about personal feelings at times of celebration and compare these with those of believers at festival times</li> </ul>	<ul style="list-style-type: none"> <li>identify their own experiences and feelings evoked by celebration</li> <li>recognise the difference between secular holidays and religious holidays/festivals</li> <li>retell religious stories</li> <li>suggest meanings in religious symbols, language and stories</li> <li>reflect on personal feelings and how such feelings compare with those of other people, including religious believers</li> </ul>

## Key Stage 1 Unit 6: Ideas about God in Christianity and Judaism

### About the unit

Pupils are introduced to some Christian and Jewish beliefs about God, the nature of God and the activity of God in the world. Pupils learn why Christians and Jewish people describe God in terms of positive personal qualities and have opportunities to reflect on their own experiences and feelings of love, wonder, awe and mystery.

### Key questions

- What do believers mean when they say that God is the creator of the Universe?
- What do Christians and Jewish people think God is like?
- What does God being active in our everyday lives mean to Christians and Jewish people?
- How do Christians communicate with God?
- What reminders of God are important to Jewish people?
- What does the concept of God mean to you?

### Future learning

Pupils could:

- find out about images used to describe the nature of God;
- find out about how world religions other than Christianity and Judaism view creation and the Universe.

### Vocabulary

- In this unit pupils will have an opportunity to use words and phrases related to:
- God, e.g. creator, father, sustainer;
- experiences, e.g. mystery, having loving parents/carers;
- feelings, e.g. love, friendship, wonder, awe, being cared for, thanksgiving.

### Expectations

#### At the end of this unit

**Most pupils will:** know that Christians and Jewish people believe that God is the creator and sustainer of the Universe and have a perception of God as a loving parent and friend; recognise that these understandings of God come from the Torah, the Bible and human experience; reflect on their own responses to creation and their experiences of love, caring and friendship.

**Some pupils will not have made so much progress and will:** know that Christians and Jewish people believe God is the creator/a father figure; reflect on their personal feelings about the world and their relationships.

**Some pupils will have progressed further and will:** know some of the key Christian and Jewish understandings of God and the nature and activity of God; make connections between these perceptions of God and beliefs about the world and how we should live in it.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>that Christians and Jewish people believe that God is the creator and sustainer of the Universe</li> </ul>	<ul style="list-style-type: none"> <li>discuss ideas about God, e.g. who they think God is, what God is like/does, where to find God</li> <li>in pairs, make up some questions they would like to ask God/ someone who knows everything</li> <li>list ideas about God from people they know and compare these with their own ideas</li> <li>think about the Christian and Jewish belief that God is the creator of all things, e.g. through listening and responding to the creation stories, making a collage to illustrate the seven day creation, listening to songs, poems and music which describe God as the creator or which explore aspects of the creation, e.g. Rite of Spring (Stravinsky), Morning Mood (Grieg)</li> <li>reflect on feelings that creation can evoke and how we can care for creation</li> <li>create a nature garden or care for part of the school environment, and/or establish a mystery, awe and wonder corner</li> <li>write a thank you prayer for the Earth's gifts</li> <li>identify and reflect on their own gifts and talents and how they might use and develop them</li> </ul>	<ul style="list-style-type: none"> <li>articulate some of their ideas about God and some questions they would like to ask God</li> <li>retell aspects of the creation stories and suggest some meanings and symbolism expressed through them</li> <li>identify the necessities of life and how creation provides these</li> <li>produce a display/class book illustrating different aspects of creation/the natural world and the variety of feelings and responses they evoke</li> <li>identify and discuss some of their experiences of creation and the different feelings evoked</li> </ul>
<ul style="list-style-type: none"> <li>that Christians and Jewish people believe that God is present and active in their everyday lives</li> </ul>	<ul style="list-style-type: none"> <li>talk about things we sense and believe to be real but which are abstract, e.g. love, care, concern, truth, etc.</li> <li>think about and draw/symbolise/describe an abstract concept or feeling</li> <li>talk about ways in which love is shown to them by parents/adults/ friends and how they show love for others</li> </ul>	<ul style="list-style-type: none"> <li>discuss some of their own understandings and experiences relating to feelings and concepts</li> <li>produce a drawing of an appropriate symbol for a particular feeling or concept</li> </ul>
<ul style="list-style-type: none"> <li>that Christians express understanding of God's nature in concepts such as God as a loving parent and loving friend</li> </ul>	<ul style="list-style-type: none"> <li>discuss some Christian ideas about what God is like through stories, e.g. the Lost Sheep, the Lost Son, the Lost Coin</li> <li>make a collage of examples of loving parenthood and friendship and express feelings about family and friendship in written form</li> </ul>	<ul style="list-style-type: none"> <li>identify what a parable or saying of Jesus is and what it tells us about God</li> <li>create a class display showing ways and forms of love, loving and being loved.</li> </ul>
<ul style="list-style-type: none"> <li>that believers talk to God in different ways through prayers</li> </ul>	<ul style="list-style-type: none"> <li>talk about the importance of prayer to believers and how prayer is used for different purposes</li> <li>examine artefacts which help people in prayer, e.g. candles, icons, prayer beads, pictures</li> <li>introduce the Lord's Prayer and explain why it is important to Christians</li> <li>introduce a few simple prayers used by Christians and Jewish people, and discuss what they mean and when they would be used</li> </ul>	<ul style="list-style-type: none"> <li>identify an artefact associated with prayer</li> <li>know that the Lord's Prayer is common to all Christians</li> <li>recognise that prayers are written for different purposes and that there are many reasons for praying</li> </ul>
<ul style="list-style-type: none"> <li>that the Jewish mezuzah contains a key belief in one God which derives from the Torah</li> <li>that Jewish people have symbols which remind them about God and the nature of their relationship with God</li> </ul>	<ul style="list-style-type: none"> <li>examine a mezuzah and open the scroll containing the Shema</li> <li>describe the special prayer contained in the mezuzah and place the mezuzah on the doorpost of the classroom to demonstrate how it is used</li> <li>examine a tallit and a kippah and talk about when they are worn and what purpose they serve</li> <li>discuss what they have or do that reminds them of something important</li> </ul>	<ul style="list-style-type: none"> <li>identify the mezuzah and explain its purpose</li> <li>learn that Jewish people believe in one God</li> <li>identify a tallit and a kippah and explain their purpose</li> <li>reflect on and discuss how they remember important aspects of their own lives</li> <li>understand the link between practice and belief</li> </ul>

## Key Stage 1 Unit 7: Judaism: Torah and Shabbat

### About the unit

Pupils are introduced to the Sefer Torah (the Torah scroll), which is the focal point of Jewish worship and the source of Jewish teaching, custom and practice. Pupils learn about how the Torah is regarded and treated and why it is so precious to Jewish people. They consider what rules and teachings influence their own lives and what they value.

### Key questions

- What is the Torah and why is it special to Jewish people?
- What does the Torah teach about God and how believers should live their lives?
- How do Jewish people reveal that the Torah is important to them?
- What do you really believe in and value?
- What can you learn from the guidance in the Torah about how you should live your life?

### Future learning

Pupils could:

- learn more about the teachings in the Torah;
- learn in more detail about worship in the synagogue;
- learn more about Shabbat and its meaning;
- look at differences in the design and appearance of Torah scroll covers. Design and appearance depend, to some degree, on culture. In the Sephardi community the scrolls may be contained within a wooden box and wrapped with a carpet; in the Ashkenazi community the scrolls are usually protected with a blue velvet cover (the mantle).

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- religion, e.g. God, holy, commandments;
- specific words associated with Judaism, e.g. scroll, ark, yad, Sefer Torah, synagogue, Simchat Torah, shul, mezuzah, Shabbat;
- feelings, e.g. awe, wonder, tranquillity, specialness.

### Expectations

#### At the end of this unit

**Most pupils will:** know that the Jewish holy book is the Torah and explain how it is treated; understand that Jewish people believe that the Torah teaches them how God wants them to live; begin to understand the symbolism associated with Shabbat and artefacts, e.g. the mezuzah; relate the idea of something precious to something they value in their own lives; explore who or what guides them on how they should live.

**Some pupils will not have made so much progress and will:** know that the Jewish holy book is the Torah; know that it is special; know that it teaches Jewish people how to live; explore their own feelings about what is precious to them; know that Shabbat is a holy day for the Jewish people.

**Some pupils will have progressed further and will:** know why the Torah is precious to Jewish people; understand that the way in which the Torah scroll is made and treated reflects Jewish beliefs about its importance; reflect on who or what guides them and how they should live; understand some of the deeper meanings contained within the celebration of Shabbat.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>what the Torah is and why it is special to Jewish people</li> </ul>	<ul style="list-style-type: none"> <li>tell the class about their most precious possession and why it is so special to them</li> <li>examine a Torah scroll. They learn that this is something very special. They carefully “undress” and examine the scroll and its cover. They discuss key questions: What is the Torah? What can you tell about it from the way it is presented and treated?</li> <li>watch a video of the Torah being handled and read in the synagogue</li> <li>discuss the use of the yad and examine it</li> <li>draw the yad, or design a yad of their own. They write about it and the Torah scroll, and about things they are not allowed to touch at home, explaining why</li> <li>learn that Jewish people believe that the Torah is God’s way of communicating with them. It is his most precious gift to them</li> <li>introduce and discuss the word “holy”</li> </ul>	<ul style="list-style-type: none"> <li>recognise that the Torah is the holy book for the Jewish people</li> <li>explain that the way in which the Torah is treated shows that Jewish people believe it is special</li> <li>identify what is of value in their own lives and explore the reasons why</li> </ul>
<ul style="list-style-type: none"> <li>about the content of the Torah and what it teaches Jewish people about God and how they should live</li> <li>to explore what is of value to them and how they learn how to behave, and to reflect on the guidance which the Torah provides about how to live their lives</li> </ul>	<ul style="list-style-type: none"> <li>learn that the word “Torah” means “teaching”. They discuss how people find out about God and learn about the link between the Torah and the Bible</li> <li>discuss how to behave and treat other people, especially at home and school. They learn that the Torah also teaches about these things, and that it has rules or laws for living which shape the lives of Jewish people</li> <li>find some examples of rules or laws to live by, such as the Ten Commandments (Exodus 20) or Leviticus 19 v 32. They discuss what these mean in practice. They think of other rules for living, for the home and for school</li> </ul>	<ul style="list-style-type: none"> <li>explain, with examples, that the Torah teaches Jewish people about how God wants them to live</li> <li>identify how Jewish people receive guidance from the Torah on how to live and relate their own experience to teachings in the scripture</li> </ul>
<ul style="list-style-type: none"> <li>about how a Torah scroll is made and what this shows about its importance for Jewish people</li> </ul>	<ul style="list-style-type: none"> <li>examine how the making of a Sefer Torah is in itself an act of devotion. They talk about the work of the scribes who write the scrolls by hand, examine examples of Hebrew writing, and talk about how the letters are formed and that Hebrew is written from right to left</li> <li>look at a video of Jewish children learning Hebrew in the synagogue</li> <li>make small scrolls using Hebrew letters as decoration and rules for living as the text</li> </ul>	<ul style="list-style-type: none"> <li>know how a Sefer Torah is made</li> <li>show an understanding of its value and significance by making a Torah scroll of Jewish beliefs</li> </ul>
<ul style="list-style-type: none"> <li>that Jewish people have a distinctive pattern to the week which is based on a creation story in the Torah and is reflected in their lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>look at some cards/pictures displaying the days of the week. They discuss which days are for work and which for rest, why times of rest are important, what makes a rest day a holy day for Jewish people, and what Jewish people do on Friday night</li> <li>learn that Shabbat is a special day when Jewish people think about God and the importance of family. They discuss how Shabbat is different from ordinary days because of the different routine, special prayers and blessings, candles, bread and wine, time for the family and a break from work</li> <li>learn how long Shabbat lasts and how it ends. They describe the events of Shabbat through the eyes of a Jewish child</li> </ul>	<ul style="list-style-type: none"> <li>know that Shabbat is a holy day for Jewish people</li> <li>identify key elements of the Shabbat meal</li> <li>understand the concept of a separate, special day</li> </ul>
<ul style="list-style-type: none"> <li>to explain and demonstrate what they have learned about the Torah and how its guidance might help them in their own lives</li> </ul>	<ul style="list-style-type: none"> <li>produce a memory map about the Torah, its special status and their feelings/experiences of special books and rules for living</li> <li>display all the elements of their work in this unit, e.g. in a class book with drawings and writing, photos taken on a visit to a synagogue</li> </ul>	<ul style="list-style-type: none"> <li>recognise that it is important to respect other people’s special places and the things which are precious to them</li> <li>explain how the Torah’s teachings can guide us to live our lives</li> <li>evaluate their learning through discussion</li> <li>present findings to an audience</li> </ul>



## Key Stage 1 Unit 8: Judaism: Beliefs and Practice

### About the unit

This unit outlines the key beliefs and practices in Judaism by emphasising current practice, while giving pupils the opportunity to learn about the historical foundation of the religion. Pupils have opportunities to express their own feelings about these beliefs and practices.

### Key questions

- Why is Moses so important in Judaism?
- What is the festival of Purim about and what is its importance in Judaism?
- What is it like inside a synagogue and what happens there?
- What is the role of the synagogue in Judaism?
- What have you learned from Jewish beliefs and practice which might help you in your life?

### Future learning

Pupils could:

- study the beliefs and practices of Judaism in greater depth, e.g. afterlife, the messiah, chosenness, Israel, the Passover;
- learn more about Jewish history.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- Jewish beliefs and practices, e.g. mezuzah, Shabbat, Hannukkah, Purim;
- feelings and emotions, e.g. awe, wonder, holy.

### Expectations

#### At the end of this unit

**Most pupils will:** recall some key events in the life of Moses; know the key facts about Hannukkah and Passover; begin to understand the symbolism associated with Jewish artefacts, e.g. hanukiyah, menorah; identify the main features of Jewish belief and practice; connect some key ideas with their own experience.

**Some pupils will not have made so much progress and will:** retell the story of Moses' early life; recognise the Jewish festivals of Hannukkah and Passover; recognise some religious artefacts and link them to Judaism; identify similar experiences and artefacts within their own experience.

**Some pupils will have progressed further and will:** explain the importance of Moses as a leader of the Israelites; understand the meaning of the festivals of Hannukkah and Passover, and the concept of one God who has a special relationship with the Jewish people; explain the significance of some Jewish beliefs and practices; make links between their own values and experience and those of other people.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>about Moses and the importance of his contribution to Jewish history</li> <li>to reflect on their own feelings and experiences in relation to aspects of the Exodus story</li> </ul>	<ul style="list-style-type: none"> <li>hear the story of Moses and the burning bush. They explore qualities of leadership, and feelings and emotions associated with religious experiences and encounters with God, e.g. How did Moses feel when he saw the burning bush? Why did he take his shoes off? What was the author of the story trying to say about God?</li> <li>discuss what it means to be a leader</li> <li>tell the story of the Exodus from Egypt emphasising the role of Moses, e.g. in negotiating with the Pharaoh through the plagues, etc.</li> <li>listen to visitors who talk about being, e.g. a leader in the school, a lunch assistant, a school governor, an older child with responsibilities, and discuss what the visitors have in common</li> <li>discuss people who care for them, people who have a special responsibility for them and people who make decisions on their behalf</li> </ul>	<ul style="list-style-type: none"> <li>identify Moses as a key historical/religious figure</li> <li>make connections between their own experiences of leaders and the qualities of leadership shown by Moses</li> <li>talk about the feelings and emotions experienced by Moses when he was called by God to be a leader</li> <li>write about their own experiences in the light of the Exodus story</li> <li>identify Moses' leadership qualities</li> </ul>
<ul style="list-style-type: none"> <li>about the key features of the Purim story and festival</li> </ul>	<ul style="list-style-type: none"> <li>listen to the story of Esther and how she spoke out on behalf of her people despite considerable danger to herself, and discuss some of the key messages in the story</li> <li>explore the story through drama and role-play, involving them in, e.g. rattling greggars, hissing at appropriate times</li> <li>make puppets or masks of the characters for use in the drama and/or greggars, hats and hamantaschen (special cakes)</li> </ul>	<ul style="list-style-type: none"> <li>identify Purim as a Jewish festival</li> <li>understand that Jewish people believe that God was working through Esther to protect the Israelites/Jewish people</li> <li>understand that this is a fun festival when worshippers "let their hair down"</li> <li>talk about the importance of protecting and taking care of those who are weak or in a weaker situation than themselves</li> </ul>
<ul style="list-style-type: none"> <li>that the synagogue is a special place where Jewish people meet for worship and keep the Torah, and that the Torah is celebrated in a special festival</li> </ul>	<ul style="list-style-type: none"> <li>build a sense of anticipation and privilege while preparing for a visit to a synagogue by learning that the ark is the special place where the Torah is kept and that the Torah is important to the Jewish people. They learn about appropriate behaviour and dress in the synagogue</li> <li>learn that the synagogue is a "house of assembly" where Jewish people gather to pray</li> <li>learn that they are going to somewhere special and will see some very special things</li> <li>prepare a list of questions to ask during the visit</li> <li>on arrival, have an opportunity to experience the atmosphere by sitting quietly</li> <li>see if they can identify the ark where the Torah scrolls are kept</li> <li>ask their host to explain what happens in the synagogue at Simchat Torah</li> </ul>	<ul style="list-style-type: none"> <li>ask appropriate questions about Jewish people's beliefs and practices in order to understand them</li> <li>recognise the need for respect when visiting a place that is special to other people</li> <li>identify relevant questions to help their investigation</li> <li>identify and write about reasons for celebration in their own lives</li> <li>know the central place of the Torah in the synagogue</li> <li>understand the importance of the Torah for Jewish people</li> </ul>
<ul style="list-style-type: none"> <li>to evaluate and present what they have learned about Jewish beliefs and practices</li> </ul>	<ul style="list-style-type: none"> <li>organise themselves into groups to prepare a class book or display showing what they have learned during the unit. Each group has a specific question to address, e.g. What happens during Purim?</li> <li>present their findings to the rest of the class, perhaps as a display</li> </ul>	<ul style="list-style-type: none"> <li>communicate through speaking, listening, writing and drawing what they have learned about Jewish beliefs and practices</li> <li>present their work to an audience</li> </ul>

## Key Stage 2 (Years 3 and 4) Unit 1: Expressions of Identity

### About the unit

Pupils draw on their understanding and experience of belonging and then relate this to how religious people have a sense of belonging to their faith and faith community. Pupils are introduced to a number of outward expressions of religious identity through study of world religions. They consider how and why for religious people expressing their sense of belonging and identity is so important.

### Key questions

- How do religious people express their sense of identity with their faith community?
- How do faith communities seek to give expression to their beliefs in how they live?
- Which groups and communities do you belong to and what does belonging to these mean to you?
- Why is a sense of identity and community so important?

### Future learning

Pupils could:

- explore in greater depth the concepts of belonging and identity in religion generally, or in a religion not already encountered in school.

### Vocabulary

in this unit pupils will have a opportunity to use words and phrases related to:

- religion, e.g. God, belonging, faith community, religious identity, commitment;
- religions such as Christianity, Hinduism, Islam and Judaism.

### Expectations

#### At the end of this unit

**Most pupils will:** understand the concept of belonging and be able to explain something of the importance of belonging to a faith community; understand the concept of identity within their own experience and know some ways in which they and religious people express their sense of identity.

**Some pupils will not have made so much progress and will:** understand the concept of belonging within their own experience and explain how they show that they belong to their family, clubs and groups; recall some ways in which religious people show their sense of belonging and identity.

**Some pupils will have progressed further and will:** explain in detail why and how religious people feel it is important to express a sense of belonging to and identity with their faith community; make connections between their own experience of a sense of belonging and identity and those of religious people.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>to reflect on their membership of communities and what this means</li> </ul>	<ul style="list-style-type: none"> <li>create Venn diagrams, notes or pictures to show the various communities to which they belong. They look at the responsibilities which belonging to a community bestows on them. They discuss the benefits and support gained from belonging to a community</li> <li>study the initiation ceremonies associated with different religious communities, either for babies or later in life. They create posters showing their understanding of the ceremonies</li> <li>design a banner or symbol to represent one of the communities studied or one of their own communities</li> </ul>	<ul style="list-style-type: none"> <li>identify and talk about their role in different communities</li> <li>know that living in a community implies responsibilities and support, and list or write about such responsibilities and support</li> <li>identify the main parts of an initiation ceremony and the teachings they represent</li> <li>are aware of the responsibilities and support that communities provide, e.g. sharing money through tithing</li> </ul>
<ul style="list-style-type: none"> <li>that religious people feel they belong to a faith community</li> <li>that religious people have different ways of identifying with and showing they belong to their faith</li> </ul>	<ul style="list-style-type: none"> <li>identify some of the world's religions and their outward symbols</li> <li>recall the concept of a religious family and how members do and wear things to show they belong</li> <li>study books, videos or pictures to identify what people in one or more religions do to show they belong</li> <li>complete some sentences about what they have discovered about the different things religious people do. They draw one thing worn by a religious person and write a sentence describing the object and its significance</li> </ul>	<ul style="list-style-type: none"> <li>know there are many religions in the world</li> <li>write about how and why religious people show that they belong to their faith</li> <li>identify an example of something that is done or worn by a religious person to show they belong</li> </ul>
<ul style="list-style-type: none"> <li>how faith communities celebrate and live out their beliefs through action in the world</li> </ul>	<ul style="list-style-type: none"> <li>prepare questions for visiting believers about the place and importance of worship in their life and how their life is lived in the wider world. They display the questions and answers</li> <li>study the activities of one or more religious community, e.g. the Salvation Army's work with the homeless. They look at the beliefs inspiring such activities. They consider what life would be like in their own community if everyone carried out such activities</li> <li>create a display, possibly in the style of a tapestry, showing the actions of the communities they have studied. They include within this some local communities, including the school</li> <li>write a newspaper article for the school magazine or make a display showing the actions of a religious community and their beliefs. They include relevant questions and debate designed to challenge/enlighten the reader</li> </ul>	<ul style="list-style-type: none"> <li>ask suitably challenging questions which show their knowledge and understanding of worship and the religious community</li> <li>know the beliefs that lead people to behave in particular ways</li> <li>use appropriate vocabulary related to the belief being studied</li> </ul>
<ul style="list-style-type: none"> <li>what is special about belonging generally</li> <li>how and why religious people show they belong to a religion</li> </ul>	<ul style="list-style-type: none"> <li>think about and discuss what is special about the groups they belong to and how and why they express such specialness, e.g. in the family, school, class, club, etc. They write answers so that everyone can see the collective response</li> <li>fill in missing words in sentences or complete their own sentences based on the above activity, and explore the question: What, for a believer, is special about belonging to a religion?</li> <li>paint or draw a picture to illustrate their response to the question above</li> </ul>	<ul style="list-style-type: none"> <li>know how both adults and children show that they belong to their religion</li> <li>understand why identifying with their religion is important to believers</li> <li>illustrate their idea of belonging</li> </ul>

## Key Stage 2 (Years 3 and 4) Unit 2a: Meanings within Christmas and Divali

### About the unit

Pupils look at how Christians find meaning in the stories of Jesus' birth. Using visual and written sources and music, pupils learn about and develop their understanding of some of the ways in which Christians celebrate Jesus' birth. They encounter biblical stories, develop their understanding of the use of symbolic language and examine how religious beliefs and ideas can be conveyed through the arts. They compare and contrast Christmas with Hindu Divali.

### Key questions

- Why is the story of Jesus' birth so important to Christians?
- What are the key features of the nativity stories and what do they mean?
- How do Christians express their beliefs about the nativity stories?
- Why do religious people make special journeys?
- What can we learn from the nativity stories to help us in our lives today?
- How does Christmas compare and contrast with Hindu Divali?

### Future learning

Pupils could:

- listen to examples of music which relate to religious stories and experiences other than the story of Jesus' birth;
- engage in further study of the gospel accounts of Jesus' birth;
- compare aspects of the Christmas story and festival with the festival of Divali and the Rama and Sita story (Unit 8);
- engage in drama or role-play;
- sequence the events of the journeys from Nazareth to Bethlehem and Egypt;
- plot the above journeys on a large-scale map;
- write a letter or diary account from the point of view of one of the characters;
- compose music to convey the events of the journeys or the moods of the characters.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- the study of religion, e.g. wonder, awe, angel, pilgrims, pilgrimage;
- the study of Christianity, e.g. carol, messiah, saviour.

### Expectations

#### At the end of this unit

**Most pupils will:** retell the nativity stories, recognising the significance and the symbolism of the key characters; understand the importance of journeys in the Christmas story; understand that religious beliefs and ideas can be conveyed through the arts.

**Some pupils will not have made so much progress and will:** retell the nativity stories, recognising the significance of some of the characters and of journeys; begin to understand that religious beliefs and ideas can be conveyed through the arts.

**Some pupils will have progressed further and will:** recognise the significance and symbolism of the key characters in the nativity stories; know and understand that special journeys are related to the search for meaning; understand that belief and faith and their expression are conveyed and illuminated by the use of the arts.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>that the story of Jesus' birth is of central importance in Christianity and why</li> <li>the story of Mary and Joseph's journey to Bethlehem</li> </ul>	<ul style="list-style-type: none"> <li>travel back in time about 2020 years. They learn about Mary and Joseph making a journey from Nazareth to Bethlehem. They use Luke's account of the story to find out why they have to travel. They refer to maps to show their journey and explore feelings and responses through questions and drama or role-play</li> </ul>	<ul style="list-style-type: none"> <li>identify the feelings and responses of characters in the story and make connections with their own experiences</li> </ul>
<ul style="list-style-type: none"> <li>the significance to Christians of key features of the nativity stories</li> <li>that they will have different views of a particular story and that people within a story will have different feelings, hopes and motives</li> <li>that music can be used to convey a message in a religious story and the basis of such music is the story they have listened to</li> </ul>	<ul style="list-style-type: none"> <li>hear the story of the shepherds. They learn about the shepherds' ordinariness and how they would be the least likely people to expect the appearance of the angels</li> <li>use hot seating to explore the shepherds' story from the viewpoint of different characters and talk about how they felt when the angels appeared. They explore feelings and responses through television-style interviews</li> <li>explore the idea of angels as messengers from God</li> <li>listen to an extract from Handel's "Messiah", including the moment when the angels appear to the shepherds. They discuss how Handel has expressed the angels' message in his music, i.e. a baby has been born who is "a Saviour", "Christ the Lord", "Glory to God in the Highest and Peace on Earth", etc. They discuss what these words suggest about Christian beliefs about Jesus</li> <li>compose music to convey the feelings experienced by the shepherds when they see the angels</li> <li>explore their ideas about what message God might want to send to the world today and why</li> </ul>	<ul style="list-style-type: none"> <li>identify and explain the symbolism conveyed through the characters in the nativity stories</li> <li>empathise with the feelings and responses of characters</li> <li>explain that religious beliefs and ideas can be expressed through music</li> <li>talk about the feelings they want to convey through music</li> </ul>
<ul style="list-style-type: none"> <li>about ways in which beliefs and ideas can be expressed through words, music, art and literature</li> </ul>	<ul style="list-style-type: none"> <li>listen to the carol "Three kings from Persian lands afar" and a more familiar one such as "We three kings". They tell the story of the visit of the magi/wise men and ask the pupils how they picture them. They learn that the Bible calls them magi/wise men, not kings, and that the story does not say that there were three of them. They look at examples of how artists from different periods and different cultural and ethnic backgrounds have represented the event. They discuss the different interpretations</li> <li>discuss the gifts brought by the magi/wise men and their symbolism</li> <li>contrast the visit of the shepherds in Luke with the visit of the magi/wise men in Matthew and discuss what the stories are saying</li> </ul>	<ul style="list-style-type: none"> <li>explain how artists have tried to show the importance of the nativity stories in different formats</li> <li>show understanding of how symbolic language is used to convey religious beliefs and ideas</li> <li>contrast ways in which the writers of the nativity stories used different characters to convey their beliefs about Jesus</li> </ul>
<ul style="list-style-type: none"> <li>that people make special journeys to places of religious significance</li> <li>about the importance of Bethlehem for many Christians</li> <li>about how and why Divali is celebrated by Hindus and some ways in which Christmas compares and contrasts with Hindu Divali</li> </ul>	<ul style="list-style-type: none"> <li>listen to a Christmas carol which refers to Bethlehem. They talk about how carols are Christian songs written to teach people about the Christmas story</li> <li>watch a video of Christians visiting the Church of the Nativity in Bethlehem and explore how they might feel when they arrive at the place where they believe Jesus was born</li> <li>learn about the word "pilgrimage" and discuss what a pilgrim is and why people might want to make a pilgrimage</li> <li>discuss why Christians might want to make a pilgrimage to Bethlehem and make connections with other pilgrimages, e.g. to Makkah, Varanasi, Amritsar, Lourdes, Jerusalem, Sarnath</li> <li>write a postcard from Bethlehem telling a friend about the importance of the place for Christians</li> <li>find out about how and why Hindus celebrate Divali and list ways in which Divali compares and contrasts with Christmas</li> </ul>	<ul style="list-style-type: none"> <li>explain the significance of Bethlehem for many Christians</li> <li>explain some of the reasons why pilgrimage is important in several religions</li> <li>know that Christmas and Hindu Divali have characteristics which compare and contrast</li> </ul>
<ul style="list-style-type: none"> <li>that, although the people in the story lived in a very different world, their emotions would have been similar to those of people today, and that fear and jealousy continue to cause problems</li> </ul>	<ul style="list-style-type: none"> <li>hear the story of Herod's jealousy and its consequences. They explore their own experiences of extreme feelings and emotions, such as fear or jealousy</li> <li>discuss the dramatic nature of the story and the sudden departure from Bethlehem to Egypt at night. They look at a map to find Egypt and work out how far the journey was. They explore the feelings of fear and danger and the experience of homelessness. They make links with present-day events, e.g. the experience of refugees</li> </ul>	<ul style="list-style-type: none"> <li>ask questions about identity, recognising and expressing feelings about their own identity in the light of their learning</li> <li>explore the powerful emotions involved in the story</li> </ul>

## Key Stage 2 (Years 3 and 4) Unit 2b: Meanings within Easter

### About the unit

This unit explores the events leading to the death and resurrection of Jesus and the meaning and significance of these events for Christians.

### Key questions

- What did Jesus' friends and family expect of him?
- What is the significance of the events of Palm Sunday and Holy Week?
- Why is the Last Supper so important?
- Why was Jesus arrested and crucified?
- How did the people most closely involved feel about Jesus' crucifixion?
- How did the resurrection affect Jesus' followers?
- How has the resurrection affected the Christian faith and Christians through the ages?

### Future learning

Pupils could:

- study in greater depth the story of Jesus' passion, death and resurrection by becoming aware of the different interpretations in the gospels;
- look at how Easter is celebrated by different Christian denominations;
- look at how the Easter story is reflected through art, music, drama, e.g. the Oberammergau Passion Plays, the York Mystery Plays, Handel's "Messiah", Dali's "Last Supper".

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- religion, e.g. God;
- Christianity, e.g. Easter Day, Garden of Gethsemane, crucifixion, Jesus, messiah, Orthodox, Roman Catholic;
- feelings and emotions, e.g. excitement, disappointment, betrayal, elation, wonder, bewilderment.

### Expectations

#### At the end of this unit

**Most pupils will:** describe the story of Jesus from his entry into Jerusalem to the resurrection; name the symbols of bread and wine from the Last Supper; understand the basic beliefs about Jesus' death and resurrection; understand why the cross is a significant symbol for Christians.

**Some pupils will not have made so much progress and will:** describe the story of the last week of Jesus' life; recall the basic story of Jesus' death and resurrection; know that the cross is an important symbol for Christians.

**Some pupils will have progressed further and will:** know in detail the story of Palm Sunday, the events of the Last Supper and the symbolism of bread and wine; know of and begin to understand the significance for Christians of Jesus' death and resurrection; identify some experiences which cause people to wonder and question, including questions which are difficult to answer.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>about the events of Palm Sunday</li> <li>about the atmosphere and feelings of the crowd on Palm Sunday</li> <li>that the emotions and feelings are involved with decisions and faith</li> </ul>	<ul style="list-style-type: none"> <li>tell the story of Palm Sunday, drawing out that the crowd were excited because they believed Jesus was the messiah. They discuss the atmosphere, the expectations and the feelings of the people in the crowd and the procession</li> <li>create a joyful procession using music and dance, or make a frieze for a procession around the classroom</li> <li>draw out the contrast between the excitement of the crowd and how Jesus might have felt as he prepared to face death</li> <li>make and show palm crosses, talk about their symbolism and examine why some churches give out palm crosses</li> <li>keep a diary of Holy Week from the point of view of a disciple, an onlooker or a Roman soldier and make daily entries</li> </ul>	<ul style="list-style-type: none"> <li>talk about how the crowd welcomed Jesus because they believed he was the messiah</li> <li>recount the story of Palm Sunday</li> <li>talk about the feelings and expectations of the people in the crowd</li> <li>explore the feelings of Jesus as he faced death</li> </ul>
<ul style="list-style-type: none"> <li>about the significance of the Last Supper</li> <li>that Jesus came as a servant, not as a ruler</li> </ul>	<ul style="list-style-type: none"> <li>listen to the story of the Last Supper. They discuss their experiences of sharing special meals together, e.g. at birthdays, weddings, school parties. They learn that Jesus was going to die and he was showing the disciples a way of understanding him, what he was about and what he was doing</li> <li>dramatise the story of Jesus washing the disciples' feet. They find out about churches that celebrate the washing of the disciples' feet and watch a video about the Eucharist</li> </ul>	<ul style="list-style-type: none"> <li>talk about the Last Supper and explain what Jesus was telling his disciples</li> <li>talk about the fact that Jesus came to be a servant and that Christians believe they should follow his example</li> </ul>
<ul style="list-style-type: none"> <li>about the events which led to Jesus being arrested</li> </ul>	<ul style="list-style-type: none"> <li>listen to a story about the events in the Garden of Gethsemane and address the questions: Why was Jesus disappointed with the disciples? How do you think the disciples felt?</li> <li>look at descriptions of the disciples' feelings at the Garden of Gethsemane with different types of reactions, e.g. fear, sleepiness, etc. They sort the sentences into groups. They add relevant/appropriate sentences of their own</li> <li>listen to the story of Peter's denial and discuss how Peter felt</li> <li>develop a short play portraying the events</li> </ul>	<ul style="list-style-type: none"> <li>retell the main events associated with the Garden of Gethsemane and begin to understand the emotions involved in the events leading to Jesus' death</li> </ul>
<ul style="list-style-type: none"> <li>about the events of the crucifixion</li> <li>about the feelings of the disciples, friends and family of Jesus</li> <li>the reasons why Jesus was crucified</li> </ul>	<ul style="list-style-type: none"> <li>listen to the crucifixion story in a simplified version and discuss the feelings of the different characters involved</li> <li>write a poem about the feelings of one of the friends, family or followers of Jesus</li> <li>explore the reasons why the Romans wanted to put Jesus to death. Draw up a charge sheet against Jesus as if you were a Roman, or describe the events as if you were Barabbas</li> </ul>	<ul style="list-style-type: none"> <li>describe the events of the crucifixion</li> <li>talk about the feelings of the disciples, Jesus, his friends and family</li> <li>explain some of the reasons why Jesus was put to death</li> </ul>
<ul style="list-style-type: none"> <li>why Christians believe in life after death and resurrection</li> <li>that the cross and crucifix are symbolic for many Christians</li> <li>about the different ways in which people respond to the resurrection</li> </ul>	<ul style="list-style-type: none"> <li>study the story of Easter morning. Using music as a stimulus, they act out the arrival of the women at the empty tomb, reflecting the contrast in emotions between distress and elation, confusion and wonderment</li> <li>explain why Christians believe that life continues even after someone dies</li> <li>talk about why some Christians make Easter gardens and the symbolism associated with such gardens, and plan and make one</li> <li>examine a crucifix and a plain cross and talk about what they symbolise for Christians</li> <li>produce a newspaper report or role-play radio interviews exploring different perceptions of the resurrection</li> </ul>	<ul style="list-style-type: none"> <li>talk about the resurrection and give reasons why Christians believe in life after death</li> <li>explain the symbolism of the cross and crucifix for many Christians</li> <li>interpret the different responses of people who encountered Jesus following his resurrection</li> </ul>



<ul style="list-style-type: none"><li>• how Easter is celebrated in the Orthodox and the Roman Catholic traditions</li><li>• about the meaning of “messiah” for Jesus</li></ul>	<ul style="list-style-type: none"><li>• watch a video of Orthodox Christians or Roman Catholics celebrating Easter and identify ways in which the celebrations remind Christians of Holy Week. They identify the Easter symbols and relate them to the events of Holy Week</li><li>• read the story of the woman who anointed Jesus and explore the reasons why she did this</li><li>• talk about the meaning of the terms “messiah” and “Christ”</li></ul>	<ul style="list-style-type: none"><li>• link the events of Holy Week to the symbols used by Orthodox Christians and Roman Catholics</li><li>• interpret different understandings of the role of the messiah</li></ul>
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## Key Stage 2 (Years 3 and 4) Unit 3: The Content and Significance of the Bible

### About the unit

This unit focuses on the composition of the Bible and its importance and use in the lives of Christians. The Bible embraces a number of genres, which describe the history of the Jewish people and the early years of the Christian Church. Many of the biblical characters and stories are embedded in British culture.

### Key questions

- What kinds of writing are in the Bible and what do they teach us about God and humankind?
- How do Christians use the Bible and apply its teachings?
- Some biblical passages are particularly important to Christians. Which are they and why?
- What might we learn about how to live our lives from some of the teaching and guidance in the Bible?

### Future learning

Pupils could:

- study the Bible in greater depth, developing an understanding that it was written by different writers at different times and for different purposes;
- undertake research into different translations of the Bible.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- the Bible, e.g. the Old and the New Testaments, parable, history, law, poetry, letters, the names of some well-known biblical characters.

### Expectations

#### At the end of this unit

**Most pupils will:** know about the compilation of the Bible including the existence of the Old and the New Testaments; some of the well-known characters in the Bible; identify some of the types of writing, e.g. history, law, poetry, parable, letters; know that the Bible is important for Christians as a source of guidance and teaching; understand some of the ways in which the Bible is used by Christians in church, worship and at home.

**Some pupils will not have made so much progress and will:** know about one or two well-known biblical characters; know that the Bible is composed of different types of writing; understand that the Bible is used by Christians for guidance about how to live.

**Some pupils will have progressed further and will:** identify a wide range of different types of writing; begin to recognise the difference between the Old and the New Testaments and the importance of the Bible for Christians; understand the significance of the Bible within the Christian faith.

<b>Learning objectives</b> Pupil should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>that the Bible is the Christian book of scripture which contains the foundation of teaching, guidance and worship</li> </ul>	<ul style="list-style-type: none"> <li>discuss how Christians use the Bible, e.g. in public worship and private devotion, in church and at home, for guidance, teaching and prayer, as a basis for songs</li> <li>listen to some modern Christian music followed by readings of the biblical verses which inspired them</li> <li>ask a Christian visitor to talk about how they use the Bible</li> <li>discuss whether there is anything in their lives that they value in the way Christians value the Bible</li> <li>watch a video of the Bible being read in a Roman Catholic or Orthodox church</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe ways in which the Bible is important for Christians</li> <li>identify that the Bible is used by Christians in church and at home</li> <li>reflect on what is of value in their own lives</li> </ul>
<ul style="list-style-type: none"> <li>that certain biblical passages have special significance for Christians</li> </ul>	<ul style="list-style-type: none"> <li>make a class book, showing comparisons between their own writing (e.g. poems, class rules, summaries of the school's history, etc.) and extracts from the Bible (e.g. Psalms or Isaiah, the Ten Commandments, Paul's letter to Philemon)</li> <li>discuss the reasons for selecting the extracts. They present them attractively and use illuminated writing and decorative borders. They include examples chosen by teachers and other adults in the school</li> </ul>	<ul style="list-style-type: none"> <li>identify the significance of special texts both to themselves and to Christians</li> </ul>
<ul style="list-style-type: none"> <li>how religious beliefs, ideas and feelings are expressed in the Bible</li> </ul>	<ul style="list-style-type: none"> <li>focus on some particular types of writing, e.g. history, psalms, proverbs, prayers, letters, and identify what the writers are trying to express. They examine biblical extracts, e.g. Psalm 23, Proverbs 15, The Lord's Prayer, and compare different versions of the same passages</li> </ul>	<ul style="list-style-type: none"> <li>make links between religious language and stories and the beliefs and/or ideas which lie behind them</li> </ul>
<ul style="list-style-type: none"> <li>about the composition of and variety of genres in the Bible</li> <li>how different genres reveal different aspects of God</li> </ul>	<ul style="list-style-type: none"> <li>use a time-line to show the two parts of the Bible, the Old and the New Testaments, being written before and after the birth of Jesus</li> <li>produce a short guide to the content of the Bible and how to use biblical references</li> <li>talk about the different types of books in the school library. They learn that there are different types of books in the Bible, e.g. history, law, gospels, psalms, and that two languages were originally used to write the Bible, Hebrew for the Old Testament and Greek for the New Testament. They write Hebrew and Greek</li> <li>focus on different types of writing in the Bible, e.g. a parable, a prayer, a psalm, a proverb, a poem, and which words/phrases tell us what the writers believe about the character of God</li> <li>through poetry, prose, music and/or art, express their thoughts, feelings and questions about God</li> </ul>	<ul style="list-style-type: none"> <li>identify the Old and the New Testaments and understand that the birth of Jesus marks the division between the two parts of the Bible</li> <li>recognise that the Bible is now one book, but that it contains many books that were once separate/read in isolation</li> <li>explain how different genres of writing convey different aspects of God's relationship with humankind</li> <li>communicate their ideas and feelings about the nature of God using a variety of media</li> </ul>

## Key Stage 2 (Years 3 and 4) Unit 4: The Person of Jesus

### About the unit

This unit investigates what is known about Jesus through history, the gospels and interpretations of Jesus in art. Pupils look at how Jesus is represented through art in different periods and places and think about what the representations convey. They investigate what people in the gospels say about Jesus, as well as what Jesus claimed about himself. Pupils evaluate work on their own impressions of Jesus.

### Key questions

- What was Jesus like as a person and how do we know?
- What are artists trying to convey about Jesus in the ways they have depicted him?
- How do you imagine Jesus and why do you picture him in this way?
- What impact has the work in this unit had on your perception and understanding of Jesus?

### Future learning

Pupils could:

- look at Bible stories recounting how Jesus made enemies;
- conduct a class survey to find out what their peers think about Jesus and why.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- religion, e.g. God, belief;
- Christianity, e.g. Jesus, crucifixion, disciples.

### Expectations

#### At the end of this unit

**Most pupils will:** know that evidence for what is known historically about Jesus comes mainly from the New Testament; understand that the people who knew Jesus had different views of him and explain the reasons why; understand that Jesus has been represented in many different ways.

**Some pupils will not have made so much progress and will:** understand that what is known about Jesus comes mainly from the Bible; understand that people who knew Jesus had different views of him; describe different images of Jesus.

**Some pupils will have progressed further and will:** understand that people's perceptions of Jesus vary according to their background and experience; understand that artists, writers and others continue to interpret Jesus in different ways.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>that Jesus was a historical figure but there is no known image of him</li> <li>that expressions of Jesus' appearance reflect characteristics from various sources and stories about him</li> </ul>	<ul style="list-style-type: none"> <li>describe class friends in words and pictures, referring to personal qualities and appearance. They discuss some of their descriptions with the class</li> <li>discuss with each other how we know what someone is like. In groups, they study images of Jesus reflecting a variety of historical and cultural contexts. They talk about who is in the images and why there is variety in their appearance</li> <li>talk about what is known historically about Jesus' appearance (nothing, in effect) and explain that images are influenced by the experiences of the people who provide them</li> <li>talk about the importance of believers identifying with Jesus</li> <li>write about an image they like, explaining why and what the painter is trying to portray about Jesus</li> </ul>	<ul style="list-style-type: none"> <li>recognise that when we talk about what someone is like we mean more than their physical appearance and include character and personality</li> <li>recognise visual images of Jesus as expressions of faith which often reflect artists' experiences and believers' preoccupations</li> <li>make links between the Jesus of history and the Jesus of the Bible</li> <li>differentiate between images of faith and accurate representations of people</li> </ul>
<ul style="list-style-type: none"> <li>that pictures of Jesus tell us about people's beliefs about him and a personal image of Jesus is important for many believers</li> <li>to reflect on their own ideas and images of how Jesus may have looked</li> </ul>	<ul style="list-style-type: none"> <li>look at some familiar images of Jesus and discuss the characteristics portrayed. They reflect on the possible lack of accuracy about appearance</li> <li>listen to a believer talk about their own image of Jesus</li> <li>draw their own pictures of Jesus' face as they imagine it and talk to each other about their drawings</li> <li>assess what is important to Christians about Jesus from the pictures they have studied</li> </ul>	<ul style="list-style-type: none"> <li>identify people's personal beliefs about Jesus from the pictures they have created of him</li> </ul>
<ul style="list-style-type: none"> <li>to research a gospel text to find out what it tells us about what Jesus was like</li> <li>to summarise from the evidence the sort of person Jesus was and present their findings to the class</li> </ul>	<ul style="list-style-type: none"> <li>find out what Jesus was like by calling witnesses from his own time. In groups they examine the following characters and stories for evidence:  disciples/followers: Luke 18, Luke 19, Mark 9, John 2, Matthew 5, Matthew 7  Simon Peter: Matthew 4, John 13  the widow: Luke 21, Luke 7  Matthew: Matthew 9  the chief priests and the scribes of the Temple: Matthew 21  Simon the leper: Matthew 26</li> <li>write or present their findings beginning with "Jesus was ..." or "I know this about Jesus because ..."</li> <li>present their research to the class and keep a record of all the points they make about Jesus' character</li> </ul>	<ul style="list-style-type: none"> <li>identify from a given biblical passage what it teaches about Jesus' character</li> <li>summarise what sort of person Jesus was</li> </ul>
<ul style="list-style-type: none"> <li>to recall what has been learned about Jesus and what he was like</li> <li>to reflect on their own response to the content of this unit</li> </ul>	<ul style="list-style-type: none"> <li>use a writing frame to present the evidence they have found and use an artist's representation or their own image as a centrepiece for their written work</li> <li>display work with questions they wish to ask/captions they wish to use</li> </ul>	<ul style="list-style-type: none"> <li>recall and select the main points from the evidence we have about Jesus and the sort of person he was</li> <li>evaluate the evidence gleaned and present their own view</li> </ul>

## Key Stage 2 (Years 3 and 4) Unit 5: Religions in the Local Community

### About the unit

Pupils learn about religion in their local area by collecting and interpreting the evidence from a range of sources. They develop their understanding of the ways in which individuals and communities express their religious identity.

### Key questions

- Which religious traditions are represented in our local community?
- What are the main beliefs and practices of the local faith communities?
- Why is there such religious diversity in the local community?
- What have you learned from the religious traditions that might help you to understand why some people have and live by a religious faith?

**NOTE:** Newcastle has the greatest diversity of religion and belief of any local authority in the North-East. There are Bahais, Buddhists, Christians, Hindus, Humanists, Jehovah's Witnesses, Jewish people, Mormons, Muslims, Pagans, Rastafarians, Sikhs, Spiritualists and Zoroastrians, and these are merely the most obvious members of religions and worldviews. Many of the expressions of religion and belief just identified have sub-divisions within them (e.g. denominations, sects, schisms, schools, traditions), which simply increase the diversity. There is no school in the local authority which does not have near to hand people or places reflecting something of this rich diversity of religion and belief. See "Some Places to Visit" in the Guidance for ideas about how to connect with some of the religions and worldviews represented in and around the city.

### Future learning

Pupils could:

- study in greater depth the beliefs of the religious groups represented in the area;
- identify which of the major religions are not represented in the area and do some research to find out where the groups belonging to such religions are based, e.g. how far would a member of a particular faith have to travel to worship with others?
- organise an email link with a school in a different area, thereby enabling both schools to compare and contrast their local areas in terms of faith commitment;
- devise a religious trail for the local area;
- visit a different neighbourhood to compare and contrast it with their own neighbourhood;
- make a video, with commentary, identifying and describing the religious traditions in the area;
- invite a musician, e.g. a church organist, someone who sings in a choir or a Sikh musician, into school to talk about the role of music in their religious tradition.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- religion, e.g. God, worship;
- the different religious traditions represented in the local area.

### Expectations

#### At the end of this unit

**Most pupils will:** identify the different religious traditions in their local community; write about religious beliefs and practices associated with local places of worship; compare and contrast key features of religious traditions in their local area.

**Some pupils will not have made so much progress and will:** identify one religious tradition in their local area; understand some beliefs and practices of a local religious tradition.

**Some pupils will have progressed further and will:** identify religious traditions in their local community; show knowledge and understanding of beliefs and practices at a local place of worship; compare and contrast key features of religious traditions in their local area.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>to use a range of resources to discover which religious traditions are represented in the local community</li> </ul>	<ul style="list-style-type: none"> <li>in groups, use a variety of resources, e.g. maps, directories, books, websites, to find out what evidence there is of religious diversity in the local community. They find out who in the class belongs to a local religious group. They record and share their findings. They add missing information and delete inaccurate material</li> </ul>	<ul style="list-style-type: none"> <li>identify the religious traditions in the local community</li> </ul>
<ul style="list-style-type: none"> <li>about the main beliefs, practices, buildings and people of the religious traditions in the local community</li> <li>to work cooperatively with others</li> <li>to select and sequence information</li> <li>to use ICT to help make a presentation</li> </ul>	<ul style="list-style-type: none"> <li>go on a tour to visit the religions represented in the local community, or are shown slides or photographs of religious diversity locally</li> <li>in groups, compile a directory of the religious traditions in the local community for people who have just moved to the area. They explain the main beliefs and practices of each religion for adults and children and, if possible, provide the contact details for each religious tradition</li> <li>prepare a questionnaire to send to the different religious groups and make a map which highlights each place of worship or other religious sites</li> <li>find out how the religious groups care for others</li> <li>interview different religious leaders and look at notice boards and published material for each religion to find relevant information, perhaps for a poster summarising each faith represented locally</li> <li>present their findings in the form of graphs or tables</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the religious beliefs and practices of at least one religion in the local community</li> <li>work with others to produce a presentation about a place of worship in the local area</li> </ul>
<ul style="list-style-type: none"> <li>to subject their work to appraisal from their peers, then redraft it in the light of feedback</li> <li>to recognise the ways in which religious communities express their beliefs and identity</li> </ul>	<ul style="list-style-type: none"> <li>in groups, present their work to the rest of the class, giving time for comments and feedback</li> <li>edit their material in the light of peers' comments and make a whole class presentation, identifying the key beliefs and practices of the faith groups represented in the area</li> </ul>	<ul style="list-style-type: none"> <li>reflect upon and discuss what they have learned about religion in the local community</li> <li>present work to the class, showing their knowledge and understanding of the religious identities of the groups represented in the area</li> </ul>
<ul style="list-style-type: none"> <li>that there is diversity within and between religions and some of the reasons why this is the case</li> </ul>	<ul style="list-style-type: none"> <li>prepare group presentations for the class and ask the class to discuss similarities and differences between religious traditions in the local community and the reasons for such similarities and differences</li> <li>write about what they have learned during this unit</li> </ul>	<ul style="list-style-type: none"> <li>compare and contrast the key features of the religious traditions in the local area</li> <li>evaluate and summarise what they have learned about the religions represented in the area</li> </ul>

## Key Stage 2 (Years 3 and 4) Unit 6: The Meaning of Signs and Symbols in Religion

### About the unit

Pupils learn about some of the possible or intended meanings of different signs and symbols. The unit considers different religious symbols, including symbolic language, used to express perceptions of God and aspects of faith, and explores the meaning of the symbols for those who use them. Pupils investigate examples of symbolic language to deepen their understanding of important religious concepts.

### Key questions

- What is the difference between a sign and a symbol?
- How and why do we use signs and symbols in everyday life?
- How is language used symbolically in religion and why?
- What are the most important symbols in the religions studied and what meanings do they convey?
- What do you understand about the use of symbols and symbolism in religion?

### Future learning

Pupils could:

- explore symbolism in increasing depth within all the religions they study;
- compare and contrast the use of symbolism in religions.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- signs and symbols;
- meaning beyond the literal, e.g. this stands for, represents, is a bit like;
- metaphors and similes;
- the concept of God.

### Expectations

#### At the end of this unit

**Most pupils will:** identify some key religious symbols and some symbolic actions in a religious context; talk about some of the beliefs or ideas which underlie them; discuss the possible meanings of some examples of symbolic language, e.g. words or phrases used by believers to describe God.

**Some pupils will not have made so much progress and will:** describe and suggest meanings for some religious symbols, gestures and words; understand that not all language should be taken literally.

**Some pupils will have progressed further and will:** identify similar beliefs and ideas expressed symbolically in other religious or secular contexts, e.g. through symbols, actions or words.



<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>that signs and symbols are important to human beings because they convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>examine some signs they see in school or in the local community. They discuss what the signs mean. They draw signs that they know and ask the rest of the class to identify them</li> <li>explain the difference between a sign and a symbol</li> <li>look at symbols used on washing labels on clothes, on food packages or in sport to introduce the idea that sometimes one needs to be “in the know” to understand certain symbols</li> <li>look at pictures of a rainbow, a dove and an olive branch. They explore the meanings and uses of these symbols today. They find their origins in the story of Noah’s ark, which is important in three world religions, but in different ways</li> <li>think about objects that they own which hold special memories or meaning for them. They model ways of talking about these, e.g. I’ve got something special. It’s a... and it reminds me of...</li> <li>hear a story which prompts talk about how memories can be revived by certain objects</li> </ul>	<ul style="list-style-type: none"> <li>talk about meaning contained in stories, objects and signs</li> <li>relate the idea of a symbol as a reminder of something special to their own experience</li> </ul>
<ul style="list-style-type: none"> <li>that words are symbols which can have literal and non-literal meaning</li> <li>that metaphors are often used to convey religious meaning and need to be interpreted carefully</li> </ul>	<ul style="list-style-type: none"> <li>examine some examples of non-literal sayings, e.g. you’re driving me up the wall, it’s raining cats and dogs, sorry: I must fly. They discuss literal and non-literal meanings</li> <li>collect examples of non-literal language on greeting cards and in advertisements and discuss literal and non-literal meanings</li> <li>choose a feeling, e.g. jealousy, anger, loneliness, fear, to explore in terms of simile and metaphor, e.g. when I’m angry, I feel like a balloon about to burst. They write down and illustrate their ideas</li> <li>introduce one of the following religious metaphors from the Bible: God is my rock (Psalm 18), Jesus is the light of the world (John 8), the Lord is my shepherd (Psalm 23). They identify any words they connect with the relevant image (e.g. rock, light, shepherd)</li> <li>examine how believers actually use the metaphors, e.g. in religious books, songs, artefacts</li> <li>choose a metaphor and explain it using words and pictures for a class display</li> </ul>	<ul style="list-style-type: none"> <li>explain literal and non-literal meanings</li> <li>use similes to describe emotions</li> <li>talk about how metaphors can describe beliefs</li> </ul>
<ul style="list-style-type: none"> <li>that language used to describe God and the nature of God is used symbolically</li> <li>that religious beliefs and ideas about God can be expressed in a variety of forms, including symbolism</li> </ul>	<ul style="list-style-type: none"> <li>in groups, discuss how symbolic language is used in different religions. They talk about the characteristics of fatherhood and motherhood and how they apply to God</li> <li>consider God as multifaceted and talk about how people have different sides to their characters and enjoy doing different things. They look at images/statues (or pictures of images/statues) of God/Jesus and Hinduism’s most important/recognisable manifestations of God. They answer the question: What might these say about beliefs about God?</li> <li>consider God as beyond image and incomparable, using examples from Christianity and Hinduism. They identify some symbolic actions and then discuss their possible meanings</li> <li>consider God as holy and worthy of respect, and explore how Jewish people avoid writing God’s name by finding other words to describe God, and explain why they do this</li> </ul>	<ul style="list-style-type: none"> <li>talk about some characteristics which are ascribed to God in Christianity, Hinduism and Judaism</li> <li>identify symbolic actions and suggest their meanings</li> <li>compare and contrast the ways in which ideas about God are expressed symbolically in Christianity, Hinduism and Judaism</li> </ul>
<ul style="list-style-type: none"> <li>about some common symbols used by Christians to express beliefs about God and/or Jesus</li> </ul>	<ul style="list-style-type: none"> <li>examine pictures of Christian symbols, e.g. alpha and omega, the halo, cross, dove, fish, chi-rho, God as the Word. They match the symbols to their meanings. They look for the symbols in pictures or videos about churches or on a church visit</li> <li>ponder some questions, e.g. When might objects/pictures/actions speak louder or express more than words? Why do some people, e.g. religious people, poets, writers, often speak in pictures/symbolically?</li> </ul>	<ul style="list-style-type: none"> <li>identify and understand the significance and meaning of some common Christian symbols</li> <li>talk about how signs and symbols relate to religious belief and why they are important</li> </ul>

## Key Stage 2 (Years 3 and 4) Unit 7: Hinduism: God and Worship in the Home

### About the unit

Pupils are introduced to Hinduism by exploring some ideas about God, ways in which Hindus worship and why worship is important to members of the Hindu community.

### Key questions

- What do Hindus believe about God?
- How do Hindus show their devotion to God?
- What is puja and what forms does it take?
- What similarities are there between the ideas in this unit and your life, and what can you learn from them?

### Future learning

Pupils could:

- investigate the characteristics of Hindu representations of God other than the most famous ones;
- read and retell stories about some manifestations of God;
- devise a questionnaire or letter for a practising Hindu asking about aspects of Hindu worship they would like to know more about;
- prepare a talk for younger pupils explaining how and why Hindus worship at home.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- the practice of religion, e.g. worship, prayer, God, devotion, offering, shrine, sacred, holy;
- Hinduism, e.g. murti, arti, puja, om/aum, prasad;
- the names of manifestations of God, e.g. Ganesha, Krishna, Rama, Lashmi, Durga.

### Expectations

#### At the end of this unit

**Most pupils will:** know the names of some manifestations of God in Hinduism and some of the terms associated with Hindu worship; explain what worship is, using some technical terms accurately; describe ways in which Hindus worship and suggest why worship is important to them; identify some of the artefacts used in Hindu worship.

**Some pupils will not have made so much progress and will:** recognise that the term worship is connected with ideas about prayer and God; answer some questions about how Hindus worship and be aware that worship is an important activity for Hindus.

**Some pupils will have progressed further and will:** use technical terms to do with Hinduism and Hindu worship confidently in discussion and writing; begin to make comparisons with how people worship in different religions; devise questions for a member of the Hindu community to extend their knowledge, or begin to interrogate a variety of sources to acquire further information.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>the meaning of the om/aum symbol and its significance for Hindus</li> <li>about some Hindu beliefs</li> </ul>	<ul style="list-style-type: none"> <li>talk about some of the things that parents think are important to teach their children. They examine the om/aum symbol and discuss what it means. They explain that, in many Hindu families, children are taught about one supreme God who is in everything.</li> <li>are shown a glass of water and told the story of Svetaketu. When the story ends, they reflect on and express their responses to the belief about God which the story reveals</li> <li>in small groups, think up a story to explain to a Hindu child what God is like. They share the stories and collate them to make a class book</li> </ul>	<ul style="list-style-type: none"> <li>explain the beliefs which underlie the Hindu concept of God</li> <li>reflect on different ways of expressing beliefs about God</li> </ul>
<ul style="list-style-type: none"> <li>about the Hindu idea of God “existing” in many forms</li> <li>to reflect on the different aspects of their own character</li> </ul>	<ul style="list-style-type: none"> <li>watch a video about the Hindu idea of God in many forms</li> <li>discuss some home shrine figures and learn that many families choose a particular form of God to worship, e.g. Ganesha the elephant-headed god. They choose a shrine figure and investigate what it is holding or wearing and explain why</li> <li>draw a picture of themselves which shows their many different roles and interests, e.g. wearing different hats or clothes, holding different objects, thereby revealing the many sides and characteristics that one person (like God) can have</li> </ul>	<ul style="list-style-type: none"> <li>identify the characteristics of the different manifestations of God</li> <li>make links between shrine figures and the beliefs which underlie them</li> <li>show understanding of the idea that one person has many characteristics</li> </ul>
<ul style="list-style-type: none"> <li>that some Hindus worship Lakshmi, the goddess of wealth</li> <li>that Hindus believe that the many qualities of God are represented in different ways</li> </ul>	<ul style="list-style-type: none"> <li>discuss the qualities of God, what God means to them and what God might look or be like</li> <li>examine pictures or a shrine figure of Lakshmi and explain that she is the goddess of wealth. They name the objects she holds and explain their significance and symbolism</li> </ul>	<ul style="list-style-type: none"> <li>explain why Lakshmi is worshipped</li> <li>give an account of some of the qualities which Hindus believe God possesses</li> <li>reflect on and share their own ideas about God</li> </ul>
<ul style="list-style-type: none"> <li>that shrines are special places in Hindu homes</li> <li>about some of the ways that Hindus show devotion to God</li> </ul>	<ul style="list-style-type: none"> <li>talk about special places at home, e.g. places to be quiet or think</li> <li>discuss the word “shrine”. They learn that in Hindu homes a collection of pictures or images is kept in the shrine and this is where a Hindu family comes to pray</li> <li>discuss how they might prepare for the visit of a special guest who is a Hindu.</li> <li>learn that Hindus treat the images of God like extra-special guests: they are respected, cared for, talked to, offered food and kept clean. They answer the question: Why do you think this might be?</li> <li>learn that Hindus believe they can serve God through loving devotion to their chosen manifestation of God. They think about what loving devotion means. They use different resources to find out how Hindus treat and care for manifestations of God and record their findings</li> <li>draw a Hindu shrine and explain why that might be a special or important place for a Hindu family</li> </ul>	<ul style="list-style-type: none"> <li>describe how a shrine is cared for in a Hindu home</li> <li>understand how God is thought about in Hinduism</li> <li>reflect on their own experiences of special places and relate such places to the importance of a shrine in a Hindu home</li> </ul>

<ul style="list-style-type: none"> <li>• what “puja” means</li> <li>• that actions in worship often have symbolic meaning</li> <li>• that some of the activities in worship have parallels in their own lives</li> </ul>	<ul style="list-style-type: none"> <li>• work in pairs to practise miming the following: being pleased to see someone, saying thank you for something, being sorry, giving a present, receiving a present, meeting someone important. Explain they will see some of these ideas and actions in Hindu worship</li> <li>• look at pictures and videos of a Hindu family engaging in puja at home. They describe what they see</li> <li>• look at artefacts on a puja tray. They talk about how the different artefacts are used</li> <li>• think about elements of puja, e.g. ringing the bell, making offerings, bowing to the murti, using incense, receiving prasad, caring for the murti</li> <li>• think about the idea of an offering and to whom they give things and why</li> <li>• draw objects associated with puja and write about how each one is used. They make a zigzag book for younger pupils showing some of the main activities associated with puja</li> </ul>	<ul style="list-style-type: none"> <li>• explain the meaning of pictures of puja</li> <li>• reflect on their own experiences of giving as an act of showing love</li> </ul>
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## Key Stage 2 (Years 3 and 4) Unit 8: Hinduism: Beliefs and Practice

### About the unit

This unit introduces pupils to some of the beliefs and practices of Hindus through studying worship in the mandir and the celebration of Divali. There is a focus on how beliefs are exemplified during Divali. The religious significance of what Divali means to believers is highlighted using pictures, drama, story telling and model making.

### Key questions

- What are the key elements of Hindu worship and what do they mean?
- What are the meanings in the Rama and Sita story?
- What are the most important customs and practices in the festival of Divali and why?
- What beliefs, practices and feelings expressed through Divali are similar to those in non-Hindu festivals and celebrations in my family?

### Future learning

Pupils could:

- read some of the many stories about manifestations of God in Hinduism;
- learn about Hindu festivals such as Holi and Raksha Bandhan;
- find out about the work of a Hindu priest/pandit;
- use the internet for further research about Hinduism.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- Hinduism, e.g. Divali, mandir;
- Hindu practices, e.g. puja, diva, rangoli;
- describing feelings and/or emotions, e.g. warmth, calmness, security.

### Expectations

#### At the end of this unit

**Most pupils will:** know why Divali is important to Hindus; know that some features of Hindu beliefs and practices are revealed in the festival; give an account of the Rama and Sita story; explain the meaning of symbols associated with Divali.

**Some pupils will not have made so much progress and will:** know that Divali originated from the story of Rama and Sita; give an account of some of the practices and beliefs associated with Divali.

**Some pupils will have progressed further and will:** understand that religious beliefs can be expressed in a variety of ways; know why Divali has a religious meaning for Hindus; give a detailed account of practices associated with Divali; give a detailed account of the story of Rama and Sita; ask questions and suggest answers relating to Rama and Sita's experiences; make links between Hindu symbols, language and stories, and the beliefs that underlie them.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>about Hindu worship through the rituals and artefacts involved in puja</li> </ul>	<ul style="list-style-type: none"> <li>learn what the inside of a mandir looks like from pictures/posters. They try to imagine themselves there</li> <li>in pairs, examine pictures of the interior of the mandir and report back to the class on the main characteristics they identify</li> <li>learn that worship is a word which contains many ideas and practices. They think of as many words as they can associated with worship</li> <li>watch a video of Hindus worshipping in a mandir. They think about what they see and suggest why worshippers have done certain things</li> <li>produce a glossary to explain the following words: mandir, murti, arti, pandit, prasad, puja</li> </ul>	<ul style="list-style-type: none"> <li>describe what is involved in Hindu worship in a mandir</li> <li>reflect on the meaning of the word “worship” and understand its significance for Hindus</li> <li>use correct technical terminology relating to Hindu worship</li> </ul>
<ul style="list-style-type: none"> <li>to identify some of the customs and practices related to celebrating Divali</li> <li>that Divali is the start of the Hindu new year</li> <li>about the key events in the story of Rama and Sita</li> <li>about the meanings of the story</li> <li>to consider the feelings and motivation of the characters in the story</li> <li>about karma (cause and effect), samsara (reincarnation) and moksha (liberation)</li> </ul> <ul style="list-style-type: none"> <li>to identify some practices associated with Divali</li> <li>about the symbolic significance of a diva and how it relates to the Rama and Sita story</li> </ul>	<ul style="list-style-type: none"> <li>look at how a Hindu family celebrates Divali, e.g. using videos, stories, visitors. They learn that Divali is the start of the new year for Hindus</li> <li>plan and celebrate a Divali day with activities throughout, e.g. make divas, dance, cook, dress in saris, make rangoli and mehndi patterns.</li> <li>discuss their experience of stories of good conquering evil</li> <li>are introduced to the characters in the Rama and Sita story and their personalities. They write a character analysis of the characters emphasising the themes of good and evil</li> <li>retell the story using a book, video or slides</li> <li>are given a comic strip of the Rama and Sita story in which the pictures in the strip have been mixed up. They must sequence the pictures in the correct order and add dialogue</li> <li>discuss the experiences and viewpoints of key figures in the story, e.g. Rama’s stepmother and whether she was right to do as she did. Use hot seating and thinking hats</li> <li>write about the characters they like/dislike and why</li> <li>engage in research to clarify the meaning of karma, samsara and moksha</li> <li>light a diva and look at the flame. They write down their feelings and thoughts</li> <li>discuss the significance of light and identify other religions using light as a symbol</li> <li>explain how the diva originated and why it is lit to celebrate Divali</li> <li>make divas using clay, plasticine or paper. They write an explanation of how and why divas are used and display their work</li> </ul>	<ul style="list-style-type: none"> <li>give an overview of the key elements associated with celebrating Divali</li> <li>show understanding, through discussion, that religious beliefs and ideas can be expressed in a variety of ways</li> </ul> <ul style="list-style-type: none"> <li>identify key events associated with the story of Rama and Sita</li> <li>identify the moral of the story, especially that good conquers evil</li> <li>explain their responses to the behaviour of the characters in the story</li> <li>know that karma, samsara and moksha are important beliefs to Hindus and why</li> </ul> <ul style="list-style-type: none"> <li>explain why light is symbolic in some religions</li> <li>explain why a diva is lit during the festival of Divali</li> </ul>
<ul style="list-style-type: none"> <li>about the purpose of sending Divali cards</li> <li>about the purpose of creating rangoli patterns</li> <li>about the importance of preparation for Divali</li> </ul> <ul style="list-style-type: none"> <li>that religious beliefs, ideas and feelings can be expressed in a variety of forms</li> </ul>	<ul style="list-style-type: none"> <li>examine a selection of Divali (and other) greeting cards and discuss the messages and illustrations and the reasons why cards are sent</li> <li>discuss what captions, illustrations and messages are appropriate for new year and Divali cards</li> <li>examine designs for rangoli patterns and discuss what makes them look good. They design their own and display them for the whole school to admire. They find out about the significance of the patterns</li> <li>make a Divali card for a real or an imaginary Hindu friend</li> <li>imagine that they have been invited to celebrate Divali with a Hindu family. They write a letter to a non-Hindu friend describing how the family prepares for and celebrates Divali, and why it is a special time, or they write a magazine article about celebrating Divali with a Hindu family, emphasising the preparation as well as the celebration</li> </ul> <ul style="list-style-type: none"> <li>summarise what they have found out about Hindu worship at home and in the mandir, noting similarities and differences between Hindu worship and worship in other religions</li> <li>write to a Hindu visitor with their unanswered questions</li> <li>make a presentation to another class about their discoveries</li> </ul>	<ul style="list-style-type: none"> <li>explain why Divali cards are sent</li> <li>suggest reasons why some illustrations are more appropriate for Divali cards than others</li> <li>explain what rangoli patterns are and their purpose and use at Divali</li> <li>explain, in writing, the importance of preparations for Divali</li> </ul> <ul style="list-style-type: none"> <li>evaluate what they have learned about Hindu worship</li> <li>compare and contrast Hindu worship with worship in other religions</li> <li>ask questions to further their knowledge about Hinduism</li> </ul>

## Key Stage 2 (Years 5 and 6) Unit 1: Places of Worship

### About the unit

This unit is designed to help pupils understand how religious buildings exemplify the beliefs and values of religious communities. It enables them to acquire further knowledge of signs, symbols and metaphors, and explore how they are used to extend and deepen religious understanding.

### Key questions

- How does the appearance and layout of a place of worship express the beliefs of a faith community?
- What things are found in religious buildings and what meanings do they convey to believers?
- What are the similarities and differences in beliefs between different religions and how important are they?
- How did you respond to your visits to religious buildings and why?
- What do you understand about the relationship between material religious things and abstract concepts, beliefs and values?

### Future learning

Pupils could:

- explore the buildings and the importance of symbolism and religious objects in religions other than those already studied;
- draw a Venn diagram to illustrate similarities and differences between religious traditions;
- gather evidence of other activities in which the communities are involved, e.g. missionary or social work.

### Vocabulary

- In this unit pupils will have an opportunity to use words and phrases related to:
- Christian buildings, e.g. font, altar, pulpit, vestry, ecumenical;
- meaning beyond the literal, e.g. it is like, it sounds like, it is a bit like, awesome, mystery;
- metaphors and similes that communicate meanings in religious and non-religious contexts;
- connectives to give reasons, e.g. it is like this because.

### Expectations

#### At the end of this unit

**Most pupils will:** describe the interior and the exterior of Christian and other religious buildings, identifying key features and explaining how they are used in worship and what they mean in terms of the religious beliefs of worshippers; identify similarities and differences between two contrasting Christian denominations, and explain that metaphors, symbols and objects convey religious meaning; identify similarities and differences between one of the buildings visited and a place of worship of another religion.

**Some pupils will not have made so much progress and will:** name some parts of Christian and other religious buildings and religious objects, and say why they have value for members of religious communities; suggest meanings for religious objects and words and know that not all such words are taken literally.

**Some pupils will have progressed further and will:** explain how the key features of two contrasting features of religious buildings relate to different Christian and other traditions, beliefs and forms of worship; explain why and how metaphors, similes and objects convey meanings to members of religious groups and different faith traditions, and how they relate to religious beliefs.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>to classify different types of religious buildings and objects</li> <li>that beliefs, ideas and feelings can be expressed in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>examine pictures of church exteriors. They choose one elaborate and one simple building. They list words to describe each building. They identify similarities and differences about the beliefs and ideas expressed</li> <li>examine pictures of things they will find in two different churches. They sort the things into groups, e.g. things that are friendly, intimate, mysterious, awesome. They explore their association with beliefs</li> </ul>	<ul style="list-style-type: none"> <li>show understanding of different styles of Christian worship by classifying pictures of buildings and religious objects</li> <li>communicate their understanding that religious beliefs, understandings and feelings can be expressed in a variety of forms</li> </ul>
<ul style="list-style-type: none"> <li>about what things are found in religious buildings</li> <li>that religious buildings and objects have meanings for their users</li> <li>to give reasons for the significance of different objects and relate them to the teachings of Christianity</li> <li>why members of different Christian religious groups ascribe meanings to objects</li> <li>how Christian places of worship compare and contrast with places of worship in other religions</li> </ul>	<ul style="list-style-type: none"> <li>visit two very different churches, one Catholic, Orthodox or High Church Anglican, and the other non-conformist, e.g. Baptist, Methodist, Quaker</li> <li>during the visits, identify the most important things in the buildings, e.g. altar, windows, cross, and explain why they are important, e.g. size, position in the building. They select or draw an object and note the reasons for its significance. They talk about what makes things friendly and intimate or mysterious and awesome. They identify their overall impression of the buildings, e.g. whether they found them mysterious, light, airy, and record their responses</li> <li>ask a faith member to explain the significance of the different objects and why they are placed in particular places and record the information. They talk about things that enable people to worship as a group and those that enable them to worship individually. They examine how the layout, artefacts and symbolism relate to the beliefs of the people who worship there</li> <li>visit a Buddhist centre or monastery, a mandir, a mosque, a synagogue and/or a gurdwara so that a church can be compared and contrasted with at least one place of worship associated with a religion other than Christianity</li> </ul>	<ul style="list-style-type: none"> <li>describe objects, explaining why they are found in churches and their use in services</li> <li>explain why members of the church community value certain objects</li> <li>interpret the significance of objects and buildings and explain how aspects of religious buildings relate to different Christian beliefs</li> <li>link the views of members of church communities about the value of buildings and objects to their beliefs about buildings and objects</li> <li>describe ways in which churches compare and contrast with places of worship in religions other than Christianity</li> </ul>
<ul style="list-style-type: none"> <li>to use metaphor and symbol as a way of explaining meaning</li> <li>that religious objects and symbols carry multiple meanings</li> <li>to reflect upon what a Christian building means to a believer</li> </ul>	<ul style="list-style-type: none"> <li>do some breathing or concentration exercises. They choose an object, e.g. book, candle, bell. They identify words associated with each object (e.g. the candle: light, dark, flame, melt) and how each word can be extended. They play the metaphor game: if this object was a car/animal/etc, it would... They share ideas and talk about words and meanings and how reflecting on something can deepen our understanding of it</li> <li>close their eyes and "return to" one of the places of worship they have visited. They think about their impression of the place and then write a poem about what the place might mean to be a believer</li> </ul>	<ul style="list-style-type: none"> <li>describe ways in which reflection can deepen understanding of religious objects</li> <li>discuss how similar objects convey different meanings to different religious groups</li> <li>understand the meaning of a church as a place of worship</li> </ul>
<ul style="list-style-type: none"> <li>how the form of a building and its furnishings are linked to religious worship and beliefs</li> <li>about the beliefs of different Christian denominations</li> <li>that some aspects of Christian belief are shared among denominations and others are not</li> <li>how different communities and traditions express religious belief</li> <li>to classify and structure information and communicate understanding to others</li> </ul>	<ul style="list-style-type: none"> <li>look at a video showing aspects of worship associated with each building visited. They list some of the objects and activities associated with worship</li> <li>sort information about the buildings into similar and different categories. They do a similar exercise sorting objects into categories that emphasise intimacy and awe</li> <li>devise other categories for sorting information, e.g. things used for worship, decoration, identity. They produce a booklet about each of the buildings to summarise the key elements of worship that are revealed through objects and activities</li> </ul>	<ul style="list-style-type: none"> <li>discuss how different buildings relate to different types of worship and belief</li> <li>describe how different Christian communities express aspects of belief</li> <li>identify similarities and differences between two Christian denominations</li> <li>communicate the key aspects of the beliefs, worship, religious buildings and objects to an audience</li> </ul>
<ul style="list-style-type: none"> <li>that beliefs, ideas and feelings can be expressed in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>in groups, prepare a brief for an architect to design an ecumenical church to be built in a new village or on a new housing estate. They identify which groups will be using it and what each group will feel essential to include. They include detailed instructions about the floor plan, windows and furnishings</li> </ul>	<ul style="list-style-type: none"> <li>communicate, through their design specification, their understanding that religious beliefs, understanding and feelings can be expressed in a variety of forms</li> </ul>



## Key Stage 2 (Years 5 and 6) Unit 2: The Importance of Worship

### About the unit

Pupils study the key features of worship and what worship means to believers. They explore the place and importance of prayer in worship for faith communities and individuals. Pupils learn about the importance of community and how faith communities express their beliefs and commitment through worship. This unit can be taught with a focus on worship in one religion or by comparing worship in two or more religions.

### Key questions

- Why is worship important to believers?
- What happens in private and public worship?
- Why is prayer important to believers?
- What do religious people believe about prayer and praying and what do they achieve?

### Future learning

Pupils could:

- find out about the activities of the religious communities in their neighbourhood or city;
- produce a booklet explaining and advertising a faith community project, and include within it the beliefs upon which the project is founded.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- worship, e.g. communion, prayer, meditation, hymn, sermon;
- formal prayers.

### Expectations

#### At the end of this unit

**Most pupils will:** describe the key features of worship and link them to appropriate stories and quotes from sacred texts; compare worship in one religion with worship in another religion; use technical language to describe the parts, function and message of worship; devise questions and address them to a believer about the importance of worship in general and prayer in particular; communicate their own thoughts, needs and worries; link certain religious beliefs to community action.

**Some pupils will not have made so much progress and will:** know and describe aspects of worship using some technical vocabulary; talk about the different communities they belong to; devise questions for a believer about the importance of worship and prayer.

**Some pupils will have progressed further and will:** ask deeper questions about the actions of faith communities in the wider world; reflect on their own community involvement and the reasons they might choose to become involved in a community project in the future; explain the responsibilities and benefits of being part of a religious community.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>• that worship is an important activity through which faith communities express beliefs</li> <li>• that worship has features which express beliefs</li> <li>• that worship can be a communal or individual activity and be expressed in a variety of ways</li> <li>• to consider the meaning of worship for themselves</li> </ul>	<ul style="list-style-type: none"> <li>• list what worship means, and what is worshipped by them and the people around them</li> <li>• look at pictures and artefacts of worship within Christianity. They write about the different aspects of worship, e.g. communion, and explain why they are carried out</li> <li>• look at a video of people engaged in worship, or observe believers at worship on a visit. They note the activities and the roles undertaken by different members of the faith community. They consider and explore the function or role of artefacts in worship</li> <li>• discuss and explore the use of language, music (if any) and gesture in worship</li> <li>• interview a believer about what worship means to them or use videos to gain the information</li> <li>• present the interview/research in the form of an article for a magazine</li> <li>• using service books and video material to draw up a service sheet for a service ensuring that all the key features of worship occur</li> <li>• study where and when worship takes place and what personal and other preparation occurs prior to worship</li> </ul>	<ul style="list-style-type: none"> <li>• draw and write about the features of worship and link these features to Christian and other beliefs</li> <li>• note similarities and differences in the way faith groups worship</li> <li>• use appropriate vocabulary when writing about and discussing worship</li> </ul>
<ul style="list-style-type: none"> <li>• that prayer is an important part of worship and personal devotional life</li> <li>• that faith members believe that prayer has an effect in their lives and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• use quotes from faith members about the effect of prayer in their lives and the meaning of prayer for them. They use the quotes as a basis for discussion in pairs. They compose questions that arise from the discussions, either for believers to answer or to shape their own research</li> <li>• research prayer positions and prayer times, perhaps especially in relation to Islam. They discuss the types of prayer that are used, e.g. prayers of praise, thanks, confession and request</li> <li>• choose two significant prayers, e.g. the Lord's Prayer, Lord bless you and keep you, the Shema, the Shahadah. They work in groups to identify the meaning of the prayer. They write a version of the prayer that would carry the same meaning but could be understood by younger pupils</li> <li>• sit quietly in order to create a contemplative atmosphere. They look at children's prayer cards or prayers written for children and then write their own meditation or prayer</li> <li>• think about who they tell and how they express themselves when they are thankful, need support, are happy about their life or need to confess shortcomings</li> </ul>	<ul style="list-style-type: none"> <li>• explain that for many people prayer is a powerful and meaningful experience</li> <li>• ask questions of believers about prayer, using appropriate vocabulary</li> <li>• know that there are different types and ways of praying and talk or write about them</li> <li>• interpret pre-existing prayers and re-write them for younger pupils</li> <li>• reflect on things in their own lives and choose words to express their thoughts, needs or worries in an appropriate form</li> </ul>

## Key Stage 2 (Years 5 and 6) Unit 3: The Origins and Composition of the Bible

### About the unit

This unit is designed to give pupils some insight into the origins and content of the Bible, thereby setting it in its historical and literary context.

### Key questions

- How did the Bible develop and come into being?
- Why are writings from so long ago still considered important and relevant today?
- What does it mean when some Christians say that the Bible is the word of God?
- What is the nature of biblical truth and truth in other contexts?
- What do you think about the Bible and its messages?

### Future learning

Pupils could:

- study the text of the Bible in greater depth;
- find examples of songs, poems, stories, music and paintings based on passages from the Bible;
- find out about how, over time, the Bible has been translated many times, first from Hebrew and Greek into Latin and then from Latin into many languages, English included.

### Vocabulary

- In this unit pupils will have an opportunity to use words and phrases related to:
- the Bible, e.g. codex, manuscript, synoptic, Pentateuch, Old Testament, New Testament, Greek, Hebrew.

### Expectations

#### At the end of this unit

**Most pupils will:** know that the Bible is a collection of writings compiled over many centuries, each with its own distinctive characteristics; know that the Bible is the world's best-selling book; understand the basic chronology of the Bible; reflect on the nature of truth.

**Some pupils will not have made so much progress and will:** know that the Bible is a collection of books; understand how parts of the Bible relate to each other; reflect on how the Bible's story is known.

**Some pupils will have progressed further and will:** understand the development of the Bible in the context of other major historical developments; carry out an enquiry relating to the Bible.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>that the Bible is the world's best-selling book and know some basic facts about it</li> <li>to ask and reflect on questions still to be answered about the Bible</li> </ul>	<ul style="list-style-type: none"> <li>identify the world's best-selling book. Once the Bible has been identified as such, they discuss reasons for its popularity</li> <li>summarise all they know about the Bible and complete a class record of the information, supplementing the information with statistics, if necessary</li> <li>examine resources about the Bible to find one new piece of information, e.g. about the date when particular material was written, the writers themselves</li> <li>working in pairs, identify one important question about the Bible and write it down so they have a class list of such questions</li> <li>create a display board which shows what pupils already know and what they want to find out about the Bible</li> </ul>	<ul style="list-style-type: none"> <li>realise that the Bible has far-reaching popularity</li> <li>make sense of information from a variety of sources to support their enquiry</li> <li>ask questions about the Bible from many perspectives</li> </ul>
<ul style="list-style-type: none"> <li>that the events contained in the Bible predate the written text</li> <li>how to differentiate dates before and after Jesus</li> <li>that the Bible is a collection of writings deriving from many different people writing over an extended period of time (at least 1000 years)</li> <li>to reflect on how it might feel to discover an ancient manuscript</li> </ul>	<ul style="list-style-type: none"> <li>take an imaginary journey as archaeologists discover an ancient manuscript. They build up excitement and stress the care with which the manuscript has to be handled</li> <li>talk about their manuscript and how it felt to find it</li> <li>produce a time-line to identify the key people in the Bible and when they lived. They explain the terms "common era" (CE) and "before common era" (BCE), and relate the dates to the present day</li> <li>identify the oldest parts of the Bible. They find out that the earliest material was transmitted orally and was probably first written down on clay tablets, then on papyrus scrolls</li> <li>examine photographs of famous manuscripts, e.g. the Lindisfarne Gospels</li> <li>carry out an investigation into the Bible, record new information on the time-line above, and answer any questions the information has prompted and record the discoveries made</li> </ul>	<ul style="list-style-type: none"> <li>show understanding of how time is recorded in relation to Jesus, e.g. by using CE and BCE</li> <li>understand the development of the Bible from its origins in oral traditions</li> <li>understand the chronology for the emergence of the Bible</li> <li>evaluate their learning about the origins of the Bible</li> </ul>
<ul style="list-style-type: none"> <li>that the Bible is a collection of different types of writing composed by many different people</li> <li>that the Bible contains many literary genres</li> <li>to identify some extracts from the Bible</li> </ul>	<ul style="list-style-type: none"> <li>identify different types of writing found in a library. They note categories, e.g. adventure stories, historical novels, science fiction, poetry, and discuss why people write in different genres</li> <li>look at the contents' page of the Bible to establish the Bible is really a collection of books written by different authors at different times. They identify some of the types of writing, e.g. story, history, law, poetry, letters, proverbs</li> <li>discuss why authors today choose to write in a particular genre and how this relates to the Bible</li> <li>write about a Bible story/extract they find interesting and why</li> </ul>	<ul style="list-style-type: none"> <li>identify some of the literary genres used in the Bible</li> <li>reflect on their own responses to writings in the Bible</li> <li>explain why they find a section of the Bible interesting</li> <li>understand that writers write in different ways for different purposes and discuss how this relates to an understanding of the Bible</li> </ul>
<ul style="list-style-type: none"> <li>that the Old Testament was written in Hebrew and the New Testament in Greek</li> <li>that many Christians believe that the Bible is the word of God, but that all Christians believe the Bible is relevant to them today</li> </ul>	<ul style="list-style-type: none"> <li>examine examples of biblical texts in Hebrew and Greek</li> <li>listen to biblical texts being read in the original language. They discuss responses and examine the same texts in English translations. They read the texts, think about what they are saying, say which they like best and share their thoughts about them</li> <li>interview a visitor about what biblical passages mean to them today. They discuss the idea of the Bible as the word of God and why Christians continue to read the Bible today</li> <li>write about why Christians read the Bible today and explain what they can learn from it, using examples</li> </ul>	<ul style="list-style-type: none"> <li>understand the meaning of some biblical passages</li> <li>evaluate how the Bible influences the lives of Christians today</li> </ul>

<ul style="list-style-type: none"> <li>• that people have different views about the truth of the Bible</li> <li>• about the story of Adam and Eve</li> <li>• to understand the difference between literal and symbolic truth</li> <li>• to reflect on their own emotions</li> </ul>	<ul style="list-style-type: none"> <li>• talk about the nature of recording actual events and the influence of individual perspective. They refer to the writers of the gospels who wrote about Jesus from different perspectives</li> <li>• in pairs, they try to define "truth", collecting and displaying definitions</li> <li>• hear the creation story of Adam and Eve and identify the emotions involved in the story. In pairs, they talk about when they have experienced similar emotions</li> <li>• explore how "true" (or otherwise) the story remains, e.g. giving in to temptation can still result in downfall. They differentiate between what is literally true and material that expresses eternal "truths"</li> <li>• learn that some people believe in the literal truth of biblical material but most believe that it contains truths which go beyond the literal meaning of the story</li> </ul>	<ul style="list-style-type: none"> <li>• describe different ways of understanding biblical "truth"</li> <li>• show how the Adam and Eve story reveals truths beyond the literal</li> <li>• make links between the story and their personal experience</li> <li>• analyse the feelings and emotions which underlie the story</li> <li>• reflect upon their own feelings and emotions in the light of the story</li> </ul>
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## Key Stage 2 (Years 5 and 6) Unit 4: People's Perspectives on and Impressions of Jesus

### About the unit

This unit explores different perspectives on who Jesus was and what sort of person he was, including the perspectives of his enemies. Pupils look at some of the symbolic language Jesus used about himself and at some of his words and actions, some of which outraged his enemies and eventually led to his crucifixion. Pupils will reflect on their own impressions of Jesus and evaluate the work they have done in this unit.

### Key questions

- How did Jesus think of and describe himself and what do some of these descriptions mean?
- How did Jesus' contemporaries regard him and how and why did they form their views?
- Why did some people/groups want Jesus put to death?
- What is your image and understanding of Jesus' character, personality and purpose?

### Future learning

Pupils could:

- investigate non-Christian perspectives about Jesus from when he was alive or soon thereafter, e.g. Josephus;
- interview family members and neighbours about their image of Jesus and what he was like, and where these understandings come from;
- conduct a survey to find out how much adults know about Jesus;
- study images of how Jesus has been portrayed over time and in different cultures.

### Vocabulary

- In this unit pupils will have an opportunity to use words and phrases related to:
- religion, e.g. belief, God;
- Christianity, e.g. Jesus, disciples, crucifixion.

### Expectations

#### At the end of this unit

**Most pupils will:** know that Jesus used symbolic language to describe himself and give simple explanations of what he meant; understand that Jesus made enemies and know some of the reasons why; understand that Jesus' enemies conspired in his death and know some of the reasons why.

**Some pupils will not have made so much progress and will:** know some of the symbolic terms Jesus used to describe himself; know that Jesus made enemies, some of whom were involved in his death.

**Some pupils will have progressed further and will:** understand some of the meanings within the symbolic language Jesus used to describe himself; understand why Jesus made enemies and their motives for having him put to death.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>to recall knowledge, information and evidence about Jesus that they have encountered in the past</li> </ul>	<ul style="list-style-type: none"> <li>discuss what they know about Jesus from prior study</li> <li>display some perceptions about Jesus deriving from people with different viewpoints from different periods of time</li> </ul>	<ul style="list-style-type: none"> <li>recall key pieces of information to answer the questions: Who was Jesus? What was Jesus like? What do we really know about Jesus from the evidence?</li> </ul>
<ul style="list-style-type: none"> <li>to understand the meaning of some of the symbolic language used to describe Jesus and that Jesus used to describe himself</li> <li>to understand Christian interpretations of such descriptions</li> </ul>	<ul style="list-style-type: none"> <li>place objects associated with Jesus, e.g. a loaf of bread, a candle, a picture of a shepherd and sheep, and discuss them before recording and displaying their responses</li> <li>read extracts about how Jesus describes himself, e.g. I am the bread of life: John 6 v 35 I am the light of the world: John 9 v 5 I am the good shepherd: John 10 v 14</li> <li>write about the above passages by explaining what they mean to Christians, and what they say about how Jesus describes himself and who he said he was</li> </ul>	<ul style="list-style-type: none"> <li>identify and explore three examples of symbolic language used to describe Jesus</li> <li>write about Christian understanding of the examples of symbolic language</li> <li>evaluate what they understand about how Jesus described himself</li> </ul>
<ul style="list-style-type: none"> <li>to evaluate texts which present views of Jesus from his enemies' perspectives</li> <li>to reflect on their own image and understanding of Jesus' character based on the evidence they have studied</li> </ul>	<ul style="list-style-type: none"> <li>describe the following stories in their own words and display cards showing key words/phrases. After each story, they discuss the following: "I do not trust Jesus because he ..." Matthew 13 v 53 - 57: is big headed Mark 11 v 15 - 19: is popular with the people Luke 23 v 1 - 2: is turning people against the government Luke 23 v 2 - 3: says he is a king Luke 19 v 7: mixed with the wrong people Luke 20 v 20 - 26: is too clever by half Matthew 12 v 10 - 14: works when it isn't right to work</li> <li>watch extracts from a film or video about Jesus to bring to life some of the reactions above and discuss their impact</li> <li>write, from the point of view of a Roman citizen in the 1st century CE, a postcard or letter about their reactions to/ impressions of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>select correct answers to incomplete sentences</li> <li>identify views that people in the Bible had about Jesus</li> <li>identify their own impressions of Jesus so far</li> </ul>
<ul style="list-style-type: none"> <li>the reasons why Jesus was crucified</li> <li>to examine texts which describe the role and motivation of individuals and groups involved in killing Jesus</li> <li>to reflect on their own response to the content of this unit</li> </ul>	<ul style="list-style-type: none"> <li>examine the various parts of the crucifixion story in a simplified version: priests and the council (the Sanhedrin): Matthew 26, Mark 14, Luke 22, John 18 Pilate and the Romans: Matthew 27, Mark 15, Luke 23, John 18 and 19 King Herod: Luke 23</li> <li>explore the part played by each of these people/groups/agencies in Jesus' death and the reasons for behaving as they did. They hot seat to examine different perspectives</li> <li>draw up a charge sheet against Jesus as if they were Pilate, a priest at the Temple or a Roman soldier</li> <li>look at a film or video which depicts these events and discuss motivations</li> <li>develop a role-play activity portraying these events</li> <li>produce a newspaper report or interview, and explore the roles played by different people in this part of the Easter story</li> </ul>	<ul style="list-style-type: none"> <li>describe the part played by particular individuals and groups in the plot to kill Jesus</li> <li>explain some of the reasons why Jesus was put to death</li> <li>begin to understand some of the motives and emotions involved in the events</li> <li>evaluate and describe their own impressions and understandings of Jesus from the study undertaken</li> </ul>

## Key Stage 2 (Years 5 and 6) Unit 5: The Influence of Faith on Believers

### About the unit

Pupils gain knowledge and understanding about the influence of religious teaching on the behaviour and action of believers. They develop their understanding that Christians base their behaviour on the teaching of Jesus and the guidance of the church, and that this reflects their Christian beliefs. They build upon their understanding of the links between their own attitudes and behaviour and religious values by developing their ability to ask questions about the basis for moral choices and decisions, and how religious values might offer a basis for morality.

### Key questions

- How and on what basis do religious people make moral and ethical choices?
- What are the key elements of Jesus' teaching which Christians use as a basis for their values, morality and lifestyle?
- What do the concepts of love and forgiveness mean to you and do you apply these in your thinking, decision-making and lifestyle?
- How practical and effective is it to try to apply Jesus' teaching to moral and ethical dilemmas today?
- What can you learn from the concepts studied in this unit?

### Future learning

Pupils could:

- study Christian practice in further depth;
- ask questions about the nature of faith and how it informs what religious people believe and do.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- moral choices, e.g. right and wrong;
- Christianity, e.g. Bible, New Testament, belief, love, neighbour, forgiveness;
- Stories, e.g. parable, symbol, meaning.

### Expectations

#### At the end of this unit

**Most pupils will:** suggest how choices and decisions can be shaped by morality and religion; suggest answers to moral questions and understand what might be regarded as right and wrong; recognise that religious people believe that their behaviour and the choices they make should be based on their faith; begin to identify the concept of love as being basic to Christian living.

**Some pupils will not have made so much progress and will:** make a link between religious values and their own behaviour; compare their own and other people's ideas about moral questions and making choices; explain meaning contained in a religious story.

**Some pupils will have progressed further and will:** begin to recognise the basis for some of their own decisions and choices and compare this with a religious view; express their own ideas and beliefs in relation to moral questions; describe the significance of teaching in sacred texts with regard to choices and behaviour.



<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>that we all make decisions about how we live</li> <li>that we make our choices based on our beliefs and values</li> <li>that Jesus gave two sayings which Christians try to follow in life</li> </ul>	<ul style="list-style-type: none"> <li>tell a story containing a moral dilemma which ends without a decision being made. Groups discuss what should be done in the story and then share their thoughts with the class about how they reached a decision. They ask if there are any rules they could follow to help them make up their mind. They introduce a belief about action related to the story. They use thinking hats/hoops to explore how, if they shared this belief, it would affect choices</li> <li>in groups, discuss how to reach decisions and make choices. They identify any rules that help people make up their minds about how to behave. They talk about how Christians try to follow the example and teaching of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>identify the link between belief and action</li> <li>explain that we all make decisions based on our own beliefs</li> <li>know the guidance Jesus gave for behaviour</li> <li>explain how Christians apply the teaching of Jesus in practical situations</li> </ul>
<ul style="list-style-type: none"> <li>that Christians believe all people are neighbours to be loved as they love themselves</li> <li>that stories can be used to teach something beyond their face value</li> <li>that religions could have something to teach about how they should live their lives</li> </ul>	<ul style="list-style-type: none"> <li>think about the two commands of Jesus contained in Luke 10 v 27. In groups, they answer the question: Who is my neighbour? and share ideas as a class</li> <li>hear the parable of the Good Samaritan (Luke 10 v 25 - 37). In pairs, they discuss what the crowd would have expected of the Samaritan and why he helped the man</li> <li>discuss what Jesus meant by telling the teacher of the law to do as the Samaritan had done, and what this might imply. In pairs, they discuss why Jesus told a story instead of giving a straight answer, and how the story answered the teacher of the law's question</li> <li>discuss who might be a neighbour today, and what this story teaches Christians about their own behaviour. They discuss the idea that the hero of the story is a despised and afflicted person</li> <li>answer the question: Who is my neighbour? in writing or as a cartoon strip, putting the story in a contemporary setting</li> <li>examine materials from agencies that help others, e.g. Christian Aid, CAFOD, Tearfund, local faith communities. They discuss why religious believers are involved in such work</li> </ul>	<ul style="list-style-type: none"> <li>understand and explain the reasons why Christians try to see all people as neighbours</li> <li>demonstrate their knowledge that Christians believe they should show their love for all people in practical ways</li> <li>demonstrate their understanding that stories convey meanings beyond the literal</li> <li>give examples of ways in which religious people help others</li> <li>explain the link between the teaching of Jesus and Christian action</li> <li>suggest possible interpretations of biblical texts</li> </ul>
<ul style="list-style-type: none"> <li>that the teaching of Jesus can be applied to different life experiences</li> <li>that Christians believe they should treat others as they would want to be treated themselves</li> <li>to apply a principle to solve a moral problem</li> </ul>	<ul style="list-style-type: none"> <li>examine the command of Jesus in Luke 6 v 31. In pairs, they consider what this statement means and whether it is a good one to live by</li> <li>discuss how it is different from "do not do to others what you do not want them to do to you". In groups, they consider how this command could help the world if everyone followed it</li> <li>in groups, role-play different everyday ethical/moral dilemmas. They use decision hoops, share the role-plays and discuss religious solutions to the dilemmas</li> </ul>	<ul style="list-style-type: none"> <li>explain the meaning of Luke 6 v 31 and apply it to a contemporary situation</li> <li>evaluate underlying Christian principles</li> </ul>
<ul style="list-style-type: none"> <li>that Jesus taught that people should forgive one another as an example of loving others</li> <li>that there are benefits to forgiving others as well as difficulties</li> <li>how to use the Bible and explore meaning contained in its stories</li> </ul>	<ul style="list-style-type: none"> <li>discuss times when they have been forgiven, including how they felt before and after being forgiven. They consider whether some things or people are hard to forgive and why</li> <li>explore the benefits of being forgiven and forgiving and what would happen if we were never forgiven</li> <li>introduce examples of Christian teaching about forgiveness, e.g. the Unforgiving Servant, Matthew 18; the Lord's Prayer, Matthew 6; the words of Jesus on the cross in Luke ("Father, forgive them...")</li> <li>use these examples to explore how a Christian might think about someone who has treated them badly</li> </ul>	<ul style="list-style-type: none"> <li>explain the concept of forgiveness and explain some of the benefits and difficulties involved in putting it into practice</li> <li>use the Bible to interpret examples of the teachings of Jesus about forgiveness</li> <li>draw on their own experience of forgiveness to inform their understanding of the Christian view of forgiveness</li> </ul>
<ul style="list-style-type: none"> <li>that elements from within religion can be applied to situations they experience in their own lives</li> </ul>	<ul style="list-style-type: none"> <li>in groups, role-play scenarios related to an issue raised by Jesus and enact the scene without considering his words. They create a second version taking account of Jesus' teachings. They discuss the main differences and which of the scenarios is more likely to lead to happiness and concord</li> <li>explore how the characters felt in each role-play, considering the feelings and thoughts of victims as well as protagonists</li> <li>discuss the difficulties faced in making a moral decision, e.g. going against their peer group</li> </ul>	<ul style="list-style-type: none"> <li>discuss the difficulties of following a moral principle</li> <li>discuss how to apply a moral principle to a real-life situation</li> <li>use role-play to analyse the differences between two contrasting responses to a situation</li> <li>evaluate the impact of the two responses</li> </ul>

## Key Stage 2 (Years 5 and 6) Unit 6: God as Spirit

### About the unit

This unit explores some abstract, spiritual concepts of God and considers some of the ways in which Christians believe God is revealed in the world. Pupils look at how Muslims perceive the qualities of Allah and compare these with Christian beliefs about the nature and character of God. Pupils study the story of Abraham/Ibrahim as an example of an encounter with God/Allah and reflect on how their own beliefs about and understandings of God/Allah might have changed following the work covered in the unit.

### Key questions

- How do religious believers describe God and how have they arrived at these ideas?
- What is an encounter with God like and how do people respond to one?
- What, to Muslims, are the most important qualities of Allah and why these ones?
- Where are you in your thinking about the existence and nature of God?

### Future learning

Pupils could:

- question Christians about their concept of God, exploring in particular abstract ideas and notions of spirit, mystery and God as other;
- apply their investigative skills to research the lives and impact of men and women who have been motivated by their faith.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- religion, e.g. God, spirit, mystery, otherness;
- Islam, e.g. Allah, the 99 beautiful names of Allah.

### Expectations

#### At the end of this unit

**Most pupils will:** know that Christians think of God as spirit who reveals his/herself in the world; understand that believers respond to the spirit of God in the way they live their lives; know that Muslims have 99 beautiful names which describe Allah's nature/character; reflect on the nature and expressions of faith; reflect on their own beliefs, motivations and understanding of God.

**Some pupils will not have made so much progress and will:** know some ways in which Christians and Muslims try to express the abstract nature of God; understand that believers are motivated by faith and reflect on what differences faith makes to their lives.

**Some pupils will have progressed further and will:** understand that God cannot be wholly known; that believers see the spirit of God active in the world and their lives; explain the difference faith can make to a person's life.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>to share knowledge of and understanding about God that they have developed from earlier study</li> </ul>	<ul style="list-style-type: none"> <li>discuss what they know about different views of God and talk about their own images of and thinking about God</li> </ul>	<ul style="list-style-type: none"> <li>recall and select key descriptions/symbols to answer the questions: What is God like? Where might we look for evidence of God?</li> </ul>
<ul style="list-style-type: none"> <li>that God is perceived as a mystery who is other than human beings</li> </ul>	<ul style="list-style-type: none"> <li>talk about things they regard as mysterious and the feelings mystery evokes</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their own ideas and images of God and compare these with the views of other people</li> </ul>
<ul style="list-style-type: none"> <li>that people experience encounters with God which they believe demand a response</li> </ul>	<ul style="list-style-type: none"> <li>create a collage of things which evoke in them feelings of reverence, awe and wonder, and discuss why they do so</li> <li>discuss some of life's mysteries and questions to which there are no certain or precise answers, and list some of their own important life questions</li> <li>explore the concepts of body and soul (or spirit) and the Christian and Muslim understanding of God as spirit</li> <li>create symbols to express things that are abstract, and/or symbols of feelings or concepts such as love, grace, truth and forgiveness</li> <li>identify, write about and illustrate events/activities which could be interpreted as expressions of God in human experience, e.g. examples of love, concern for others</li> </ul>	<ul style="list-style-type: none"> <li>describe the concept and characteristics of God in abstract as well as materialistic terms</li> <li>identify events/activities through which believers would claim we see the spirit of God in the world</li> </ul>
<ul style="list-style-type: none"> <li>about the story of Abraham as an example of a faith response to an encounter with God</li> </ul>	<ul style="list-style-type: none"> <li>hear the story of Abraham, the epitome of faithfulness, focusing on his response to God's promise on his great journey and his readiness to sacrifice his son (Isaac in Judaism and Christianity, Ismael, according to most authorities, in Islam). They discuss what made Abraham respond as he did and explore the emotional implications through a hot seating activity</li> <li>talk about what they think faith is and make their own calligrams of the word. They learn that Abraham is important in Judaism, Christianity and Islam and is thought of as the first person to believe in One God</li> <li>talk about where people put their faith today. They explore some of the current "idols" that people "worship", recognising that faith in God is still very important for some people</li> <li>hear Sarah's story. They discuss how Abraham was dependant on her in order to be able to carry out his faithfulness</li> <li>hear Hagar's story. They discuss whether faithful people are always good and what they think the writers of these stories wanted to teach through the ways they told them</li> <li>suggest reasons why people still tell the story of Abraham</li> </ul>	<ul style="list-style-type: none"> <li>describe the key events during Abraham's life</li> <li>identify some of the characteristics of faithfulness</li> <li>make links between the three Abrahamic religions' beliefs about Abraham</li> <li>compare their own and others' ideas about "idols" and who or what they or other people "worship"</li> <li>explain the viewpoint of the writers of the stories about Abraham</li> </ul>

<ul style="list-style-type: none"> <li>• that Muslims believe that Allah has many qualities, and that among the most important are compassion and mercy</li> </ul>	<ul style="list-style-type: none"> <li>• play a recording of part of a recitation of the Qur'an</li> <li>• learn that every recitation begins with the Bismillah, which is in Arabic and means "In the name of Allah, the compassionate, the merciful." They learn that all the chapters in the Qur'an begin with these words. They explore the meaning of compassionate and merciful and discuss what these words tell us about the Muslim view of Allah. They discuss when people need to show mercy or be compassionate</li> <li>• examine a poster with the 99 beautiful names of Allah and discuss what some of the names mean/imply</li> <li>• discuss and write about what they think the qualities of Allah might be and share their ideas</li> <li>• in pairs, agree their own beautiful name for Allah and explain why they have chosen it. They share their name with the class and the class makes a poster with all the names decorated with calligraphy and/or arabesque</li> </ul>	<ul style="list-style-type: none"> <li>• know that the Qur'an teaches that Allah is compassionate and merciful and understand what these words mean</li> <li>• reflect on their own ideas about the characteristics of God</li> </ul>
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## Key Stage 2 (Years 5 and 6) Unit 7a: Islam: Muhammad

### About the unit

Pupils learn about the life and teachings of Muhammad and develop their understanding of why he is so important for Muslims. They explore the idea of role models and how Muhammad provides a role model for Muslims. They explore the concepts of revelation and religious experience, including the importance of quiet contemplation.

### Key questions

- Why do Muslims call Muhammad the messenger of Allah?
- What happened to Muhammad on the Night of Power?
- What do Muslims believe about the Qur'an and how do they express such beliefs?
- How do the events in Muhammad's life influence the lives of Muslims today?

### Future learning

Pupils could:

- study in greater depth the teachings of the Qur'an and their impact on the Muslim way of life;
- research events which have changed the history of the world;
- study experiences which have changed the lives of individuals;
- explore the idea of change and transformation through a religious experience;
- examine the meaning of revelation, making links with other stories pupils may know about powerful religious experiences;
- research into reasons why many people, both religious and non-religious, place a high priority on finding time for reflection and contemplation.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- religious experience, e.g. revelation, holy, sacred, angel;
- Islam, e.g. the Qur'an, Allah, Makkah, the Ka'aba, Ramadan, Hadith, Shahadah
- religious terminology, e.g. prophet, idol, fasting.

### Expectations

#### At the end of this unit

**Most pupils will:** understand why Muhammad is important to Muslims; know that Muhammad is regarded as a model for all Muslims to follow; describe the different stories about Muhammad that teach Muslims about how to carry out Allah's will in their daily lives; identify people in their own lives who are role models; recognise other influences on their behaviour and views.

**Some pupils will not have made so much progress and will:** know that Muhammad is important for Muslims and that Muslims follow his example in their lives; be able to identify people in their own lives whose example they try to follow.

**Some pupils will have progressed further and will:** explain the key beliefs Muslims hold about Muhammad and his role as the final messenger, including the meaning of Shahadah; review their own values and commitments in the light of people who belong to the religions they have studied.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>• why Muslims call Muhammad the messenger of Allah</li> <li>• to identify religious beliefs about Allah, Muhammad and the Qur'an expressed in the story of the revelations to Muhammad</li> <li>• to recognise the impact and influence the revelations had on Muhammad and have had on Muslims since</li> <li>• to compare their experience of quietness and reflection with those of religious people such as Muhammad</li> <li>• to use a range of research and study skills to locate the life of Muhammad in its historical and geographical context</li> </ul>	<ul style="list-style-type: none"> <li>• focus on the story of the Night of Power and how it changed Muhammad's life and the history of the world. They hear the story of the revelation of the Muslim holy book, the Qur'an, to Muhammad</li> <li>• learn that Muhammad frequently spent time alone in quiet contemplation. They sit quietly and reflect on times when they have been asked to do something which they felt a bit afraid of doing</li> <li>• write a response to the story in different forms, such as a first person account, an account from the point of view of another character (e.g. Khadijah) or as a poem, to capture the spiritual dimension of Muhammad's experience</li> <li>• write an explanation of the beliefs the Shahadah expresses</li> <li>• find out where and when the events took place in the story. They make links with other people, places and events studied in other curriculum areas. They record the information on a class time-line and world map along with what else was happening around 600 CE</li> </ul>	<ul style="list-style-type: none"> <li>• explain why Muhammad is called the messenger of Allah</li> <li>• describe how the Qur'an contains the revelations given to Muhammad by Allah</li> <li>• explain why the Qur'an is believed to be the word of Allah</li> <li>• reflect on their own experience of being daunted by a task</li> <li>• place the events in the life of Muhammad in their historical and geographical context</li> </ul>
<ul style="list-style-type: none"> <li>• to understand that the Qur'an is fundamental to Muslims because it is the word of Allah</li> <li>• to make links between symbolic actions and the beliefs which underpin them</li> <li>• to recognise that Muslim beliefs and practices are rooted in the Qur'an</li> <li>• to know that Muslims believe the Qur'an is Allah's final revelation and Muhammad his final messenger</li> </ul>	<ul style="list-style-type: none"> <li>• are introduced to the Qur'an after being prepared for an encounter with something special</li> <li>• learn that Muslims treat the Qur'an with great respect because they believe that the Qur'an derives from Allah and every word and every letter is sacred. They learn that the Qur'an is treated with respect in a Muslim home (e.g. it is often placed on a special wooden stand to be read). They examine a copy of the Qur'an and a qur'anic stand. They discuss how Muslims treat the book and what this shows about its importance. They make links with the way they and their family treat special things in their own home</li> <li>• find out about and discuss the meaning of the word "revelation" and write an acrostic using the word. They examine the role of Muhammad as Allah's messenger and the responsibility that this implies</li> </ul>	<ul style="list-style-type: none"> <li>• explain why the words of the Qur'an can never be changed and why all Muslims learn Arabic in order to read and understand the scripture</li> <li>• explain how Muslims treat the Qur'an and the reasons why</li> <li>• explain what is meant by revelation</li> <li>• reflect on the meaning of responsibility and its meaning in their own lives</li> </ul>
<ul style="list-style-type: none"> <li>• about the key beliefs that Muslims hold about Muhammad</li> <li>• to recognise the importance for Muslims today of events in Muhammad's life</li> <li>• some of the teachings Muhammad shared with people</li> <li>• to identify the ideas and beliefs which are expressed through the stories they study</li> </ul>	<ul style="list-style-type: none"> <li>• find out that many of the things which Muhammad did and said were remembered and carefully recorded. They learn that such stories are called the Hadith and the Hadith help Muslims to understand the Qur'an and put what it teaches into practice in their daily lives. In groups, they select stories from the Hadith and deduce from each story what it tells Muslims about Muhammad, and whether there is any guidance in it for Muslims today. They examine different stories and pool ideas to build up a profile of what Muhammad was like and what he did</li> <li>• make a book for Muslim children which includes the key points they should know about the life of Muhammad. They discuss why most Muslims do not find accurate pictures of humans or animals acceptable. They think carefully about how the book can be illustrated without pictures of people or animals.</li> </ul>	<ul style="list-style-type: none"> <li>• identify some key beliefs about Muhammad which contemporary Muslims subscribe to</li> <li>• explain why Muslims remember at least one key event in the life of Muhammad</li> <li>• explain the meaning of at least one story about Muhammad</li> </ul>
<ul style="list-style-type: none"> <li>• to compare their own experience of role models and influences on their lives with those of Muslims</li> <li>• to identify their own values and commitments and recognise how they affect their behaviour</li> <li>• to make links between the values and commitments of Muslims and their behaviour in daily life</li> <li>• to identify some key ideas exemplified in the life of Muhammad</li> </ul>	<ul style="list-style-type: none"> <li>• learn that Muslims believe that Muhammad, in common with messengers before him, brought the message of Allah to humankind and that he also interpreted the message in his daily life. They explore the idea of role models as people who are special and have a positive influence on others, and identify role models of their own</li> <li>• study examples from the Hadith that provide a model for Muslims and us today</li> <li>• use videos which show examples of Muslims, young and old, talking about the importance of Muhammad as an influence on how they live their lives</li> <li>• role-play a situation in which they show their understanding by deciding how a Muslim might respond and why</li> <li>• compare and contrast what they have learned about Muhammad with key religious figures in other religions</li> </ul>	<ul style="list-style-type: none"> <li>• identify people who influence them and give a simple explanation of how and why</li> <li>• give an example of an action of their own which reveals their values</li> <li>• identify sources of their own values and commitments</li> <li>• explain why Muslims try to follow the example of Muhammad</li> <li>• suggest what a Muslim might do in a given situation, but following the example of Muhammad</li> </ul>

## Key Stage 2 (Years 5 and 6) Unit 7b: Islam: The Qur'an

### About the unit

This unit enables pupils to deepen their knowledge and understanding of the Qur'an and appreciate its significance for Muslims.

### Key questions

- What is the Qur'an and why is it important to Muslims?
- What does the Qur'an teach about Allah?
- What guidance does the Qur'an give to Muslims about how to live their lives?
- What or who influences you and your thinking, attitudes, beliefs, values and behaviour?

### Future learning

Pupils could:

- study in greater depth the Qur'an and its significance for Muslims.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- Islam, e.g. Qur'an, hafiz, Bismillah, madrasah
- religion, e.g. blasphemy, sacred, mystery, revelation, authority, reverence, compassionate, merciful.

### Expectations

#### At the end of this unit

**Most pupils will:** describe how and why the Qur'an is treated in a special way by Muslims; draft and address questions for a Muslim about the influence of the Qur'an on their lives; explain the connection between the Qur'an and Muslim beliefs about Allah and guidance; describe and explain one of the main messages of the Qur'an.

**Some pupils will not have made so much progress and will:** know that Muslims use the Qur'an as their holy book; understand how the Qur'an is treated by a Muslim; suggest how a Muslim's life might be affected by a teaching from the Qur'an.

**Some pupils will have progressed further and will:** identify the beliefs of Muslims found in the Qur'an and how such beliefs are interpreted by Muslims of different backgrounds; pose questions to ask Muslims about the influence of the Qur'an on their lives; transfer their understanding of the significance of the Qur'an for Muslims to the importance of scripture in religions other than Islam.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>that the Qur'an is the sacred text for Muslims</li> <li>that The Qur'an is believed to be the word of Allah and is treated with respect and reverence</li> <li>to reflect on their own values and the influences in their lives</li> <li>about some of the ways in which the Qur'an influences the lives of Muslims</li> </ul>	<ul style="list-style-type: none"> <li>answer questions to establish what they can remember from past work on Islam</li> <li>examine a Qur'an. They wash their hands first and take it down from a high shelf and uncover it. They find out that this is a special book and discuss what they think about a book being handled in this way</li> <li>are introduced the word "sacred" and explore what this means. They learn that Muslims believe that the Qur'an is the word of Allah and that it guides their behaviour and is the basis for their beliefs</li> <li>examine the importance of the Qur'an for Muslims today, e.g. many Muslims learn the words of the Qur'an by heart and recite rather than read them. They discuss why learning something by heart is important</li> <li>draw a chart or diagram to show what is important in their life and discuss, e.g., where the authority and influences in their lives lie and what they treat with respect. They compare their outcomes with the outcomes deriving from a Muslim boy or girl of the same age, noting similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>understand the meaning of sacred in relation to a religious text</li> <li>explain some of the reasons why the Qur'an is important to Muslims</li> <li>reflect on and identify sources of authority which influence their own lives</li> <li>compare and contrast their own experience of what influences their lives with those of Muslim children</li> </ul>
<ul style="list-style-type: none"> <li>that the Qur'an is a book of guidance for life</li> <li>that texts are powerful influences on how people think and act</li> </ul>	<ul style="list-style-type: none"> <li>listen to and discuss stories from the Qur'an which show how Allah gives guidance</li> <li>discuss their experiences of where they look for and receive guidance and learn that Muslims say that the Qur'an often makes them stop to think before they do things</li> <li>in groups, prepare a debate about which books, magazines and other texts (e.g. material on the internet) young people should read so that reading has a good influence on them</li> <li>write an article for a magazine recommending books and other material which they think would influence children and young people to grow up to become responsible citizens</li> </ul>	<ul style="list-style-type: none"> <li>know that Muslim behaviour is influenced by the Qur'an</li> <li>compare religious and secular influences and reflect on how books and other texts influence their lives</li> </ul>
<ul style="list-style-type: none"> <li>that Muslim children and young people study the Qur'an at qur'anic schools</li> <li>that religious and secular groups believe it is important to teach their children about beliefs and ways of life</li> </ul>	<ul style="list-style-type: none"> <li>watch a video which shows Muslim children and young people attending qur'anic school or a madrasah. They discuss why such commitment is important for Muslims</li> <li>find out about a qur'anic school and produce a leaflet explaining what the school is for</li> <li>discuss why they think Muslims want to help their children and young people to understand their faith</li> <li>make a list of ten things which adults (e.g. parents) want for them, and a second list of ten things they think Muslim parents, teachers and religious leaders want for their children. They share and discuss the lists as a class noting similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>know that Muslims study the Qur'an in order to understand their faith</li> <li>consider the reasons why Muslim adults want their children to learn about their religion</li> <li>make connections with the hopes which the adults in their lives have for them</li> <li>compare and contrast religious and secular values</li> </ul>
<ul style="list-style-type: none"> <li>about the significance of the Qur'an for Muslims today</li> <li>to select and put together information for a TV programme about the Qur'an</li> <li>to work successfully with others in a group</li> </ul>	<ul style="list-style-type: none"> <li>plan a TV programme for schools, aimed at Years 5 or 6, about the importance of the Qur'an for Muslims. They decide on the format, who will be interviewed, who will front/host the programme, what scenes will need to be filmed in mosques, etc.</li> <li>present their ideas about the programme to the class, who act as the TV company's executive committee. They judge the ideas of each group in turn and decide which components from all the proposals would, collectively, make the best programme</li> </ul>	<ul style="list-style-type: none"> <li>work with others to create a presentation about the Qur'an and its importance to Muslims</li> <li>evaluate the work of other members of the class or group</li> </ul>



## Key Stage 2 (Years 5 and 6) Unit 8a: Islam: The Five Pillars

### About the unit

This unit outlines the key beliefs and practices in Islam. It emphasises current practice, but provides pupils with opportunities to learn about the foundation of the Muslim faith.

### Key questions

- What are the key beliefs of Islam and why are these so important?
- How do Muslims express their beliefs?
- Why do beliefs have such a significant influence on the lives of believers?
- What are the sources and foundations of your beliefs?
- How does what you believe influence your life?

### Future leaning

Pupils could:

examine how different groups of Muslims interpret the Five Pillars and take some pillars more seriously than others.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- Islam, e.g. the Qur'an, salah, zakah, haj, sawm;
- generic religious terms, e.g. fasting, pilgrimage;
- non-religious terms that can have religious meaning, e.g. purify, charity.

### Expectations

#### At the end of this unit

**Most pupils will:** retell the story of the origins of the Qur'an, and understand the role and significance of the final messenger, the prophet Muhammad; understand and recount what is involved in salah.

**Some pupils will not have made so much progress and will:** identify that Muslims believe in one God, Allah, and that the prophet Muhammad is his final messenger; recognise that the holy book is called the Qur'an and understand its significance for Muslims.

**Some pupils will have progressed further and will:** identify the principal beliefs, ideas and teachings of Islam; recognise the significance to believers of salah; compare and contrast these aspects of Islam with the same/similar aspects in other religions.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>about the significance of the Qur'an for Muslims</li> <li>about how Muslims prepare for salah (prayer)</li> </ul>	<ul style="list-style-type: none"> <li>revisit earlier work done about the Qur'an, describe its sacred nature and the respect with which it is treated, and the importance of the Qur'an for Muslims today</li> <li>produce a leaflet explaining the nature and purpose of wudu (the ritual wash)</li> </ul>	<ul style="list-style-type: none"> <li>recognise that the name for God in Islam is Allah</li> <li>identify the Qur'an as the Muslim holy book</li> <li>explain the purpose of wudu</li> </ul>
<ul style="list-style-type: none"> <li>why Muslims have instructions for salah</li> <li>how Muslims show concern for others</li> <li>how Muslims care for people in the community</li> <li>that abstinence from food plays a part in religious observance</li> <li>about Muslim beliefs about God's books, God's messengers, akhirah (the afterlife) and jihad (struggle or striving)</li> </ul>	<ul style="list-style-type: none"> <li>discuss the concept of a holy book such as the Qur'an and how it contains rules, and talk about why we have rules, who makes them and how they help us</li> <li>learn about shahadah (there is one God called Allah whose messenger is Muhammad). They write a statement about the most important belief in their life</li> <li>learn about salah. Using reference books and videos, they find out about wudu, how often Muslims are encouraged to pray, the direction of prayer, prayer mats, the cycle of movements comprising a raka, etc.</li> <li>present the results of their research as a classroom display or turn them into a class book and retain for future reference</li> <li>learn about sawm (fasting) and how it takes place annually during the month of Ramadan. They research into daily routines, eating patterns, charitable responsibilities and family and community life, perhaps by interviewing Muslims young and old</li> <li>find out about how Ramadan concludes with Eid-ul-Fitr and what this celebration/festival entails</li> <li>find out about which scripture is believed to be God-given and why, who are believed to be God's messengers and why, what Muslims believe about life after death, and what jihad means to devout Muslims of different backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>identify the Five Pillars of Islam</li> <li>recognise the purpose of statements of faith</li> <li>explain why Muslims pray and the symbolism of the prayer positions</li> <li>identify the link between prayer and fasting</li> <li>recognise the contrast between feasting and fasting</li> <li>identify beliefs which they hold themselves</li> <li>know about God's books, God's messengers, akhirah and jihad</li> </ul>
<ul style="list-style-type: none"> <li>that giving money is a form of worship</li> <li>that religious beliefs have an impact on how people make choices</li> </ul>	<ul style="list-style-type: none"> <li>learn about zakah (obligatory charitable donations). They discuss the Muslim belief that it is their duty to support people in need and that giving money is a form of worship. They learn that the root of the word "zakah" means "to purify". They learn that wealth has to be acquired lawfully and to retain zakah is theft</li> <li>organise a group or school collection of excess toys/clothes/books, etc. which can be given to a local charity. They interview a Muslim to discuss how giving to a Muslim charity helps those in need</li> </ul>	<ul style="list-style-type: none"> <li>identify the duty of Muslims to support those in need, and the link between belief and practice</li> <li>consider the implications of living by a religious code</li> <li>reflect on ways in which they can be involved in helping others through giving</li> </ul>
<ul style="list-style-type: none"> <li>that religious beliefs, ideas and feelings can be expressed in a variety of forms</li> <li>about the haj (pilgrimage to Makkah)</li> </ul>	<ul style="list-style-type: none"> <li>explain the difference between an ordinary journey and a pilgrimage and what it would feel like to be a pilgrim.</li> <li>use sequencing cards, posters and photographs to describe the stages of the haj and its symbolism.</li> <li>write a newspaper or magazine article about a family going to Makkah, explaining the significance of the event for them</li> </ul>	<ul style="list-style-type: none"> <li>recount the events and the purpose of the haj</li> <li>explain the symbolism of the haj</li> </ul>
<ul style="list-style-type: none"> <li>that there are some experiences which cause people to wonder and question</li> <li>about what is of value and concern to Muslims</li> <li>that there are puzzling aspects to life and experience for which people of faith provide religious answers</li> </ul>	<ul style="list-style-type: none"> <li>listen to the story of the angel Gabriel visiting Muhammad. They learn that, because of concern about idolatry, there are no images of angels in Islam</li> <li>examine the concept of angels and compare and contrast angels in other religions. They reflect on the roles of angels</li> <li>discuss how we send messages today, e.g. email, mobile phones, pagers, satellites, letters, tweeting, etc. They dramatise situations in which messages have to be passed between groups. They emphasise that the role of angels in Islam is as messengers</li> </ul>	<ul style="list-style-type: none"> <li>identify that Muslims believe in the existence of angels both in the past and now</li> <li>know that angels are messengers</li> <li>recognise that there are mysteries in life</li> </ul>

## Key Stage 2 (Years 5 and 6) Unit 8b: Islam: The Role of the Mosque

### About the unit

Pupils learn about the mosque and the role it plays in the Muslim community, reflecting on what is involved in belonging to a community. They develop their understanding of how religious beliefs are expressed in practice by studying how worship takes place in the mosque. They build on earlier work about expressions of faith and on previous experiences of visiting religious buildings.

### Key questions

- What is a mosque and what is its purpose?
- Why is the mosque important for Muslims?
- What happens in a mosque and why?
- What does it mean to belong to a Muslim community?

### Future learning

Pupils could:

- study in greater depth the beliefs and practices of Islam;
- engage in an evaluation of Islam and/or how the mosque is used, identifying what they have learned from books and other sources in the classroom, and what they have learned from going to a mosque and seeing it and meeting and talking with members of the faith community;
- explore Islamic decoration encountered in mosques;
- compare and contrast the role of the mosque with the role of places of worship in religions other than Islam.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- Islam, e.g. mosque, minaret, qiblah, Allah, salah, wudu, Makkah;
- religious beliefs;
- worship.

### Expectations

#### At the end of this unit

**Most pupils will:** describe, using the correct terms, some of the key beliefs of Islam and show understanding of how these are expressed in worship and in the wider life of the community which centres on the mosque; show understanding of what is involved in belonging to Islam; show understanding of how religious beliefs can be expressed in a variety of ways, including in art and architecture; identify aspects of their own experience of belonging to a community and make connections with religious communities.

**Some pupils will not have made so much progress and will:** describe a mosque using some correct terms and explain what it is used for; identify some aspects of their own experience of belonging to a community.

**Some pupils will have progressed further and will:** identify some similarities between Islamic beliefs and practices and those of other religions; show understanding of how beliefs affect the lives of individuals and communities.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>to develop attitudes of respect toward different beliefs and lifestyles</li> <li>about the benefits and responsibilities of belonging to a community</li> </ul>	<ul style="list-style-type: none"> <li>prepare for a visit to a mosque by thinking about what the people who use the mosque will expect of them and agree a list of questions to ask their host</li> <li>in groups, write a checklist for schools preparing to visit a mosque. They include expectations about attitudes, behaviour and respect</li> <li>visit a mosque noting the sights, sounds and their feelings</li> </ul>	<ul style="list-style-type: none"> <li>identify appropriate questions which will contribute to understanding the significance of the mosque for the Muslim community</li> <li>explore their own values and commitments and relate them to those of others, showing that they understand why it is important to show respect for the beliefs and lifestyles of others</li> </ul>
<ul style="list-style-type: none"> <li>how Muslim beliefs and values are expressed through worship and art</li> <li>to reflect on their experience of the mosque and discuss their responses</li> <li>why Muslims use arabesque, geometric designs and calligraphy</li> <li>about some of the features which make a place special and the idea that a special place can be anywhere</li> </ul> <p>to identify the range of functions which a mosque fulfils</p> <ul style="list-style-type: none"> <li>to use information from a wide range of sources to inform their inquiry about the key features of a mosque, its purpose and its significance for Muslims</li> <li>the meaning of the word “sacred” and explore the idea that a building can be a sacred space</li> </ul>	<ul style="list-style-type: none"> <li>experience the significance of the mosque for the faith community</li> <li>have time and space to be still and experience the atmosphere, reflect on their thoughts and feelings, and discuss these during the visit before recording their responses</li> <li>examine the decoration in the mosque and reflect on why there are no representations of people or animals and how arabesque, geometric patterns, calligraphy and colour are used</li> </ul> <p>following the visit, identify features of the mosque which made it special and learn that Muhammad taught that a mosque is anywhere, because Muslims can pray wherever they want as long as they create a clean space and face toward Makkah</p> <ul style="list-style-type: none"> <li>prepare statements about why Muslims use the mosque</li> <li>design and decorate a school room in sympathy with Muslim conventions about mosque design and decoration where people can go to pray or engage in quiet reflection</li> </ul> <ul style="list-style-type: none"> <li>discuss the meaning of sacred and the idea of a sacred space</li> <li>examine pictures and posters of mosques inside and out. They identify features of the building which give clues about how it might be used, e.g. shape, common features, and record their responses</li> <li>watch a video of a mosque being used for worship and note what is happening, e.g. people are washing, taking off their shoes, covering their heads, praying</li> <li>identify what they think are the most important things for Muslims in a mosque</li> </ul>	<ul style="list-style-type: none"> <li>discuss and reflect on the experience of visiting the mosque, raising questions about aspects which they find puzzling and suggesting answers</li> <li>discuss why the mosque is important for the Muslim community</li> <li>record their feelings and impressions</li> </ul> <p>talk about their own experiences of special places, and of the mosque as a special place for Muslims</p> <ul style="list-style-type: none"> <li>talk about what makes somewhere a holy place for Muslims and relate this to their own experience</li> <li>classify the range of functions which a mosque has for Muslims</li> <li>communicate, through a design activity, their understanding that a special place for reflection can be important to some people</li> </ul> <p>explore their ideas about what makes somewhere a sacred space</p> <ul style="list-style-type: none"> <li>identify the key features of a mosque and explore the significance of the mosque for Muslims</li> <li>ask a range of questions about the identity and experience of Muslims</li> <li>interpret information from their research to identify some of the key beliefs and ideas associated with Islam</li> </ul>
<ul style="list-style-type: none"> <li>the meaning of key words relating to a mosque</li> <li>to locate Makkah and the UK on a world map</li> <li>that what Muslims believe is reflected in a mosque's design</li> <li>to give meanings for symbols and symbolic actions</li> </ul> <p>about the importance of the mosque as a centre for the life of the Muslim community</p>	<ul style="list-style-type: none"> <li>make sure they know the meaning of any new words they have encountered in the unit</li> <li>identify the main features of a mosque, e.g. minaret, dome, facilities for washing, quibla/mihrab, mimber, copies of the Qur'an. They draw plans and/or make models of mosques with the main features included</li> <li>in groups, produce a large plan of a mosque. They identify and explain the main features of a mosque using their own words and pictures and write captions to explain what things are and why</li> </ul> <p>in groups, identify the way the mosque works as a community, e.g. as a place of worship, an Islamic school or college, a community centre</p> <ul style="list-style-type: none"> <li>in groups, design posters or leaflets informing the community about the different activities which go on at a mosque</li> </ul>	<ul style="list-style-type: none"> <li>recognise the main features of Muslim prayer in the mosque</li> <li>ask appropriate and relevant questions about Muslim belief and practice</li> <li>explain how Muslim beliefs and ideas can be expressed in a variety of forms</li> <li>explain the meaning of symbolic actions</li> </ul> <p>demonstrate knowledge and understanding of what is involved in belonging to a community, including a religious one</p> <ul style="list-style-type: none"> <li>ask and answer questions about the experience and responsibilities of being involved in a community, including a religious community</li> </ul>

## Key Stage 2 and 3 Bridging Unit: Expressing Religious Faith through the Arts

### About the unit

This unit looks at some of the ways in which art, music, drama and literature are used to express aspects of faith. The main focus is on Christianity and Islam but with some reference to Hinduism. Opportunities are provided for pupils to experience how certain art forms are used to express feelings, emotions and intentions in a religious context.

### Key questions

- How are the feelings and emotions involved in religious faith expressed?
- How are the arts used to express and support faith, worship and worshippers in different religions?
- How can and do you express your feelings most effectively?

### Future learning

Pupils could:

- study icons and other religious paintings in more depth, researching the significance of such works of art in the lives of believers;
- study religious literature and learn about its contribution to reinforcing the faith of believers;
- compare and contrast art, music, drama and literature as means of expressing faith in different religions.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- art, music, drama and literature as it applies to Christianity, Islam and Hinduism
- hymns, Psalms, adhan, calligraphy, arabesque, Rama and Sita, signs, symbols

### Expectations

#### At the end of this unit

**Most pupils will:** understand that expressions of faith can involve feelings and emotions, and that in religion the arts provide a context for such feelings and emotions; understand that religious beliefs can be expressed through the arts; identify the emotions of awe, peace, joy and wonder, which can be expressed through art, music and drama, and the significance of these emotions to believers.

**Some pupils will not have made so much progress and will:** understand that art, music and drama are used in some religions as a means of expressing faith; make links between examples of religious expression and the beliefs, ideas and feelings that underlie them.

**Some pupils will have progressed further and will:** compare and contrast some of the ways in which believers express their principal beliefs, ideas and teachings through the arts; understand that aspects of faith which are difficult to verbalise can be expressed through art, music and drama; recognise and express feelings in response to ways in which religious experience is represented through the arts.

<b>Learning objectives</b> Pupils should learn:	<b>Some suggested approaches/activities</b> Pupils:	<b>Learning outcomes</b> Pupils:
<ul style="list-style-type: none"> <li>to recognise that expressing faith involves feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>explore how we use, e.g., facial expressions, body language, tones of voice to communicate with one another</li> <li>develop a drama activity involving expressions of fear, pleasure, dislike and/or joy</li> <li>discuss other ways of expressing feelings, e.g. in poems, diaries, letters, stories, paintings, sculpture, music, dance <ul style="list-style-type: none"> <li>watch a video of a dance. They note down what feelings are being expressed. They discuss their notes with the whole class</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>use drama to show their understanding of how people express their feelings</li> <li>describe how feelings can be expressed through movement in response to music</li> </ul>
<ul style="list-style-type: none"> <li>that in some religions music is a form of expressing faith</li> <li>that colour can be used to express religious feelings and ideas</li> <li>that art can be sacred and spiritual for believers</li> <li>how Islamic art helps Muslims to worship</li> <li>about the importance of the design of a prayer mat</li> <li>how to compare and contrast the use of art in religions</li> <li>that drama is a means of reinforcing important stories and teachings in religions</li> </ul>	<ul style="list-style-type: none"> <li>listen to a joyful piece of music and reflect on the feelings evoked</li> <li>choose how they want to respond to the music, e.g. through paint, words, movement. They explore their emotions and how they felt expressing them</li> <li>explore what sort of feelings believers might experience in worship, e.g. love, peace, tranquillity, wonder, awe</li> <li>in groups, prepare a response to the music from the viewpoint of a group of religious believers expressing feelings of joy to God</li> <li>listen to examples of music used in different religions. They explain links between scripture and music, e.g. Psalms</li> <li>using a range of instruments, compose their own music to express feelings of joy or thanksgiving. They present their work to the whole class, then do a performance for an assembly</li> <li>meet a member of the clergy who brings vestments for different seasons of the Christian year. They explore what the colours used in church symbolise. They find out about the stories and symbols associated with some Christian festivals and design and make a banner for a festival such as Pentecost</li> <li>discuss why people engage in artistic activity</li> <li>study reproductions of famous artists' portrayals of the life, death and resurrection of Jesus. They explore how the artists use symbolism, colour and texture to express meaning. They examine icons, supported by a video about one of the Orthodox churches, to compare and contrast icons past and present. They explore how images are used to teach religious beliefs, instil moral values and inspire emotions</li> <li>paint in the style of artists making icons, e.g. on wood</li> <li>find out why the use of figurative/representational art is not acceptable to many Muslims. They explore how geometry, pattern, calligraphy and the abstract shape of flowers and leaves, etc. are used in paintings, tiles and mosaics. They design a suitable mosaic for a wall or a water garden in a mosque courtyard</li> <li>examine a prayer mat and its appearance before designing one themselves. They look at pictures of famous mosques and discuss their design and how they are decorated</li> <li>compare and contrast the use of art in worship in Christianity and Islam. They work in pairs to produce a booklet which explains and illustrates the similarities and differences</li> <li>examine how drama has reinforced religious faith, e.g. in Christianity they learn about (and re-enact?) miracle plays; in Hinduism they learn about (and re-enact?) the Rama and Sita story</li> <li>design and make costumes/masks relating to the above stories/plays and write descriptive accounts of their feelings and those of the characters they portray</li> <li>explore how the stories/plays help to answer questions about right and wrong, life and death</li> <li>prepare a presentation, e.g. for a feeder primary school or the wider community, to include displays of all the work produced in the unit</li> </ul>	<ul style="list-style-type: none"> <li>show how religious beliefs, ideas and feelings can be expressed in a variety of forms</li> <li>identify and recognise different types of religious music and its symbolism</li> <li>explain the importance of vestments and the symbolism of their colours</li> <li>identify and explain the significance of some symbols in Christianity</li> <li>explain the significance and meaning of icons for some Christians</li> <li>understand the variety of symbolic meanings in paintings</li> <li>explain the importance of calligraphy and arabesque to Muslims</li> <li>explain the significance of the design of a prayer mat</li> <li>evaluate how art is used in similar and different ways in Christianity and Islam</li> <li>talk about how drama can be a means for presenting and reinforcing religious stories and teachings</li> <li>reflect on ways in which stories can be a means of exploring ultimate questions</li> </ul>

## Key Stage 3 (Years 7 and 8) Unit 1: Visiting a Place of Worship

### About the unit

Students find out about a place of worship and the role it plays in a religious community. They develop their understanding of how religious beliefs are expressed in practice through studying the features of the place of worship and the activities that take place inside it. Students become aware of the similarities and differences within and between different communities. They learn from the visit the significance of the place of worship for the faith community and local people. Students reflect on places that have significance for them.

### Key questions

- What are the purposes of a place of worship?
- What makes the place special?
- What should we expect in and from the place of worship?
- What happens in a place of worship and why?

### Future learning

Students could:

- develop their understanding of the nature of God in the religion of the house of worship visited/studied through an examination of hymns, writings and other devotional material;
- undertake a research project based on a particular faith community.

### Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

- Christianity, e.g. vestments, stained glass, icons, festival, service, miracle plays, Pentecost;
- Islam, e.g. prayer mat, mosque, mosaic, calligraphy, arabesque.

### Expectations

#### At the end of this unit

**Most students will:** explain with understanding how some of the key beliefs of a religion, including beliefs about God, are expressed in the place of worship, in worship itself and in the wider life of the faith community; appreciate that there are similarities and differences within the religion because of the variety of communities within it; reflect on the special qualities of places of worship and describe places of local or community significance in their own lives; develop their own responses to the beliefs and ideas distinctive to the religion or religions studied.

**Some students will not have made so much progress and will:** describe a place of worship using some correct terms and explain what it is used for; know what the religion believes about God and express their own ideas about God; talk about local places which are special to them.

**Some students will have progressed further and will:** compare in detail similarities and differences between places of worship within a religious tradition, as well as identifying similarities and differences across other religions they have studied; explain how beliefs affect the lives of individuals and the religious community; evaluate religious and secular responses to questions of meaning and purpose using appropriate evidence and examples; explain in depth their own views.

<b>Learning objectives</b> Students should learn:	<b>Learning outcomes</b> Students:	<b>Some suggested approaches/activities</b>
<ul style="list-style-type: none"> <li>the key features of the place of worship and their significance</li> </ul>	<ul style="list-style-type: none"> <li>identify key features of the place of worship and explain their significance</li> <li>ask appropriate questions and gather relevant information to answer them</li> </ul>	<ul style="list-style-type: none"> <li>Students produce information packs for other students about the place of worship visited, including pictures of related places of worship elsewhere in the world.</li> <li>Students produce a design or plan for a new place of worship.</li> <li>Students engage in discussion about their experiences of worship, significant places, the role of the community and what is important to religious people.</li> </ul>
<ul style="list-style-type: none"> <li>about appropriate behaviour when in a place of worship</li> <li>how to develop attitudes of respect toward different beliefs and lifestyles</li> <li>to appreciate stillness and silence, and the use of colour, sound and artefacts, inside the place of worship</li> <li>why the place of worship helps worshippers to feel the presence of God</li> </ul>	<ul style="list-style-type: none"> <li>know how to behave in a place of worship and do so appropriately</li> <li>understand how silence and reflection play an important part in worship</li> <li>produce answers to a questionnaire or prepare an interview for the visit</li> </ul>	<ul style="list-style-type: none"> <li>Students are introduced to meditation techniques.</li> <li>Students use the internet to do a virtual tour around different places of worship.</li> <li>Students prepare a questionnaire/interview for use during a visit to a place of worship.</li> <li>The teacher prepares a worksheet for students to fill in in pairs during the visit.</li> <li>Students listen to a talk by a member of a faith community about his/her place of worship.</li> </ul>
<ul style="list-style-type: none"> <li>how a faith community expresses its beliefs through the place itself and its worship</li> <li>to understand what happens within a place of worship</li> <li>to experience devotional music and appreciate the atmosphere created</li> </ul>	<ul style="list-style-type: none"> <li>identify different parts of the place of worship and the artefacts within it</li> <li>explain what happens during worship/in the place of worship and its effects on believers</li> <li>experience the atmosphere and describe their feelings and reflections</li> <li>identify and explain some of the symbolism within the place or worship</li> </ul>	<ul style="list-style-type: none"> <li>Students watch a video about worship and take notes.</li> <li>Students listen to devotional music.</li> <li>Students research into different elements or forms of worship and create a class display.</li> <li>Students reflect on and consider key issues raised by the unit (e.g. Why engage in worship? Why are certain places sacred/special/important to certain groups of believers? What does a place of worship tell us about the practice of a particular religion and its beliefs about God?)</li> </ul>
<ul style="list-style-type: none"> <li>to know and understand the significance and importance of the place of worship as a centre for the community</li> <li>how to evaluate places and associated activities, and how and why they are significant for their communities</li> </ul>	<ul style="list-style-type: none"> <li>describe different uses made of the place of worship and explain the importance attached to such uses</li> <li>produce an advertisement to attract people to the place of worship</li> <li>describe a place which is of particular significance to them and explain why</li> <li>evaluate the role of significant places in their local community</li> </ul>	<ul style="list-style-type: none"> <li>Students design a poster or leaflet to attract people to a local place of worship.</li> <li>Students undertake an extended piece of writing (e.g. to make connections between learning in this unit and similar work already done about another faith).</li> </ul>



## Key Stage 3 (Years 7 and 8) Unit 2: The Meaning of Jesus' Incarnation for Christians

### About the unit

This unit looks at the ways in which Christians today find meaning in the accounts and stories of Jesus' life, especially those associated with his birth. Students learn and understand some of the ways in which Christians celebrate Jesus' birth. Students have the opportunity to examine and reflect on the concepts of incarnation, virgin birth and salvation and develop their understanding of a sacred text. They evaluate the relationship between belief and practice for Christians today.

### Key questions

- What do the word and concept "messiah" mean?
- What is the meaning and importance of the birth of Jesus for Christians today?
- What do Christians believe about God and Jesus?
- What do the Christmas stories and celebrations reveal?
- What is the Christian concept of love?
- How do Christians try to show love today?
- What is salvation and why is it important to Christians?

### Future learning

Students could:

- develop critical thinking about the incarnation, studying a wider range of responses to Christian belief about the nature of God and the Trinity;
- study in greater detail how Christians seek to follow Jesus' example through helping others.

### Expectations

#### At the end of this unit

**Most students will:** explain the stories associated with Christmas and understand the concepts of incarnation, salvation and love in Christianity; describe some of the ways the Christmas story offers meaning to the lives of Christians today; list some Christian perspectives on the purpose of Jesus' life and the value of human life, and express their own views with reasons for such views; express their own values and commitments, relating their insight to the study of Christianity; reflect on questions about the purpose of human existence, formulating their own responses to such questions.

**Some students will not have made so much progress and will:** describe the main Christian beliefs associated with Christmas and understand something of the concept of incarnation; identify and consider some basic questions about human experience posed by the Christmas story and celebrations; consider their own response to such questions; identify beliefs about Christmas and express their own views, giving reasons for such views.

**Some students will have progressed further and will:** evaluate critically the Christian belief in Jesus as saviour; analyse what beliefs lie behind the Christmas celebrations; begin to explain Christian practice and ways of life in relation to their historical and cultural contexts; describe some Christian values concerning love, service and sacrifice.

<b>Learning objectives</b> Students should learn:	<b>Learning outcomes</b> Students:	<b>Some suggested approaches/activities</b>
<ul style="list-style-type: none"> <li>• how Christians interpret elements of Old Testament prophecy about the coming of Jesus</li> <li>• to use the terms prophecy and messiah correctly</li> <li>• about the dyophysite (the divine and the human exist in the person of Jesus, but separately like oil and water) and the miaphysite (the two natures mix, or co-mingle, like wine and water) understandings of Jesus' being</li> </ul>	<ul style="list-style-type: none"> <li>• explain the term prophecy</li> <li>• explain the term messiah</li> <li>• explain aspects of the Christian and the Jewish concepts of salvation</li> <li>• explain the difference between the dyophysite and the miaphysite interpretations of Jesus' being, and which denominations subscribe to which interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce students to key concepts (e.g. sin, salvation, the messiah) through the prophecy of Isaiah 9 and 11.</li> <li>• Students use video or art work to explore the story of Jesus' birth.</li> <li>• Students compare and contrast Luke's and Matthew's accounts of the incarnation using different translations of the Bible.</li> </ul>
<ul style="list-style-type: none"> <li>• about the meaning of the term incarnation</li> <li>• about the meaning of Christmas and the birth stories for Christians today</li> </ul>	<ul style="list-style-type: none"> <li>• identify aspects of the incarnation in the accounts of Jesus' birth in Luke and/or Matthew</li> <li>• explain concepts related to the incarnation, e.g. virgin birth</li> </ul>	<ul style="list-style-type: none"> <li>• Students observe how oil and water remain separate in a glass, just like the two natures of Jesus as understood by dyophysites, and how water and wine (or fruit juice) mix, or co-mingle, in a glass, just like the two natures of Jesus as understood by miaphysites.</li> <li>• Students identify which denominations are dyophysite (the Roman Catholic, Protestant and Orthodox churches) and which are miaphysite (the Armenian, Coptic, Ethiopian and Syrian Orthodox churches), and examine in depth one or more such expressions of faith in terms of belief and practice.</li> </ul>
<ul style="list-style-type: none"> <li>• about concepts and practices relating to Christmas</li> <li>• why Christmas is important to Christians</li> </ul>	<ul style="list-style-type: none"> <li>• identify concepts associated with Christmas, e.g. celebration, giving, thankfulness, awe, wonder, mystery</li> <li>• describe some ways in which Christians celebrate Christmas and why they do so</li> <li>• explain the meaning of Christmas for Christians</li> </ul>	<ul style="list-style-type: none"> <li>• Students conduct a survey (with other students and/or Christians) about views of/beliefs relating to aspects of the Christmas story and collate and present their findings.</li> <li>• In pairs, students identify key questions and concepts associated with the birth stories and events.</li> <li>• Students design a Christmas card based on one of the accounts of the birth of Jesus.</li> </ul>
<ul style="list-style-type: none"> <li>• about the Christian concept of love</li> <li>• about how Jesus showed love and how Christians interpret and use stories about Jesus today</li> <li>• to reflect on the importance of love in their own lives</li> </ul>	<ul style="list-style-type: none"> <li>• explain what Christians mean by love</li> <li>• describe how Jesus showed love</li> <li>• explain how and why Christians try to follow the example of Jesus</li> <li>• reflect on the importance of giving and receiving love in their own lives</li> </ul>	<ul style="list-style-type: none"> <li>• Students investigate how the key concepts associated with the incarnation are celebrated by Christians around the world.</li> <li>• Students write a poem or a prayer about the real meaning of Christmas.</li> <li>• Students use extracts from the Bible to explore the Christian concept of love (e.g. Luke 5 and 8) and engage in discussion and written work.</li> <li>• Students devise a spider diagram to show how a church or churches in their community show love in action.</li> </ul>
<ul style="list-style-type: none"> <li>• about organisations which and people who demonstrate love in action</li> <li>• to evaluate the actions and motivations of the organisations and/or people</li> </ul>	<ul style="list-style-type: none"> <li>• present findings (e.g. on a spider diagram) about the ways in which an organisation/person shows love in action</li> <li>• evaluate the effectiveness of the organisation's/person's actions and their motives for acting as they do</li> </ul>	<ul style="list-style-type: none"> <li>• Students watch a video showing the work of a relief agency (e.g. Christian Aid, Tearfund, Cafod) and make lists of how the organisation shows love in action.</li> <li>• Students prepare questions for a visitor who will discuss the meaning of the incarnation and they write up the replies received.</li> </ul>
<ul style="list-style-type: none"> <li>• how to read and interpret biblical material</li> <li>• about the importance of salvation in Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• explain (e.g. in writing) the nature of salvation and its importance in Christianity with reference to biblical texts and examples</li> </ul>	

## Key Stage 3 (Years 7 and 8) Unit 3: Applying Religious Teachings to a Concept: Justice

### About the unit

Students learn about significant figures who have taught about justice, including Jesus and St Paul. Using a variety of written and visual sources, they learn about ways in which key leaders make important contributions to the faith. The unit provides opportunities for students to examine and reflect on the issue of justice. Students evaluate the influence of religious leaders today, and consider questions about their own experience of influence, leadership and inspiration. By considering issues of justice for themselves, students promote their spiritual and moral development.

### Key questions

- What do sacred texts or religious leaders teach about justice?
- What do Christians learn about justice from the teachings of Jesus and St Paul?
- How do religious leaders try to achieve justice today?
- Why do some people devote their lives to the service of others?
- How are the values of justice and fairness expressed by believers in practice?

### Future learning

Students could:

- develop understanding about how the time in which people live affects attitudes toward justice (e.g. how did the time when people lived affect their attitudes to slavery in the 19th century?);
- examine more challenging examples to illustrate the concept of justice, drawing attention to the contested nature of the concept;
- use more challenging sacred texts which refer to justice, and explore in greater depth the variety of interpretations offered;
- analyse the effectiveness of leadership with reference to other criteria (e.g. was Martin Luther King's or Mahatma Gandhi's pacifism successful in securing justice?)

### Expectations

#### At the end of this unit

**Most students will:** recount some stories about religious leaders; identify and consider some basic questions and ideas about who is a leader and what it means to be a follower; reflect on ways in which some people give their lives to work for justice.

**Some students will not have made so much progress and will:** recount some stories about religious leaders; identify and consider some basic questions and ideas about who is a leader and what it means to be a follower; reflect on ways in which some people give their lives to work for justice.

**Some students will have progressed further and will:** explain how key beliefs and teachings are exemplified through the lives of some important religious figures; describe some examples of religious believers working for justice; explain the impact of religious leaders on society in the past and today; explain how contemporary religious leaders relate to values and visions found in sacred writings; explain how Jewish people and Muslims interpret the concept of justice; describe their own understanding of justice and how difficult it can be to achieve.

<b>Learning objectives</b> Students should learn:	<b>Learning outcomes</b> Students:	<b>Some suggested approaches/activities</b>
<ul style="list-style-type: none"> <li>that commitment to justice is an important element of belief in God</li> </ul>	<ul style="list-style-type: none"> <li>define justice and reflect on and discuss their own experiences of it</li> <li>identify points in a story or newspaper article that demonstrate the idea of justice</li> </ul>	<ul style="list-style-type: none"> <li>In pairs, students explain and define the concept of justice and their own experience of it.</li> <li>In groups, students examine incidents in which Jesus challenges injustice and demonstrates fairness (e.g. through his encounter with Zacchaeus) and present their findings on a flipchart.</li> <li>Students examine some biblical quotations/stories about St Paul's life and work, discuss their findings and report back to the whole class.</li> </ul>
<ul style="list-style-type: none"> <li>about Jesus' teachings on justice</li> <li>about St Paul's teachings on topics relating to values and justice</li> <li>that links exist between Jesus' and St Paul's teachings about justice</li> <li>that Christians are influenced by the teachings of Jesus and St Paul</li> <li>about justice in Islam and Judaism</li> </ul>	<ul style="list-style-type: none"> <li>explain some of Jesus' and St Paul's teachings about justice</li> <li>identify aspects of justice and describe different interpretations of the concept</li> <li>make connections between the teachings of Jesus and St Paul and how Christians think about and practice justice</li> <li>make connections between Islam and Judaism about how people of faith think about and practice justice</li> <li>compare teachings and practice about justice in Christianity, Islam and Judaism</li> </ul>	<ul style="list-style-type: none"> <li>Students investigate how religious teachings influence the practice of a local faith community.</li> <li>Students research into the life and work of a contemporary or recent religious leader who worked for justice and present their findings to the whole class.</li> <li>Students apply their understanding of the concept of justice to local situations of injustice.</li> <li>Students produce a diagram to show the connections between religious teaching and believers' behaviour and practice.</li> <li>Students reflect on their own values and about people they find inspirational and why.</li> </ul>
<ul style="list-style-type: none"> <li>about some contemporary religious leaders who have worked for justice in the world</li> </ul>	<ul style="list-style-type: none"> <li>identify some ways in which the lives of religious and other leaders confirm their belief in justice</li> <li>identify and explain some of the qualities and values the leaders exemplify</li> <li>apply these understandings of justice to contemporary situations</li> </ul>	<ul style="list-style-type: none"> <li>Students prepare a song, poem, poster, banner or stained glass window on the theme of justice.</li> <li>Students design a memorial with an inscription for the birthplace of one of the leaders studied.</li> <li>Students listen to some examples of religious music that express ideas about justice.</li> <li>Students evaluate the work of organisations that pursue justice (e.g. Christian Aid; Amnesty International).</li> </ul>
<ul style="list-style-type: none"> <li>about some of the ways in which justice and fairness are expressed in religions and in their own experience</li> </ul>	<ul style="list-style-type: none"> <li>explain the qualities of inspirational people and what motivates them</li> <li>express in various ways their own sense of justice and fairness</li> <li>evaluate the achievements of inspirational people</li> </ul>	<ul style="list-style-type: none"> <li>Students prepare a presentation about an issue of injustice from their own experience.</li> <li>Students prepare a ten-point plan to tackle an issue of global injustice (e.g. poverty, economic inequality, gender inequality, the treatment of religious or ethnic minorities).</li> <li>Students prepare an assembly with content inspired by one of the religious leaders studied.</li> </ul>
<ul style="list-style-type: none"> <li>about some of the ways in which believers apply the example and teachings of their leaders in their lives</li> </ul>	<ul style="list-style-type: none"> <li>explain some ideas associated with the concepts of love and justice</li> <li>reflect on the concept of justice and analyse injustices that people suffer today</li> <li>evaluate ways in which religious and non-religious people seek to alleviate injustice in the world</li> </ul>	<ul style="list-style-type: none"> <li>Students examine how the quest for justice is an important element of Sikh belief and practice and how the quest for justice inspires many Muslims to engage in jihad.</li> <li>Students explore how Christian concepts of justice are based on Jewish concepts of justice contained in the Torah and the Talmud.</li> <li>Students examine the questions: To what extent did St Paul further the cause of gender equality in Christianity, if at all? Is Martin Luther King a better example of the Christian quest for justice than St Paul?</li> <li>Students enquire into the life and achievements of Mahatma Gandhi and assess what lessons his life and achievements have for us today as we seek to promote justice.</li> </ul>

## Key Stage 3 (Years 7 and 8) Unit 4: Investigating the Life and Impact of a Religious Teacher

### About the unit

In this unit students find out about the life and teachings of a religious figure. They written and visual sources to select, record and evaluate information on the importance of the religious figure in the period in which they lived and for today. They reflect on questions of human existence and purpose, and consider their own beliefs in the light of their learning about the religious figure.

### Key questions

- Why are Jesus, Muhammad, the Buddha, Guru Nanak, etc. still remembered today?
- What happened to Jesus, Muhammad, the Buddha, Guru Nanak, etc. which led them to become a religious teacher/leader?
- What did Jesus, Muhammad, the Buddha, Guru Nanak, etc. teach and how do their teachings affect the lives of believers?
- What is the significance of Jesus', Muhammad's, the Buddha's, Guru Nanak's, etc. death for believers?
- What impact do Jesus', Muhammad's, the Buddha's, Guru Nanak's, etc. life, death and teachings have on believers now and in the past and why?
- What beliefs are important in life and what do you believe about life and death and why?

### Future learning

Students could:

- study the teachings of a religious figure in greater detail;
- investigate the reliability of the religious sources as historical documents;
- understand more of the culture from which the religious figure emerged;
- compare and contrast the lives of a number of religious figures to discover similarities and differences between religions and the religious figures themselves.

### Expectations

#### At the end of this unit

**Most students will:** know about the life of a religious figure accurately and describe key events in the figure's life; understand the reasons for and the results of the key events in the person's life; explain how the principal beliefs and teachings of the religious figure impact on the lives of believers today; explain the experience of inspirational people and relate it to their own and others' lives; reflect on questions about the meaning and purpose of human existence, formulating their own response to such questions.

**Some students will not have made so much progress and will:** know when a religious figure lived, and describe some of the key events from the figure's life; know some principal beliefs and teachings of the religious figure and make links between religious symbols, stories and beliefs; make informed responses to other people's values and commitments in the light of their learning; reflect on questions about the meaning and purpose of human existence, formulating their own response to such questions.

**Some students will have progressed further and will:** know in detail the life story of a religious figure, understanding the importance of key events in their historical and cultural setting; explain how the beliefs, teachings, practices and lifestyles of believers today relate to the religious figure's teachings; evaluate religious answers to questions of meaning and purpose using appropriate evidence and examples; reflect on questions about the meaning and purpose of human existence, formulating their own informed responses to such questions.

<b>Learning objectives</b> Students should learn:	<b>Learning outcomes</b> Students:	<b>Some suggested approaches/activities</b>
<ul style="list-style-type: none"> <li>about the impact a religious figure has made on the world</li> <li>about any birth narratives associated with the person</li> <li>to evaluate ways in which religious stories reveal beliefs</li> </ul>	<ul style="list-style-type: none"> <li>identify the impact a religious figure has made on the world</li> <li>describe what occurred at the religious figure's birth (if relevant)</li> <li>analyse critically how religious stories reveal beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Students use quotations and stories to investigate why a religious figure is still remembered today.</li> <li>Students make lists of the religious figure's qualities and discuss them.</li> <li>Students produce information packs about a religious figure with a set of questions for other students to answer.</li> </ul>
<ul style="list-style-type: none"> <li>why this person became the leader or founder of and/or an important teacher in one of the world's religions</li> <li>about the events that led to the change in the way the person lived</li> <li>to analyse and explain what change took place</li> </ul>	<ul style="list-style-type: none"> <li>explain the reasons why this person is important to a world religion</li> <li>identify the reasons that led the religious figure to change the way he/she lived</li> <li>analyse the reasons for and the extent of the change that took place</li> </ul>	<ul style="list-style-type: none"> <li>Students research the life story of the religious figure and/or their teachings using different sources, including websites, and present their findings to the whole class.</li> <li>Students prepare artwork or a diagram to demonstrate their understanding of an aspect of the religious figure's teaching.</li> <li>Students collect ideas and information from their peers, then produce a spider diagram about the religious figure's actions, beliefs and teachings.</li> </ul>
<ul style="list-style-type: none"> <li>about the teachings of the religious figure</li> <li>how the teachings affect the lives of believers today</li> </ul>	<ul style="list-style-type: none"> <li>identify the teachings of the religious figure</li> <li>describe in detail some of what the religious figure taught</li> <li>explain how the teachings affect the lives of believers today</li> </ul>	<ul style="list-style-type: none"> <li>Students use artefacts to represent or illustrate some of the religious figure's teachings.</li> <li>Students write an article for a website about the religious figure and/or his/her teachings.</li> <li>Students prepare questions to ask a believer about how the teachings of the religious figure affect their lives today.</li> </ul>
<ul style="list-style-type: none"> <li>about the end of the life of the religious figure</li> <li>about the symbolism or theological significance of the figure's death</li> <li>about the importance of the figure's life and death/liberation to believers today</li> <li>to reflect on questions of life and death</li> </ul>	<ul style="list-style-type: none"> <li>describe the last part of the religious figure's life</li> <li>explain why this figure's life and death (if relevant) are still commemorated today</li> <li>identify some of the symbolism and theology associated with the religious figure's life and death</li> <li>reflect on answers to questions to do with life and death and analyse religious and non-religious responses to such questions</li> </ul>	<ul style="list-style-type: none"> <li>Students think about, reflect on and discuss their own views and beliefs about life and death, compare their answers with those of their peers and the religious figure being studied, and present their findings in visual form (e.g. graphs, a collage).</li> <li>Students produce a piece of extended writing on the importance of the religious figure today.</li> <li>Students compare and contrast the impact of religious figures such as Moses, Jesus, Muhammad, the Buddha, Guru Nanak, Guru Gobind Singh, Mahatma Gandhi and/or Martin Luther King. They also assess the impact of figures such as Galileo, Copernicus, Newton and Darwin.</li> </ul>
<ul style="list-style-type: none"> <li>to evaluate religious beliefs for themselves</li> <li>to summarise the life and teachings of a religious figure</li> <li>to select, organise and structure information in a piece of extended writing</li> <li>to reflect on their own view of what beliefs are important in life</li> </ul>	<ul style="list-style-type: none"> <li>reflect on beliefs which are important in their lives, classifying them as religious or non-religious</li> <li>list the most significant points learned from their study of the life of the religious figure</li> <li>explain why the religious figure is important today in a piece of structured writing with appropriate sequencing, development and conclusion</li> </ul>	

## Key Stage 3 (Years 7 and 8) Unit 5: Applying Religious Teachings to an Issue: the Environment

### About the unit

Students study the approaches of different religions to issues of conservation, care of the environment and stewardship. They use a variety of written and visual sources to explore what religions say about the environment and how these beliefs affect the lives of believers. Students develop their understanding of how religious beliefs are expressed in practical ways. They compare, contrast and evaluate the views of each religion and reflect on their relevance to their own lives.

### Key questions

- What is humankind doing to the environment?
- What are the attitudes of religious believers to the environment and why do they adopt these attitudes?
- How do religious people's beliefs about the environment affect their lifestyle?
- What is the future for the environment?

### Future learning

Students could:

- investigate in greater detail the teachings of particular religions about environmental issues;
- discover more about contrasting views about environmental issues within a religion;
- do a research project on the topic.

### Expectations

#### At the end of this unit

**Most students will:** know about the beliefs of at least one religion as they apply to the environment and explain them clearly; explain how the beliefs affect the lives of believers; state an opinion about an environmental issue and give a clear reason for that opinion; reflect on ultimate questions about the environment and the purpose of human existence.

**Some students will not have made so much progress and will:** know some of the beliefs of at least one religion as they apply to the environment and explain them in a simple way; explain that these beliefs have an impact on the lives of believers, perhaps giving an example; state an opinion about an environmental issue; reflect on ultimate questions about the environment.

**Some students will have progressed further and will:** know in detail the beliefs of at least one religion as they apply to the environment and explain them clearly; explain how the beliefs affect the lives of believers, making reference to texts studied or the work of particular organisations; state an opinion about an environmental issue and give a clear reason for that opinion, while recognising that others may hold a different view; reflect on ultimate questions about the environment and the purpose of the world; formulate their own responses to ultimate questions.

<b>Learning objectives</b> Students should learn:	<b>Learning outcomes</b> Students:	<b>Some suggested approaches/activities</b>
<ul style="list-style-type: none"> <li>to identify environmental problems facing humankind</li> <li>to distinguish between opinion, belief and fact in a religious context</li> <li>to make connections between beliefs about the origins of the Universe and how humans should treat the environment</li> <li>to identify key religious values connected with the environment</li> </ul>	<ul style="list-style-type: none"> <li>identify problems in the world connected to the environment</li> <li>analyse information about at least one religion to distinguish opinion and belief from fact</li> <li>make links between the stories, beliefs and teachings of a religion</li> <li>provide a coherent account of the stance of a religion to the environment</li> <li>identify key religious values connected with the environment</li> </ul>	<ul style="list-style-type: none"> <li>Students display visual images to stimulate thoughts, feelings, questions and discussion about the environment.</li> <li>Students research in groups the teachings one religion or worldview has about the environment and share their findings.</li> <li>Students use a range of sources - written, visual and/or on the internet - to investigate an environmental issue.</li> </ul>
<ul style="list-style-type: none"> <li>to select key issues to investigate</li> <li>to explain religious concepts and practices relevant to the issues</li> <li>to select and combine relevant information for a leaflet about religion and the environment</li> <li>to recognise similarities and differences between religions in their approaches to the environment</li> </ul>	<ul style="list-style-type: none"> <li>identify key issues to investigate about a contemporary environmental dilemma</li> <li>explain religious concepts and practices relevant to the dilemma</li> <li>produce a leaflet about religion and the environment</li> <li>identify similarities and differences between religions in their approaches to the environment</li> </ul>	<ul style="list-style-type: none"> <li>Students plan and produce a leaflet about a specific environmental issue or the future of the environment generally.</li> <li>Students present their work to other year groups, e.g. in a school assembly.</li> <li>Students list ten key worries/concerns they have about the environment and generate ideas about what might be done to overcome the worries/concerns.</li> </ul>
<ul style="list-style-type: none"> <li>to present work to the class, perhaps as a leaflet</li> <li>to evaluate their leaflet</li> <li>to identify significant questions which have not been answered</li> <li>to reflect on their own attitude to the environment</li> </ul>	<ul style="list-style-type: none"> <li>evaluate their own and others' leaflets</li> <li>identify significant questions connected to the issue which remain unanswered</li> <li>reflect on how their own practice and lifestyle affect the environment</li> </ul>	<ul style="list-style-type: none"> <li>Students consider and discuss what they can do about environmental issues in their daily lives and record their suggestions before taking them to the school council.</li> <li>Students reflect on the future of the world if we continue to exploit its resources as at present.</li> <li>Students reflect on the connections between people's beliefs and behaviour, faith and action.</li> <li>Students identify the religions which subscribe to the idea of stewardship and assess whether stewardship is part of the problem or part of the solution in relation to humankind's exploitation of the environment.</li> <li>Students compare and contrast the Jewish, Christian and Islamic relationship to the environment (one best summed up in the word stewardship) with the relationship that Hindus, Buddhists and Sikhs (and Jains, native Americans, aboriginal people, etc.) are encouraged to have with the environment (one best summed up by the idea that, in relation to the environment, humans are so dependent on it that they must not disrupt the status quo).</li> <li>Students identify issues of topical interest (e.g. the exploitation of finite/scarce resources, carbon emissions, renewable sources of energy, the relentless quest for economic growth, the ritual slaughter of animals for human consumption, the slaughter of animals for human consumption by any means, the genetic engineering of animals and crops for human consumption, nation states/religious groups encouraging unrestricted population growth) and compare and contrast how different religions and worldviews address the matters and why.</li> <li>Students address the question: Should humankind be carnivorous, vegetarian, vegan or fruitarian and why? by drawing on the perceptions of people representing different religions and worldviews and factoring in their own informed opinions.</li> </ul>



## Key Stage 3 (Years 7 and 8) Unit 6: Looking for Evidence of God

### About the unit

Students investigate how some religious believers discover the existence of God through experience. Using a variety of written and visual sources, they learn about and understand the ways in which people claim God has been revealed to them in their lives. The unit provides opportunities for students to examine and reflect on the nature of experiential proof of God's existence. They undertake their own search for answers to ultimate questions using a number of sacred texts. Students evaluate the importance of revelation and religious experience and consider questions about their own beliefs.

### Key questions

- Where do we begin to look for God?
- Can the natural world or Universe reveal God?

### Future learning

Students could:

- consider the diversity of belief within religions when people argue about the existence of God;
- compare and contrast theist, atheist and agnostic views about God and/or God's existence;
- evaluate contradictions within arguments for and against the existence of God.

### Expectations

#### At the end of this unit

**Most students will:** describe some ways in which people seek to prove that God exists; identify important or ultimate questions as distinct from everyday questions; consider ways in which people attempt to find answers to such ultimate questions; describe others' beliefs with which they agree or disagree, and select relevant information from sources to support their reasons.

**Some students will not have made so much progress and will:** show their knowledge and understanding of some ways in which people seek to prove that God exists; identify some important or ultimate questions and suggest ways in which people might try to answer them; identify the beliefs of others and state their own views in simple terms, giving reasons.

**Some students will have progressed further and will:** describe ways in which theists draw upon personal experience as justification for believing that God exists and understand that this experience can take many forms; explain clearly their responses to questions about religious experience and the authority underlying such responses; describe different responses to the question: How do we know if God exists?; express some of their own ideas about the nature of truth and proof, and consider how the ideas relate to religion.

<b>Learning objectives</b> Students should learn:	<b>Learning outcomes</b> Students:	<b>Some suggested approaches/activities</b>
<ul style="list-style-type: none"> <li>• what is meant by an experience of God and the many forms that such an experience might take</li> <li>• that truth is interpreted in different ways, each of which may have some validity</li> </ul>	<ul style="list-style-type: none"> <li>• describe different types of truth</li> <li>• explain what is meant by religious truth</li> <li>• suggest ways in which believers believe God's existence can be proved</li> <li>• use a spider diagram/mind map to make a summary of class thinking</li> <li>• understand and use appropriately the terms theist/m, atheist/m and agnostic/ism</li> </ul>	<ul style="list-style-type: none"> <li>• Students make lists of statements they believe to be true and explain why they believe they are true.</li> <li>• Students examine different people's experience of God (e.g. in nature, events, other people, themselves) and discuss the cause and effect of such experiences.</li> <li>• Students identify and discuss differences between fact, opinion and belief.</li> </ul>
<ul style="list-style-type: none"> <li>• about the argument for the existence of God from design</li> <li>• to think of their own example for the argument from design</li> <li>• to reflect on their own experience of creation</li> <li>• about the problems posed by the argument from design</li> <li>• to evaluate the strengths and weaknesses of the argument</li> </ul>	<ul style="list-style-type: none"> <li>• write about the main arguments to prove God's existence from the design of the world</li> <li>• exemplify the design argument for themselves</li> <li>• read scripture with understanding</li> <li>• talk about the main arguments disproving God's existence</li> <li>• identify the strengths and weaknesses of the design argument in oral and written forms</li> </ul>	<ul style="list-style-type: none"> <li>• Students investigate the various types of truth that people believe in (e.g. moral, religious, scientific, mathematical, personal) and match statements/examples of truth to the type of truth listed in brackets.</li> <li>• Students rank types of truth for their reliability or importance and discuss their reasons for the ranking order.</li> <li>• Students draw a spider diagram or a mind map to show class responses about where they would look for proof of God's existence.</li> <li>• Students collect and display pictures or examples of art that convey to them a sense of wonder, discuss their feelings and assess what such feelings mean to them personally.</li> </ul>
<ul style="list-style-type: none"> <li>• about the concept of cause and effect</li> <li>• to explain the cosmological argument for the existence of God</li> <li>• to evaluate the strengths and weaknesses of the design and the cosmological arguments about different forms of religious experience</li> <li>• how to present information</li> <li>• to reflect on questions of meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• state characteristics of the cosmological argument</li> <li>• identify and evaluate strengths and weaknesses of the design and the cosmological arguments</li> <li>• identify and classify different types of religious experience</li> <li>• describe their own and others' views about the existence and nature of God and evaluate such views</li> </ul>	<ul style="list-style-type: none"> <li>• Students consider the concept of creation as a type of truth expressing the existence of God.</li> <li>• Students examine the argument from design and identify examples from personal experience which might confirm the argument.</li> <li>• Students summarise a religious and a non-religious person's arguments for and against the argument from design.</li> <li>• Students explore problems associated with the design argument (e.g. natural disasters) and record their personal views and responses before discussing such views and responses with the whole class.</li> <li>• Students devise an experiment to demonstrate cause and effect, but everyone must predict the outcome before the experiment is done.</li> <li>• Students examine the cosmological argument and discuss the concept of God as the prime mover.</li> <li>• Students list arguments for and against the cosmological argument and clarify their own thinking about the theory.</li> <li>• Students organise a class/year group vote about which of the arguments for God's existence is the most convincing.</li> <li>• Students produce a spider diagram to display examples of religious experience.</li> <li>• Students use videos, newspaper articles, songs, sacred writings and non-religious texts to investigate types of religious experience and record their findings using headings such as visions, dreams, prayers, conversion, meditation and/or worship, and they reflect on their own beliefs about such experiences.</li> <li>• Students record their own thinking about the existence of God on a belief line and explain why they have placed themselves on the line at a particular point.</li> <li>• Students reflect on their own thinking about concepts and issues raised in the unit and the reasons for why they think as they do.</li> </ul>

## Key Stage 3 (Years 7 and 8) Unit 7: Sikhism: Beliefs and their Effect on Lifestyle

### About the unit

Students learn about key beliefs in Sikhism and how, to a Sikh, Sikhism is more than a religion, it is a complete way of life. Using a variety of written and visual sources, they learn about and understand some ways in which Sikh beliefs inform the practice of Sikhs today. Students have opportunities to examine and reflect on issues of faith. Students encounter Sikh teachings and develop their understanding of Sikh scripture. They evaluate the relationship between beliefs and practice for a Sikh today.

### Key questions

- What are the meaning and significance of the symbols in Sikhism?
- What do Sikhs mean by the term God and how do they seek to serve God?
- What are the most important Sikh beliefs and how do they shape daily life?

### Future learning

Students could:

- develop further their knowledge of Sikh scripture as a means of understanding in depth the concepts of God, prayer, meditation and religious duty;
- consider the diversity of belief and practice within Sikhism globally;
- compare and contrast Sikhism with other religions;
- consider possible contradictions within Sikh belief and practice (e.g. the practice of arranged marriages between people of the same caste, a tradition which persists among some Sikhs alongside the belief in equality).

### Expectations

#### At the end of this unit

**Most students will:** explain what Sikhs mean by the term God and how God may be known and worshipped by Sikhs; explain how the use of religious symbols helps a Sikh believer in his/her faith; understand ways in which Sikhs express their belief in God through the way that they live their lives (e.g. through prayer, meditation, taking part in festivals, community service); compare and contrast thoughtfully some responses to service within a Sikh community; describe beliefs that they agree or disagree with, explaining their reasons; make informed responses to questions about other people's values and commitments in the light of their own learning; reflect on questions about the purpose of human existence, formulating their own response.

**Some students will not have made so much progress and will:** explain some key Sikh beliefs; understand what belonging to a Sikh community involves (e.g. prayer, meditation, community action); understand the meaning of some Sikh symbols and use some Punjabi names/terms correctly; identify beliefs that they agree or disagree with and give at least one reason for doing so; reflect on questions about the purpose of human existence.

**Some students will have progressed further and will:** explain and evaluate the principal beliefs and teachings in Sikhism and explain in detail what it means to belong to a Sikh community; illustrate their answers with contemporary examples of Sikh belief and practice; evaluate their knowledge and understanding; make informed responses to questions of meaning and purpose in the light of their own and others' lives.

<b>Learning objectives</b> Students should learn:	<b>Learning outcomes</b> Students:	<b>Some suggested approaches/activities</b>
<ul style="list-style-type: none"> <li>about the meaning and significance of symbols in Sikhism</li> <li>about how symbols help Sikhs in their faith</li> <li>what Sikhs mean by the terms God and Waheguru</li> <li>how Sikhism is distinct from Hinduism</li> </ul>	<ul style="list-style-type: none"> <li>identify the meaning of some Sikh symbols</li> <li>explain how religious symbols can be helpful to a believer</li> <li>explain the meanings of artefacts and symbols</li> <li>understand the significance of articles of faith to Sikhs</li> <li>list concepts which are referred to when the word God is used by a Sikh</li> <li>explain the meaning of the concepts</li> <li>use and spell technical terms specific to Sikhism correctly</li> </ul>	<ul style="list-style-type: none"> <li>Students discuss the concept of symbolism generally and examine the Sikhs symbols and their meanings.</li> <li>Students examine the 5Ks, research what the 5Ks mean and record their findings in some way.</li> <li>Students reflect on how wearing an outward symbol of faith might help or hinder a person during their daily life and apply such thinking to their own life and experience.</li> <li>Students examine the Mool Mantar/Mool Mantra and list ideas about God contained within it before sharing its meaning and implications with the whole class.</li> </ul>
<ul style="list-style-type: none"> <li>about the content and use of the Guru Granth Sahib</li> <li>about how scripture affects the lives of Sikhs</li> <li>about the beliefs of karma, reincarnation, liberation (mukti), the three duties (pray, work, give) and the five vices (lust, greed, attachment to things of this world, anger, pride)</li> </ul>	<ul style="list-style-type: none"> <li>know the name of the Sikh scripture</li> <li>explain its importance to Sikh daily life</li> <li>describe some of the scripture's content</li> <li>explain some of the ways scripture is important to Sikhs</li> <li>identify the key beliefs of Sikhism and how they impact on daily life</li> </ul>	<ul style="list-style-type: none"> <li>Students use a video or a virtual tour to look at a gurdwara in general and the treatment of scripture in particular.</li> <li>In groups, students research the content and treatment of Sikh scripture, report back to the whole class and display their findings.</li> <li>Students construct a mind map to show the connections between Sikh beliefs and the everyday life of a Sikh.</li> </ul>
<ul style="list-style-type: none"> <li>what it means to pray and meditate as a Sikh</li> <li>to understand the difference between prayer and meditation</li> <li>to evaluate the benefits of meditation</li> </ul>	<ul style="list-style-type: none"> <li>describe Sikh prayer and meditation</li> <li>explain some of the similarities and differences between prayer and meditation</li> <li>assess the ways in which prayer and meditation might help a Sikh in their daily life</li> </ul>	<ul style="list-style-type: none"> <li>Students listen to Sikh music, record their feelings and impressions, and discuss how it might aid meditation.</li> <li>The teacher introduces students to meditation techniques and students investigate how Sikhs meditate and why.</li> <li>Students examine the purpose of prayer in Sikhism and the meaning of some Sikh prayers.</li> <li>Students evaluate and discuss the purpose and value of prayer and meditation.</li> </ul>
<ul style="list-style-type: none"> <li>about the content and meaning of two Sikh festivals</li> <li>about why Sikhs celebrate the festivals</li> <li>how festivals are important in the lives of Sikhs and others</li> </ul>	<ul style="list-style-type: none"> <li>describe the events during two Sikh festivals</li> <li>explain the purposes/meanings associated with the festivals</li> <li>understand the importance of festivals for Sikhs and others</li> </ul>	<ul style="list-style-type: none"> <li>Students investigate the most important aspects of the major Sikh festivals and record the key events, beliefs and meanings associated with them, then display their findings.</li> <li>Students write a newspaper article about a Sikh festival or celebration.</li> <li>Students list ways in which beliefs shape everyday life for Sikhs.</li> <li>Students examine ideas about service for Sikhs by engaging with videos, visitors, texts and pictures, and, in groups, prepare a short presentation about service for the whole class.</li> </ul>
<ul style="list-style-type: none"> <li>about the concept of service in Sikhism</li> <li>to understand ways in which Sikhs try to serve God in their lives</li> <li>to assess the ways in which Sikh beliefs affect their actions</li> <li>to think about ultimate questions leading from their study</li> </ul>	<ul style="list-style-type: none"> <li>identify ways in which Sikhs try to serve God in their lives</li> <li>explain why it is important for a Sikh to serve God</li> <li>explain the ways in which Sikh beliefs affect their actions</li> <li>synthesise knowledge and understanding by linking significant features associated with the Sikh religion</li> <li>consider how Sikhs and their communities serve others and why</li> </ul>	<ul style="list-style-type: none"> <li>Students design a poster to illustrate the main beliefs of Sikhism and how they are practised/given expression.</li> <li>Students discuss the concept of service and why it is important for Sikhs to serve God.</li> <li>Students devise a mind map to connect the most significant features of the Sikh religion in a coherent pattern.</li> <li>Students imagine a world in which everyone complies with the three duties and avoids the five vices, and they consider what the advantages and disadvantages of such a world might be.</li> </ul>

## Key Stage 3 (Years 7 and 8) Unit 8: Sikhism: The Role of the Gurdwara

### About the unit

Students find out about the gurdwara and the role it plays in Sikh communities. They develop their understanding of how religious beliefs are expressed in practice through studying the features of the gurdwara and the activities that take place inside it, worship included. Students become aware of the diversity within Sikhism by comparing places of worship through research in the classroom and a visit. They evaluate the significance of the gurdwara for the Sikh community and the importance of a place of worship to believers today. Students reflect on places that have significance for them in the local community.

### Key questions

- What is a gurdwara and what are its purposes?
- What makes a gurdwara special?
- What should we expect during a visit to a gurdwara?
- What happens in a gurdwara and why?
- What is the significance of a gurdwara for a Sikh community?

### Future learning

Students could:

- develop their understanding of the nature of God in Sikhism through a study of hymns, writing and other devotional material from the Adi Granth and the Guru Granth Sahib (e.g. they could think about the traditional proofs for the existence of God and relate such proofs to Sikh perspectives);
- explore the moral issues raised in greater depth (e.g. how does Sikhism promote the equality of women and men? Does society discriminate against Sikhs?);
- undertake a research project based on a particular Sikh community or the life of an individual member of the community.

### Expectations

#### At the end of this unit

**Most students will:** explain with understanding how some of the principal beliefs of Sikhism are expressed in the gurdwara, in worship and in the wider life of the Sikh community, including the ideas that God is One (Ik Onkar), that all people are equal (regardless of religion, class, caste, ethnicity, gender, etc.), that God continues to teach us today through the words of the Guru Granth Sahib (which is a living guru for the past, present and future); show understanding about what it means to be a Sikh today, appreciating that there is diversity within Sikhism; reflect on the qualities of places of worship; describe places of local or community significance in their own lives; develop their own responses to the beliefs and practices distinctive to Sikhism.

**Some students will not have made so much progress and will:** describe a gurdwara using some correct terms and explain what it is used for; know that Sikhs believe that God is One and express their own views about God; talk about local places which are special to them.

**Some students will have progressed further and will:** compare in detail similarities and differences between places of worship in different religions; explain how beliefs affect the lives of individual Sikhs and the Sikh community as a whole; evaluate religious and secular responses to questions of meaning and purpose using appropriate evidence and examples; explain in depth their own views.

<b>Learning objectives</b> Students should learn:	<b>Learning outcomes</b> Students:	<b>Some suggested approaches/activities</b>
<ul style="list-style-type: none"> <li>about the significance of particular features of the gurdwara</li> </ul>	<ul style="list-style-type: none"> <li>know how to spell the names of parts of a gurdwara and can explain their significance</li> <li>ask appropriate questions about the gurdwara and select relevant information to answer them</li> <li>identify information that might be understood only by informed readers and suggest appropriate explanations</li> </ul>	<ul style="list-style-type: none"> <li>Students use the story of Guru Nanak's life to discuss the need for places of worship.</li> <li>Students examine pictures of gurdwaras from around the world identifying similarities and differences.</li> <li>Using information packs to support their work, students plan and design a new gurdwara with labels and explanations to clarify the features or facilities they include.</li> </ul>
<ul style="list-style-type: none"> <li>how to develop attitudes of respect toward different beliefs and lifestyles</li> <li>to appreciate stillness and silence in contrast to activity and noise</li> <li>to think about the gurdwara as the guru's door, a place which leads people toward truth or enlightenment</li> </ul>	<ul style="list-style-type: none"> <li>identify how to behave appropriately in a gurdwara and understand why it is important to behave in such a way</li> <li>identify ways in which silence and reflection can play an important part in worship</li> <li>produce a questionnaire to be used during a visit to a gurdwara</li> </ul>	<ul style="list-style-type: none"> <li>Students examine websites about Sikhism and gurdwaras to extract the most important or interesting information.</li> <li>Students discuss the concept of special or holy places and places that are special or holy to them. They explain why certain places are special or holy.</li> <li>The teacher introduces students to meditation techniques through breathing and relaxation exercises.</li> <li>Students reflect on and discuss the role of the five senses in worship and/or exploring a new place.</li> </ul>
<ul style="list-style-type: none"> <li>how Sikhs feel their beliefs are expressed through the gurdwara and the worship which takes place there</li> <li>to develop some appreciation of the atmosphere of a gurdwara and respect its significance for Sikhs</li> </ul>	<ul style="list-style-type: none"> <li>list the different parts of a gurdwara</li> <li>describe the atmosphere of a gurdwara and explain their own reflections about its atmosphere</li> <li>write about how a gurdwara affects the lives of Sikhs today</li> </ul>	<ul style="list-style-type: none"> <li>Students prepare a questionnaire for a Sikh visitor to answer when he/she visits the classroom.</li> <li>Students plan a visit to a gurdwara and produce a worksheet for use during the visit. During the visit they spend time in silence, examine artefacts and symbolism, and hear a talk from a representative of the Sikh community.</li> <li>Students write an article for the school newsletter about a visit to a gurdwara.</li> </ul>
<ul style="list-style-type: none"> <li>to develop a respectful understanding of why the Guru Granth Sahib is treated like a special person and what such treatment entails</li> <li>to experience Sikh devotional music and have the opportunity to see worship taking place during the gurdwara visit or via a video in the classroom</li> <li>understand the significance of kara prashad</li> </ul>	<ul style="list-style-type: none"> <li>describe Sikh worship and understand why the Guru Granth Sahib is treated in the way it is</li> <li>describe the nature of Sikh devotional music</li> <li>explain some of the symbolism and theology associated with kara prashad</li> </ul>	<ul style="list-style-type: none"> <li>Students watch a video about Sikh worship, identify key elements associated with worship and relate these elements to key Sikh beliefs.</li> <li>Students listen to Sikh music.</li> <li>Students research into the different forms of Sikh worship.</li> <li>Students find out about how the gurdwara is used and how it provides a focal point for the Sikh community.</li> </ul>
<ul style="list-style-type: none"> <li>to understand the significance of the gurdwara as a religious and community centre for the Sikhs</li> <li>to consider the importance to Sikhs of giving what is needed or desired to others</li> </ul>	<ul style="list-style-type: none"> <li>describe different ways that a gurdwara is used and explain why such uses are important</li> <li>compare different ways in which people help others and comment on the significance of this</li> </ul>	<ul style="list-style-type: none"> <li>Students complete some extended writing about Sikhism, Sikh worship and/or another aspect of learning undertaken in the unit.</li> <li>Students reflect about places of significance to them and record their reflections (e.g. in a picture, collage, poem, diary entry).</li> </ul>
<ul style="list-style-type: none"> <li>the importance of a gurdwara to Sikhs</li> <li>about the key features of a gurdwara and all the activities that take place within it</li> <li>to relate the features of the gurdwara to significant Sikh beliefs and values</li> <li>to evaluate the beliefs and values with reference to their own points of view</li> <li>about local places, religious or otherwise, which have significance for the individual and the community, explaining why they are significant</li> </ul>	<ul style="list-style-type: none"> <li>produce a piece of extended writing that answers the questions set</li> <li>describe a place which is of particular significance to them and explain why this is so</li> <li>evaluate the role of significant places in our communities, using Sikh and other religious buildings as examples</li> </ul>	<ul style="list-style-type: none"> <li>Students identify significant places in their community and explain why they are important.</li> </ul>

## Key Stage 3 (Year 9) Unit 1: Rites of Passage: Birth and Initiation

### About the unit

Students discover how three of the world's religions mark special occasions in human life. They develop their understanding of how religious beliefs are expressed in practice through ceremonies. They compare and contrast the practices in the different religions and evaluate their importance to the lives of believers. They study and examine the concept of commitment and reflect on their own commitments.

### Key questions

- How do Christians, Jewish people and Muslims mark the birth of a baby?
- How do Christians, Jewish people and Muslims welcome young people into their faith community?
- What are the purposes of the rites of passage?
- What do the rites of passage reveal about the beliefs of the faith communities concerned?
- How do you feel your entry into adulthood should be marked, and when, how and why should this occur?

### Future learning

Students could:

- develop further their knowledge of practices within different religions;
- consider the diversity of belief that rites of passage reveal;
- consider possible contradictions within religions that their ceremonies might reveal;
- undertake a deeper study of rites of passage within the three religions they have studied.

### Expectations

#### At the end of this unit

**Most students will:** show that they know and understand ways in which Jewish people, Christians and Muslims celebrate important stages in human life with rites of passage; compare and contrast the ceremonies of the three religions, understanding the main beliefs that the practices reveal; use their knowledge and understanding to explain what it would mean to belong to one of the communities in Britain today; reflect on what it means to believe and be committed to a faith; reflect on their own beliefs and experiences in the light of this.

**Some students will not have made so much progress and will:** show that they know and understand some Jewish, Christian and Muslim rites of passage; understand how belonging to a particular religion affects people's lives at certain times; make informed responses to religious ceremonies, explaining their importance to a believer; articulate their own views about how the ceremonies are similar or different; reflect on the nature of commitment and think about their own commitments.

**Some students will have progressed further and will:** give coherent accounts of the ways in which rites of passage are celebrated in Judaism, Christianity and Islam; explain what rites of passage reveal about Jewish, Christian and Muslim perspectives on the purpose of human life; express their understanding of similarities and differences between Jewish, Christian and Muslim rites of passage; reflect on what it means to be committed to a faith; reflect on their own beliefs and experiences in the light of this.

<b>Learning objectives</b> Students should learn:	<b>Learning outcomes</b> Students:	<b>Some suggested approaches/activities</b>
<ul style="list-style-type: none"> <li>about the practice of brit milah</li> <li>why most Jewish people still practice circumcision today</li> <li>the importance of tradition</li> </ul>	<ul style="list-style-type: none"> <li>describe the practice of brit milah</li> <li>explain why most Jewish people still practice circumcision</li> <li>identify the importance of the practice</li> <li>reflect on the reasons why humans in general mark the birth of a baby, but in particular and diverse ways</li> </ul>	<ul style="list-style-type: none"> <li>Students discuss how the birth of a baby is celebrated, from their own experience as well as from study at school.</li> <li>Students explore what happens in Judaism when a baby is born.</li> </ul>
<ul style="list-style-type: none"> <li>about the content of a baptism and a dedication service</li> <li>why Christian churches have baptism and dedication services</li> <li>to evaluate the different services, explaining their preference</li> </ul>	<ul style="list-style-type: none"> <li>describe the content of a baptism and a dedication service</li> <li>explain why Christian churches have the different services</li> <li>evaluate the different services, explaining their own views</li> <li>consider the attitudes, beliefs and values for Christians when choosing godparents</li> </ul>	<ul style="list-style-type: none"> <li>Students engage in a matching exercise (e.g. with the first and the second halves of sentences about brit milah separated and mixed up), thereby learning what takes place during the rite of passage.</li> <li>Students watch a video of a Christian baptism service, note the vows, promises and beliefs the service reveals, and take notes about the different roles people assume (e.g. godparents).</li> <li>Students develop some empathic understanding by imagining they are godparents and make a list of promises they might make and expectations they might have. They then discuss the implications of the promises and expectations.</li> </ul>
<ul style="list-style-type: none"> <li>how and why the birth of a baby is celebrated in Islam</li> <li>about the beliefs that this rite of passage express</li> <li>to identify aspects of the rite of passage which they find significant from their own point of view</li> </ul>	<ul style="list-style-type: none"> <li>explain how and why the birth of a baby is celebrated in Islam</li> <li>identify the beliefs that this rite of passage express and compare such beliefs with those expressed in, e.g., baptism</li> <li>evaluate which practices they find significant within the religions they have studied, explaining why</li> </ul>	<ul style="list-style-type: none"> <li>Students list the qualities Christian parents might look for in godparents.</li> <li>Students study a dedication service and identify similarities and differences with baptism.</li> <li>Students study the Islamic naming ceremony and re-enact aspects of it (e.g. students place dates on their tongue), and discuss the symbolism associated with the ceremony.</li> <li>Students research into how and why the birth of a baby is celebrated in Islam.</li> </ul>
<ul style="list-style-type: none"> <li>what happens at a bar/bat mitzvah ceremony and why</li> <li>the symbolism behind wearing tefillin and tallit</li> <li>to evaluate the bar mitzvah and the bat mitzvah ceremonies</li> <li>the importance to family and community of bar/bat mitzvah</li> </ul>	<ul style="list-style-type: none"> <li>describe what happens at a bar/bat mitzvah ceremony and why</li> <li>explain the symbolism behind wearing tefillin and tallit</li> <li>reflect on the differences between a bar and a bat mitzvah ceremony</li> </ul>	<ul style="list-style-type: none"> <li>Students construct a table to compare, contrast and analyse similarities and differences between the approaches of Judaism, Christianity and Islam to the birth of a baby.</li> <li>Students watch a video of a bar or a bat mitzvah ceremony, take notes and formulate questions for follow-up work.</li> <li>Students study a bat mitzvah ceremony, analyse and discuss similarities and differences between this and bar mitzvah, and explain why the similarities and differences exist.</li> </ul>
<ul style="list-style-type: none"> <li>about the content of a confirmation and a believer's baptism service</li> <li>to understand the purpose of each service</li> <li>to evaluate the differences between the two services</li> </ul>	<ul style="list-style-type: none"> <li>describe the content of a confirmation and a believer's baptism service</li> <li>explain the purpose of each service and the beliefs underpinning them</li> <li>evaluate the differences between the two services from the point of view of the participants</li> <li>reflect with understanding on significant points in their own growing up</li> </ul>	<ul style="list-style-type: none"> <li>Students examine bar and bat mitzvah cards and analyse their design and meaning and the beliefs they reflect.</li> <li>Students role-play a confirmation service.</li> <li>Students watch a video of a believer's baptism and engage in appropriate follow-up work.</li> </ul>
<ul style="list-style-type: none"> <li>about the impact of the growing independence of a child within the family unit</li> <li>to formulate and express their own views</li> </ul>	<ul style="list-style-type: none"> <li>describe the impact of the growing independence of a child within the family unit</li> <li>explain their own views on the topic</li> <li>reflect on feelings, relationships, experience, beliefs and practices by responding to a range of questions</li> </ul>	<ul style="list-style-type: none"> <li>Students visit a Baptist church and examine where full immersion takes place.</li> <li>Students discuss how rites of passage mark progress through life, and what form students might like their entry into adulthood to be marked, if at all.</li> <li>Students design a ceremony for the above and compare it with, e.g., citizenship ceremonies.</li> </ul>



## Key Stage 3 (Year 9) Unit 2: The Meaning of Jesus' Resurrection for Christians

### About the unit

This unit looks at ways in which Christians today find meaning, hope and challenges in the New Testament gospel accounts of the resurrection. The unit encourages students to examine and reflect on other sources of human meaning, hope and challenge in the light of their study of elements of the Christian tradition, and so facilitates learning from religion. This unit could be applied to the study of stories and festivals in religious traditions other than Christianity, focusing on contemporary celebrations and their meaning and importance to believers.

### Key questions

- What happened at the first Easter?
- Why is the resurrection so critical to the Christian faith?
- What does the resurrection mean for Christians today?
- What other key beliefs are associated with the resurrection and how do you respond to them?

### Future learning

Students could:

- look in greater depth at the similarities and differences between gospel accounts of the Easter story, analysing what the accounts tell us about the authors and their beliefs;
- talk to Christians from different denominations about what the resurrection means to them;
- research in greater detail Easter symbolism and celebrations from around the world;
- explore Christian theology on life and death;
- speak to a Christian worker from a hospice about beliefs about life and death.

### Expectations

#### At the end of this unit

**Most students will:** compare and contrast some of the stories, beliefs and teachings associated with the resurrection and show that they understand some of the ways the Easter stories offer meaning to Christians today; respond in writing to questions about life after death and to some Christian answers to the questions; explain some Christian perspectives on the purpose of Jesus' life and death; compare and contrast responses to the biblical resurrection stories; identify other people's beliefs about the resurrection and express their own views, explaining their reasons; express their own values and commitments; explain why they agree or disagree with other views about life after death.

**Some students will not have made so much progress and will:** show their knowledge and understanding of Easter and Christian beliefs; identify and consider some basic questions about human experience posed by Easter stories and celebrations.

**Some students will have progressed further and will:** evaluate the Christian belief that Jesus is alive; explain some Easter celebrations; explain the development of Christian practice and ways of life in relation to their historical and cultural contexts; express their understanding of Christian perspectives on hope.

<b>Learning objectives</b> Students should learn:	<b>Learning outcomes</b> Students:	<b>Some suggested approaches/activities</b>
<ul style="list-style-type: none"> <li>about biblical accounts of Jesus' resurrection and appearances to his followers after the resurrection</li> <li>about contemporary responses to the resurrection accounts (e.g. Josephus)</li> </ul>	<ul style="list-style-type: none"> <li>express and explain why they prefer particular accounts of the resurrection story</li> <li>list similarities and differences in the gospel accounts of the resurrection story</li> <li>describe and evaluate explanations for the disappearance of Jesus' body</li> <li>discuss how far we can distinguish between facts and hypotheses/theories with regard to the resurrection</li> </ul>	<ul style="list-style-type: none"> <li>The teacher shows film versions of the Easter story. Students compare them and discuss similarities, differences and their own thoughts and preferences.</li> <li>Students study and compare two gospel accounts of the Easter story (e.g. Mark 16 and Luke 24) and compare the details and explain the differences.</li> <li>Students produce a story board telling a version of the Easter story.</li> </ul>
<ul style="list-style-type: none"> <li>about some of the ways in which Christians express their hopes and beliefs about the resurrection (e.g. through art, music, in words)</li> <li>about some of the ways Christians link Easter to their hopes for the future</li> </ul>	<ul style="list-style-type: none"> <li>explain some Christian ideas about life after death</li> <li>explain their responses to the ideas giving reasons for their views</li> <li>discuss the idea of destiny and the influence and significance of Jesus</li> <li>describe what they like and dislike about pictures of the resurrection, explaining their reasons</li> <li>identify Christian meaning in works of art and music</li> </ul>	<ul style="list-style-type: none"> <li>Students work in groups to answer the question of what could have happened to Jesus' body (perhaps considering what responses might derive from the disciples, Roman soldiers, Jewish leaders and/or God) and they share their findings with the whole class, perhaps as a display.</li> <li>Students reflect on/write about why Christians believe in the resurrection of Jesus.</li> <li>Students interview Christians about their belief in/beliefs about the resurrection.</li> <li>Students discuss concepts such as life after death, hope, the spirit of Jesus and/or Jesus' triumph over death.</li> <li>Students listen to Easter/resurrection music/hymns and record their thoughts and feelings.</li> </ul>
<ul style="list-style-type: none"> <li>about the variety of ways in which human experiences associated with death, loss, hope and meaning in life are expressed</li> <li>to consider the question: Where do people find hope for the future?</li> <li>to reflect on their own response to human experience of life and death</li> </ul>	<ul style="list-style-type: none"> <li>review and question other people's opinions and consider the relevance of such opinions to their own thinking</li> <li>classify responses as religious and non-religious</li> <li>suggest reasons why questions about life after death may be unanswerable</li> <li>respond to stories from Christianity about hope and/or conversion</li> <li>express in art their own sense of hope for the future</li> </ul>	<ul style="list-style-type: none"> <li>Students examine some art/images associated with Easter/the resurrection and analyse them to identify the beliefs they convey, and record their responses and feelings.</li> <li>Students conduct a survey about people's opinions about life after death, collate the answers and present their findings after analysis of religious and non-religious responses.</li> <li>Students discuss the notion of some of life's more profound questions having no right or definitive answers, only beliefs or opinions.</li> </ul>
<ul style="list-style-type: none"> <li>about how the events of the first Easter are celebrated by different groups of Christians in the contemporary world</li> <li>why Christians celebrate Easter</li> </ul>	<ul style="list-style-type: none"> <li>describe in detail some Easter customs</li> <li>identify and explain some symbols of new life</li> <li>ask and answer questions about the meaning behind symbolic words, actions, objects and food</li> <li>compare different Easter practices</li> <li>explain the significance of Easter for Christians today</li> </ul>	<ul style="list-style-type: none"> <li>Students examine examples of stained glass windows, banners and/or wall hangings relating to Easter and design a window of hope, taking into account the colours, symbols, words and images they wish to use and the reasons why.</li> <li>Students examine some stories of conversion and discuss the issues arising from them (e.g. people are hoping to be rescued from despair, people are looking for a new direction in life).</li> <li>Students research how Easter is celebrated in other countries and produce work on some of the customs.</li> <li>Students examine the celebration of Easter in a local Christian community.</li> <li>Students explore questions of meaning and belief through Easter artefacts and symbols.</li> <li>Students identify their own questions about the resurrection and associated beliefs and concepts, and record them for discussion.</li> </ul>

## Key Stage 3 (Year 9) Unit 3: Applying Religious Teachings to an Issue: Suffering

### About the unit

Students consider different forms of suffering and study Christian and Buddhist responses. They draw information from a variety of written and visual sources. Students explore specific examples of Christian help to those who suffer. They consider fundamental questions which all people might ask about suffering. Students evaluate responses to suffering and formulate their own responses.

### Key questions

- What is suffering and how do people respond to it?
- What are the causes of suffering?
- How do Christians respond to suffering?
- What does Buddhism teach about suffering?
- How do Buddhists believe suffering can be overcome?
- What other fundamental questions about life do people ask?

### Future learning

Students could:

- undertake a philosophical study of different teachings about the nature and existence of God;
- study in depth issues of suffering and the nature of human beings;
- develop their ICT skills in research and presentation;
- develop skills such as debating and evaluation at a higher level.

### Expectations

#### At the end of this unit

**Most students will:** know some examples of suffering and understand responses to and explanations for them; explain the premises on which Christians and Buddhists base their beliefs about suffering; have knowledge of more than one scripture teaching about suffering, including an explanation for the suffering of Jesus; make informed responses to the ideas; give an account and explanation of the work of an individual who, or charity which, has cared for the suffering; have a clear grasp of fundamental questions in life.

**Some students will not have made so much progress and will:** give at least one example of suffering and describe some responses to it; know one scripture story about suffering and explain in simple terms how and why Jesus suffered; give simple explanations for the Christian and Buddhist views about suffering and state their own views; know a little about an individual who, or charity which, seeks to combat suffering or engages in the care of those who suffer; give examples of fundamental questions in life.

**Some students will have progressed further and will:** know about different examples of suffering and explain responses to and explanations for them; explain clearly the premises on which Christians and Buddhists base their ideas about suffering, and support the explanations with reference to scriptural teaching about suffering, including an explanation for the suffering of Jesus; articulate their own views fully and evaluate those of others, drawing well-reasoned conclusions; give a full account and explanation of the work of an individual who, or charity which, seeks to combat suffering or engages in the care of those who suffer; have a clear understanding of fundamental questions in life.

<b>Learning objectives</b> Students should learn:	<b>Learning outcomes</b> Students:	<b>Some suggested approaches/activities</b>
<ul style="list-style-type: none"> <li>about some examples of suffering</li> <li>that there are different types of suffering</li> <li>that there are questions which are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>list and explain different types of suffering (e.g. individual, self-inflicted, medical, large-scale)</li> <li>work in groups to plan role-play</li> <li>identify questions which are difficult to explain and answer</li> </ul>	<ul style="list-style-type: none"> <li>Students look at newspapers and find examples of suffering in the world. They classify them into types of suffering and respond to each by saying whether or not they were caused by humans - groups or individuals - and whether they were avoidable.</li> <li>Students use websites to research an example of suffering and report back to the whole class.</li> <li>Students role-play different types of suffering and, as a class, respond to the role-plays in terms of the fairness of life.</li> <li>Students raise their own questions about suffering that they find difficult to answer and record them.</li> </ul>
<ul style="list-style-type: none"> <li>about different Christian and secular responses to situations of suffering</li> <li>how the suffering of Jesus affects Christians</li> <li>to make their own responses</li> </ul>	<ul style="list-style-type: none"> <li>explain different Christian and Buddhist responses to suffering</li> <li>collate biblical references about suffering</li> <li>express their own and others' feelings about suffering in written or visual form</li> </ul>	<ul style="list-style-type: none"> <li>Students look at copies of paintings, hymns, songs and/or poems which sum up suffering, especially the suffering of Jesus (e.g. the crucifixion). They discuss what each writer or artist is trying to convey.</li> <li>Students research biblical teachings and references concerning suffering (e.g. the story of Job, Mark 15). They access a range of sources about suffering in the Bible or use websites.</li> <li>Students discuss how responses to suffering may illustrate philosophical or theological ideas about its causes or purposes (e.g. punishment for sin).</li> <li>Students engage in a reflective listening exercise about suffering (e.g. What sound do you associate with suffering? What colour do you associate with suffering?). Students produce a collage by way of response.</li> </ul>
<ul style="list-style-type: none"> <li>to link the issue of suffering with the case for or against the existence of God</li> <li>that there are various explanations given about why people suffer, including Christian and Buddhist responses to the explanations</li> <li>to evaluate the different reasons given</li> </ul>	<ul style="list-style-type: none"> <li>explain how suffering affects people's belief or non-belief in the existence of God</li> <li>identify reasons why people suffer and how Christians and Buddhists respond to them</li> </ul>	<ul style="list-style-type: none"> <li>Students produce a song, poem or picture about suffering.</li> <li>Students consider how suffering can link to belief or non-belief in God and debate the issue.</li> <li>Students conduct a survey to discover different responses to why we suffer. They analyse different responses and produce a table of results with a written summary.</li> <li>Students examine the story of Adam and Eve in Genesis 3 (e.g. by reading the text, using a video or retelling the story as a modern parable). Students find the causes and effects of suffering in the story. How universal are the causes and effects?</li> </ul>
<ul style="list-style-type: none"> <li>about a Christian response to care for the suffering</li> <li>to evaluate the work studied</li> </ul>	<ul style="list-style-type: none"> <li>present research into a Christian charity which seeks to alleviate suffering</li> <li>explain the biblical and theological objectives behind such action, as well as what is done practically</li> <li>evaluate the motivation and effectiveness of the charity work studied</li> </ul>	<ul style="list-style-type: none"> <li>Students consider what the Apostles' Creed teaches Christians about God and how this might help them to cope with suffering.</li> <li>Students write up their work as a radio chat show script or magazine article in which there is a discussion between someone who believes in God and someone who does not, and both people explain why there is suffering in the world.</li> <li>Students study the life of an individual and consider what they have done to help ease suffering in the name of Christianity or Buddhism.</li> </ul>
<ul style="list-style-type: none"> <li>about Buddhist teachings about the nature of suffering</li> <li>to identify different types of suffering</li> <li>to consider whether all life is suffering</li> </ul>	<ul style="list-style-type: none"> <li>identify the different types of suffering a Buddhist would recognise</li> <li>work in groups to plan a response to the belief that all life is suffering</li> <li>reflect on Buddhist beliefs about suffering in the light of their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>Students study the work of an agency, e.g. Christian Aid, and consider what is done to ease suffering in developing countries, or in areas where there is war, famine or homelessness.</li> <li>Students study the concept of Liberation Theology to see how some Christians have taken political action to ease the suffering of the poor. Students devise a simulation to explain suffering caused by poverty and how it can be relieved. Students present their findings of how Christians respond to suffering.</li> <li>Students discuss Buddhist teaching on suffering in the Four Noble Truths and the Noble Eightfold Path.</li> <li>Students identify different types of suffering that a Buddhist would recognise. They list three things that they have really wanted, then answer the following questions from a Buddhist standpoint: Did you ever have any of the things you wanted the most? Did having any of them make you happy? If they made you happy, how long did the feeling of happiness last?</li> </ul>
<ul style="list-style-type: none"> <li>to understand the Buddhist concept of rebirth</li> <li>to identify suffering that Buddhists would recognise in contemporary situations</li> <li>to explain how Buddhists believe suffering can be overcome</li> <li>to think about ways suffering can be overcome</li> </ul>	<ul style="list-style-type: none"> <li>explain the concept of rebirth</li> <li>identify suffering within contemporary situations</li> <li>describe how Buddhists believe suffering can be overcome</li> <li>explain how Buddhists and others overcome suffering</li> </ul>	<ul style="list-style-type: none"> <li>Students reflect on the Buddhist belief that all life is suffering. They discuss in groups and note their personal responses.</li> <li>Students explain the Buddhist belief that following the Noble Eightfold Path has the potential to break the cycle of rebirth and release the anatta (the personality/character) from suffering. Students explain the concept of rebirth to a partner.</li> </ul>
<ul style="list-style-type: none"> <li>about fundamental questions</li> <li>to reflect on such questions for themselves</li> <li>to articulate ideas for themselves</li> </ul>	<ul style="list-style-type: none"> <li>identify fundamental questions in life</li> <li>articulate their own responses to the questions</li> <li>select and discuss appropriate kinds of questions to extend their findings</li> <li>evaluate religious and non-religious views about fundamental questions, using appropriate evidence and examples</li> </ul>	<ul style="list-style-type: none"> <li>In small groups, students examine a summary of the Noble Eightfold Path and a situation or dilemma from everyday life. Each group identifies suffering in the situation or dilemma and applies the Noble Eightfold Path to the problem. The groups present their findings to the class in a display.</li> <li>Students choose one dilemma and write an answer to the question: How do Buddhists believe suffering can be overcome?</li> </ul>

## Key Stage 3 (Year 9) Unit 4: The Buddha: His Life and Teachings

### About the unit

Students find out about the life and teachings of Siddharta Gautama, or the Buddha, the founder of Buddhism. They use a range of written and visual sources to describe and evaluate his importance. Students reflect on and evaluate the concepts of truth and wisdom. They reflect on questions of human existence and purpose and consider their own beliefs in the light of their learning about the teaching of the Buddha. The structure of this unit can be applied to the study of religious figures in religions other than Buddhism.

### Key questions

- Who was the Buddha and why is his early life so important?
- What is enlightenment and what did it mean to the Buddha and what does it mean to Buddhists?
- What are the Buddha's main teachings and how helpful are they for living today?
- What is meditation and how did it help the Buddha and how does it help Buddhists?
- How important is the Buddha and his teachings today?

### Future learning

Students could:

- study the teachings of the Buddha in greater detail;
- investigate the reliability of the Buddhist sources as historical documents;
- understand more about the culture in which the Buddha emerged;
- compare and contrast the lives of different religious founders to identify similar or distinctive beliefs about them.

### Expectations

#### At the end of this unit

**Most students will:** know about the life of the Buddha and describe accurately key events in his life; understand the reasons for, and the results of, the key events; explain how the principal beliefs and teachings of the Buddha impact on the lives of Buddhists today; reflect on ultimate questions raised through difficult situations in life; evaluate the importance of the Buddha as an example of how Buddhists should live today; reflect on questions about the meaning and purpose of human existence and formulate their own responses.

**Some students will not have made so much progress and will:** know that the Buddha lived BCE and describe some of the key events in his life; know some important beliefs and teachings of the Buddha and make links between Buddhist symbols, stories and beliefs; make informed responses to other people's values and commitments in the light of their learning; respond to questions of meaning and purpose.

**Some students will have progressed further and will:** know in detail the life story of the Buddha and understand the importance of key events in their historical and cultural setting; explain how the religious beliefs, teachings, practices and lifestyles of Buddhists today relate to the Buddha's teachings; evaluate Buddhist answers to questions of meaning and purpose, using appropriate evidence and examples; think about their own answers to ultimate questions; evaluate the importance of the Buddha as an example of how Buddhists should live today.

<b>Learning objectives</b> Students should learn:	<b>Learning outcomes</b> Students:	<b>Some suggested approaches/activities</b>
<ul style="list-style-type: none"> <li>• why the life of the Buddha is remembered by Buddhists today</li> <li>• about the cultural background of the Buddha</li> <li>• why his birth is considered special by Buddhists</li> </ul>	<ul style="list-style-type: none"> <li>• identify where and when the Buddha was born</li> <li>• explain why the Buddha is considered special by Buddhists today</li> <li>• select key points about the Buddha's birth to show why Buddhists believe that his birth was special</li> </ul>	<ul style="list-style-type: none"> <li>• Students research into the birth of the Buddha and other stories from his life. Students produce a front page for a newspaper reporting about his birth, early life, enlightenment, teachings and death.</li> <li>• Students compare, contrast and discuss their lives with the life of the Buddha. They list things with which they are dissatisfied and discuss renunciation from the Buddha's perspective.</li> </ul>
<ul style="list-style-type: none"> <li>• what renunciation means</li> <li>• to identify situations that lead people to ask ultimate questions</li> <li>• to know and understand the reasons why the Buddha left home</li> </ul>	<ul style="list-style-type: none"> <li>• explain what renunciation means and recognise the link with the word renounce</li> <li>• explain why the Buddha left home to search for truth</li> <li>• identify situations that give rise to ultimate questions</li> </ul>	<ul style="list-style-type: none"> <li>• Students produce a collage of images which prompt life's ultimate questions.</li> <li>• Students examine the Buddha's achievement of nibbana/nirvana. Students articulate questions about the concept of nibbana/nirvana and discuss them.</li> <li>• Students examine the Middle Way through quotations describing it and discuss what it can teach us about how to live.</li> </ul>
<ul style="list-style-type: none"> <li>• what enlightenment and the Middle Way mean to Buddhists</li> <li>• how enlightenment changed the Buddha's life</li> <li>• to evaluate the importance of the Middle Way for Buddhists today</li> </ul>	<ul style="list-style-type: none"> <li>• explain what enlightenment and the Middle Way mean to Buddhists</li> <li>• describe how enlightenment changed the Buddha's life</li> <li>• evaluate the importance of the Middle Way for Buddhists today</li> </ul>	<ul style="list-style-type: none"> <li>• Students explore the concept of wisdom relating to the Buddha. Students identify people they think are wise, giving reasons for their choices.</li> <li>• Students examine Buddhist scripture in general and the Four Noble Truths and the Noble Eightfold Path in particular. Students give practical examples to illustrate each part of the Noble Eightfold Path.</li> <li>• Students examine the ten precepts and apply them to contemporary moral dilemmas (e.g. in group presentations, role-play).</li> </ul>
<ul style="list-style-type: none"> <li>• the main Buddhist teachings</li> <li>• to understand what dharma means</li> <li>• to evaluate the Buddhist concept of wisdom</li> </ul>	<ul style="list-style-type: none"> <li>• explain what is contained in the Four Noble Truths and the Noble Eightfold Path</li> <li>• evaluate the Buddhist concept of wisdom</li> </ul>	<ul style="list-style-type: none"> <li>• Students identify, with reasons, the most interesting aspects of Buddhist teaching and discuss what they think can be learned from Buddhism, and apply the lessons to their own lives.</li> <li>• Students create a display about Buddhism and how its teachings influence Buddhists today.</li> </ul>
<ul style="list-style-type: none"> <li>• the ten precepts</li> <li>• how the Buddha's teachings influence the lives of Buddhists today</li> <li>• to evaluate how helpful the Buddha's teachings are to practising Buddhists today</li> </ul>	<ul style="list-style-type: none"> <li>• explain what is meant by the ten precepts and recall some of their implications</li> <li>• explain how the Buddha's teachings influence the lives of Buddhists today</li> <li>• evaluate how helpful the Buddha's teachings are for Buddhists today</li> </ul>	<ul style="list-style-type: none"> <li>• Students explore meditation by practising different meditation techniques (e.g. they try different breathing exercises) and discuss its usefulness and how it helps Buddhists.</li> <li>• Students write an article on meditation for a Buddhist magazine.</li> <li>• Students interview Buddhists about their beliefs and how their beliefs influence their lives.</li> </ul>
<ul style="list-style-type: none"> <li>• about Buddhist meditation practices</li> <li>• to understand the reasons for and importance of meditation</li> <li>• to experience the sensation of quiet and reflection</li> <li>• to reflect on the importance of finding meaning and purpose in human life</li> </ul>	<ul style="list-style-type: none"> <li>• describe Buddhist meditation practices</li> <li>• give reasons for the importance of meditation to Buddhists</li> <li>• describe the sensation of quiet and reflection</li> <li>• develop group ideas into an extended text which shows understanding of the importance of meditation for Buddhists</li> </ul>	
<ul style="list-style-type: none"> <li>• to evaluate religious beliefs</li> <li>• to summarise the life of the Buddha and what he taught</li> <li>• to select, organise and structure information in a piece of extended writing</li> <li>• to reflect on what they have learned from their study of the Buddha's life</li> </ul>	<ul style="list-style-type: none"> <li>• list the main points that they have learned from their study of the life of the Buddha</li> <li>• explain which points are the most important</li> <li>• explain how the Buddha is important today</li> <li>• reflect on their learning about Buddhism and record important information</li> </ul>	

## Key Stage 3 (Year 9) Unit 5: The Influence of Beliefs on the Lifestyle of Believers

### About the unit

Students learn about key beliefs and practices in religion. Using a variety of written and visual sources, they learn about and understand some ways in which religious belief informs religious practice, e.g. during Passover. The unit offers opportunities for students to examine and reflect on issues of faith. Students encounter religious teachings and develop their understanding of sacred texts. They evaluate the relationship between religious beliefs and practice in society today. In common with many others, this unit contributes to Citizenship Education.

### Key questions

- What does the term God mean?
- What do the scriptures of different religions teach about God and how we should live our lives?
- What symbols are used to express religious concepts and faith, e.g. during Passover?
- How are religious beliefs expressed through festivals?
- How do religious beliefs affect the daily lives of believers?

### Future learning

Students could:

- develop further their knowledge of primary religious sources as a means of deepening their understanding about the concepts of God, prayer, meditation and/or religious duty;
- consider in more detail the diversity of belief and practice within religions globally;
- reach informed judgements about the nature of faith and practice;
- consider possible contradictions in belief and practice within a religion.

### Expectations

#### At the end of this unit

**Most students will:** explain what is meant by the term God in different religions and how God may be known and worshipped within a particular religion; understand how the use of symbols in a religion is a help to the believer; understand ways in which religious people express their belief in God through the way that they live their lives (e.g. through prayer, meditation, taking part in festivals and community action); compare and contrast ways in which religious people serve their community; identify the beliefs of others that they agree or disagree with, explaining their reasons; reach informed responses to questions about other people's values and commitments in the light of their own learning; reflect on questions about the purpose of human existence, formulating their own responses.

**Some students will not have made so much progress and will:** show their knowledge and understanding of the main beliefs and practices within a religion; have an understanding of what belonging to a religious community involves (e.g. prayer, meditation, community action); understand the meaning of some religious symbols and use some religious language correctly; identify the beliefs of others that they agree or disagree with and explain at least one reason for doing so; reflect on questions about the purpose of human existence.

**Some students will have progressed further and will:** use their knowledge and understanding of principal beliefs and teachings in a religion to explain in detail what it means to belong to a faith community; illustrate their answers with contemporary examples of religious belief and practice; evaluate information that they learn about, showing an appreciation for detail and clear thinking; reach informed conclusions about questions of meaning and purpose encountered in their course of study.

<b>Learning objectives</b> Students should learn:	<b>Learning outcomes</b> Students:	<b>Some suggested approaches/activities</b>
<ul style="list-style-type: none"> <li>• what religions such as Judaism, Christianity, Islam and Hinduism mean by the term God</li> <li>• to identify and evaluate similarities and differences in two or more religions</li> </ul>	<ul style="list-style-type: none"> <li>• explain the meaning of the word God in the context of a religion</li> <li>• identify similarities and differences in how the word God is used in two or more religions</li> <li>• identify the main concepts involved in the term God</li> </ul>	<ul style="list-style-type: none"> <li>• Students investigate, through the study of theological concepts and scripture, ideas about God. Students list the characteristics and nature of God and discuss them.</li> <li>• Students research into artefacts and symbols and their meanings (e.g. through books, videos, photographs) and present their findings in appropriate ways.</li> </ul>
<ul style="list-style-type: none"> <li>• about the content and use of the sacred text/texts within a religion</li> <li>• how scripture affects the lives of believers</li> </ul>	<ul style="list-style-type: none"> <li>• identify and explain the importance of scripture to religious believers</li> <li>• identify the overall content of scripture</li> </ul>	<ul style="list-style-type: none"> <li>• Students identify some symbols people wear, consider why they do this and how wearing a symbol might help a person in their faith.</li> <li>• Students investigate the place and use of scripture in worship and in the everyday lives of believers and prepare a report (e.g. for a newspaper).</li> <li>• Students investigate the use of prayer in worship and everyday life. They interview a believer and/or watch a video about prayer and/or worship more generally and make notes.</li> </ul>
<ul style="list-style-type: none"> <li>• what is meant by prayer</li> <li>• to understand the significance of prayer to a believer</li> <li>• to identify the benefits of prayer to a believer</li> </ul>	<ul style="list-style-type: none"> <li>• explain what is meant by the term prayer in a particular religion</li> <li>• identify the importance of prayer to a believer</li> <li>• evaluate the benefits of prayer to a believer</li> </ul>	<ul style="list-style-type: none"> <li>• Students examine some well-known prayers and explain why they are important.</li> <li>• Students evaluate the benefits of prayer to believers and what believers think it does and achieves.</li> <li>• The teacher plays some music associated with different religions. Students record their thoughts and feelings and discuss the importance of music to religious people.</li> </ul>
<ul style="list-style-type: none"> <li>• the meaning and significance of symbols in a religion, e.g. to Jewish people during Passover</li> <li>• how symbols can help a religious person in their faith</li> </ul>	<ul style="list-style-type: none"> <li>• explain in writing the meaning of a number of religious artefacts, e.g. those associated with Passover</li> <li>• assess why religions use symbols</li> <li>• research and identify the significance of artefacts for religious believers</li> </ul>	<ul style="list-style-type: none"> <li>• Students produce a calendar of religious festivals and study similarities and differences between the festivals.</li> <li>• Students identify the key beliefs underpinning some important religious festivals and explain their meaning in a presentation or display (e.g. Passover in Judaism. Possible activities:             <ul style="list-style-type: none"> <li>• study the story of Moses and the Exodus and identify the main themes and ideas;</li> <li>• re-enact the Passover meal using the seder plate and the special foods;</li> <li>• relate the festival symbolism to key beliefs in the Exodus story in a written or matching exercise;</li> <li>• explain how the food and the symbolism of the festival remind the Jewish people of what happened to their ancestors thousands of years ago;</li> <li>• find out how Jewish families celebrate the Passover in their homes today;</li> <li>• invite a Jewish person to lead the Passover meal and/or explain the festival and its symbolism</li> <li>• prepare some of the festival foods.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• about the content of two religious festivals (e.g. Christmas, Easter, Passover, Rosh Hashanah, Eid-ul-Fitr, Eid-ul-Adha, Holi, Wesak, Baisakhi)</li> <li>• why religious people celebrate the festivals</li> <li>• why festivals are important</li> </ul>	<ul style="list-style-type: none"> <li>• describe the events of, e.g., Passover and one other religious festival</li> <li>• identify the key beliefs associated with, e.g., Passover and one other festival</li> <li>• write about the importance of the festivals, sharing personal understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Students explain the ways in which beliefs affect people's thinking and actions (e.g. through the concepts of service and care for others);</li> <li>• Students design a poster or mind/concept map showing the central beliefs of a religion and their practical application.</li> </ul>
<ul style="list-style-type: none"> <li>• about the concept of service</li> <li>• to assess how religious beliefs affect people's actions</li> <li>• to raise ultimate questions leading from their study</li> </ul>	<ul style="list-style-type: none"> <li>• identify three ways in which people within the religions studied seek to serve God in their lives</li> <li>• explain the ways in which religious beliefs affect people's actions</li> <li>• synthesise information by linking significant features from the religions studied</li> <li>• identify teachings about the purpose of human existence within the religions studied</li> <li>• recognise that ultimate questions have different answers, depending on beliefs and life stances</li> </ul>	<ul style="list-style-type: none"> <li>• Students list personal questions about the meaning and purpose of life and reflect on religious answers to the questions and the answers which derive from secular people (e.g. Humanists).</li> </ul>



## Key Stage 3 (Year 9) Unit 6: Origins of the Universe

### About the unit

This unit investigates the ways in which science and religion are often perceived to be in conflict. It asks whether science and religion can assist each other and therefore facilitates learning about and from religion. The unit encourages students to examine and reflect on information on meaning and purpose in life in the light of their study of religious traditions, and facilitates learning about the concept of truth in religion and science.

### Key questions

- What do religious people mean and believe when they say God is the creator of all things?
- What do you and others believe about how the Universe came into being?
- Are science and religion in conflict on this issue, and, if so, need they always be?
- Are religious truth and scientific truth mutually exclusive and/or incompatible?

### Future learning

Students could:

- study creation myths/stories from different religions and compare them to Genesis 1 and 2;
- study in greater depth different interpretations of Genesis 1 and 2 through commentaries;
- investigate a wide range of religious responses to questions about human origin and purpose;
- evaluate the similarities and differences between science and religion.

### Expectations

#### At the end of this unit

**Most students will:** know that a person's worldview shapes and is shaped by their scientific and religious beliefs; describe the important features of a creation story, and compare and contrast the story with scientific accounts of how and why human life exists; explain how personal beliefs affect and are affected by people's understanding of truth; select and combine information from written sources evaluating other people's views and opinions in order to answer questions about whether science and religion are in conflict; make informed responses to questions about existence, truth and the purpose of human life; evaluate other people's values and commitments in the light of their learning, reflecting on their own understanding of the uniqueness of human life.

**Some students will not have made so much progress and will:** know that a person's worldview affects the beliefs they hold about religion; describe key beliefs and teachings about creation and evolution; make comparisons between religion and science; select relevant information from written sources to produce coherent answers to questions about the purpose of human life; ask questions from their own and others' experiences about religious concepts such as myth; reflect on their own understanding of the uniqueness of human life.

**Some students will have progressed further and will:** know that a person's beliefs affect their perceptions of the world and everything they do; analyse and account for the different stories and scientific accounts of creation and concepts of truth; compare and contrast viewpoints within science and religion that are perceived to be contradictory, giving reasons for the differences of opinion; explain clearly religious perspectives on questions of meaning, truth and purpose, relating these to their own and others' views; evaluate answers to questions of meaning and purpose with appropriate evidence and examples, as well as their own independent critical thought, reflecting on their own understanding of the uniqueness of human life.

<b>Learning objectives</b> Students should learn:	<b>Learning outcomes</b> Students:	<b>Some suggested approaches/activities</b>
<ul style="list-style-type: none"> <li>about the importance of prior beliefs and how they affect a worldview</li> <li>how a range of people tackle the perceived conflict between science and religion</li> <li>to ask whether a choice has to be made between scientific and religious explanations of events</li> </ul>	<ul style="list-style-type: none"> <li>analyse how a prior belief affects someone's views and actions</li> <li>consider the idea of whether science and religion are in conflict with one another</li> <li>define science and religion</li> <li>describe ways in which science and religion are in conflict</li> </ul>	<ul style="list-style-type: none"> <li>Students explore the concept of belief by listing things we believe/accept as true, perhaps by utilising songs, poems, hymns and prayers.</li> <li>Students discuss one another's beliefs in groups and note similarities and differences before sharing their findings with the whole class.</li> </ul>
<ul style="list-style-type: none"> <li>about the scientific theories of big bang and evolution</li> <li>about the stories in Genesis 1 to 3</li> <li>to understand the meaning and significance of the stories to religious believers</li> <li>to understand terms such as theistic, evolution and creationism</li> <li>to explain questions of meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>explain some of the main ideas in the theories of big bang and evolution</li> <li>explain the nature and meanings of the Genesis creation stories for theists, creationists and others</li> <li>use the terms theist and creationist appropriately</li> <li>explain their own responses to the Genesis creation stories</li> <li>understand that science may leave questions of ultimate meaning and purpose unanswered</li> </ul>	<ul style="list-style-type: none"> <li>Students identify some important questions to which science and religion offer different answers and carry out research to find what the answers are.</li> <li>Students interview teachers in the science department about their beliefs about creation/the origins of the Universe and evolution.</li> <li>Students examine some creation stories and identify the beliefs they convey.</li> <li>Students read, discuss and analyse Genesis 1 to 3 and identify key questions and beliefs and different types of literary genre (e.g. poetry, myth).</li> </ul>
<ul style="list-style-type: none"> <li>to evaluate scientific theories and religious beliefs and whether the different approaches conflict</li> <li>to investigate the origins of intellectual conflict</li> <li>to understand whether a choice has to be made between creation by God and evolution</li> <li>to reflect on their own learning</li> </ul>	<ul style="list-style-type: none"> <li>understand that historians of science now view the account of endless conflict between science and religion as misleading</li> <li>evaluate whether the scientific and the religious approaches are in conflict</li> <li>communicate their views in a piece of extended writing that clearly answers the questions set</li> <li>reflect on their own learning</li> </ul>	<ul style="list-style-type: none"> <li>Students discuss the meaning and ideas the Genesis stories convey and relate them to some of life's fundamental questions.</li> <li>In groups, students conduct research into a different theory/story about the origins of the Universe. Students present their findings to the whole class. The whole class has to decide which theory/story is most likely to be true.</li> </ul>
<ul style="list-style-type: none"> <li>that there are different ways of seeing things</li> <li>about the importance of literary genres in asking whether something is true</li> <li>that science and religion may have complementary answers to questions of how and why</li> </ul>	<ul style="list-style-type: none"> <li>describe the similarities and differences in various accounts of the origins of the Universe, explaining which points are the most important and why</li> <li>give reasons for their responses to the accounts</li> <li>select and explain the main points they have learned from their study about science and religion</li> </ul>	<ul style="list-style-type: none"> <li>Students examine aspects of conflict between science and religion (e.g. by researching historical disputes, interviewing appropriate people).</li> <li>Students examine how and why scientists and others (e.g. Galileo, Copernicus, Darwin) who have sought to establish truths about our planet and the Universe have often encountered opposition from religious groups.</li> <li>Students reflect on the key issues raised in the unit (e.g. different/complementary ways of seeing and expressing truth) and record their personal responses.</li> </ul>

## Key Stage 3 (Year 9) Unit 7: Rites of Passage: Death

### About the unit

Students discover how three of the world's religions mark the end of human life. They develop their understanding of how religious beliefs are expressed in practice through ceremonies. Students compare and contrast the practices in the different religions and evaluate their importance in the lives of believers. They study and examine the concept of commitment and reflect on their own commitments.

### Key questions

- What does a Christian funeral tell us about death and the faith itself?
- How does the Jewish community deal with death?
- How does the Muslim community deal with death?
- What are the students' beliefs about death and life after death?

### Future learning

Students could:

- develop further their knowledge of practices associated with death in different religions;
- consider the diversity of belief within religions that rites of passage reveal;
- consider possible contradictions within religions that their ceremonies might expose;
- undertake a deeper study of rites of passage within the three religions.

### Expectations

#### At the end of this unit

**Most students will:** show that they know and understand ways in which Jewish people, Christians and Muslims celebrate important stages in human life with rites of passage; compare and contrast the ceremonies of the three religions, understanding the main beliefs that the practices reveal; use their knowledge and understanding to explain what it would mean to belong to one of the communities in Britain today; reflect on what it means to be committed to a faith; reflect on their own beliefs and experiences in the light of this.

**Some students will not have made so much progress and will:** show that they know and understand some Jewish, Christian and Muslim rites of passage; understand how belonging to a particular religion affects people's lives; make informed responses to religious ceremonies, explaining their importance to a believer; articulate their own views about how the ceremonies are similar or different; reflect on the nature of commitment and think about their own commitments.

**Some students will have progressed further and will:** give coherent accounts of the ways in which rites of passage are celebrated in Judaism, Christianity and Islam; explain what rites of passage reveal about Jewish, Christian and Muslim perspectives on the purpose of human life; express their understanding of similarities and differences between Jewish, Christian and Muslim rites of passage; reflect on what it means to be committed to a faith and reflect on their own beliefs and experiences in the light of this.

<b>Learning objectives</b> Students should learn:	<b>Learning outcomes</b> Students:	<b>Some suggested approaches/activities</b>
<ul style="list-style-type: none"> <li>about Christian beliefs about life and death</li> <li>about heaven, hell and life after death</li> <li>about the importance of mourning</li> <li>to reflect on their own beliefs about life and death</li> </ul>	<ul style="list-style-type: none"> <li>describe Christian beliefs about life after death</li> <li>explain some ideas associated with heaven and hell</li> <li>analyse the importance of mourning</li> <li>connect Christian beliefs about life after death into a coherent whole</li> <li>reflect on their own beliefs about life and death</li> </ul>	<ul style="list-style-type: none"> <li>Students read Psalm 23 and explain why the psalm is particularly appropriate for a funeral.</li> <li>Students watch a video of a priest speaking at a funeral service and note what the priest's words tell them about Christian beliefs about death and life after death. They discuss the outcomes as a class.</li> <li>Students read John 11 v 25 - 26 and/or another biblical passage used in funerals and explain what they think the verses mean. They read about Christian beliefs about life after death, including ideas about heaven and hell.</li> <li>Students create a book about Christian beliefs about life after death. On each page they summarise a different Christian viewpoint with its implications for how Christians should live.</li> <li>Students find out how Humanists conduct funerals.</li> <li>Students explain Jewish funeral customs, including the use of Psalms 90 and 91 and mourning traditions. Students talk about why simplicity is important. Students recall key information and generate questions, e.g. What do Jewish funeral practices tell us about Jewish beliefs?</li> <li>Students read Psalm 90 v 1 - 6 and discuss what they think the author of the psalm means.</li> <li>Students write a poem on the themes of life and death, using some of the images from Psalm 90 and adding their own ideas.</li> <li>Students describe a Muslim funeral addressing words and actions that reveal important beliefs for Muslims.</li> <li>Students make a list of the beliefs which Muslims have absolute confidence are true, e.g. paradise exists.</li> <li>By examining Muslim images or understandings of paradise and hell, students describe Muslim beliefs about the afterlife. Students research questions such as: What will happen on the Day of Judgement? What kind of place is hell believed to be?</li> <li>In groups, students identify two similarities and two differences about Jewish, Christian and Muslim ideas about life after death. Class responses are noted. Students write down what they personally believe will happen to people when they die and explain from where their beliefs have come.</li> <li>Students conduct a class debate on evidence for and against life after death, following appropriate preparation. They have a class vote on the motion at the beginning of the debate and at the end. The students write up the results and explain which arguments they supported from the debate and why.</li> <li>Students organise themselves into teams to play "Just a Minute" by describing rites of passage, drawing on the knowledge and understanding they have developed through their study.</li> <li>Students look at a piece of art or listen to a piece of music and think about what each of the religions they have studied would say life is really about. Students reflect on what they believe life is about.</li> <li>Students draw a diagram/picture to illustrate what the studied religions say the meaning of life is and also add their own responses.</li> <li>Students summarise what has been learned by making a display, a booklet or a blog showing the beliefs and practices relating to death and the afterlife in each of the religions studied and include their own beliefs and responses.</li> <li>Students examine death rituals associated with religions and worldviews other than Judaism, Christianity and Islam and, in the light of their studies, describe how they would like their death to be commemorated.</li> </ul>
<ul style="list-style-type: none"> <li>about Jewish funeral rites</li> <li>why Jewish people mark death with a ceremony</li> <li>to consider ultimate questions about what human life is worth</li> </ul>	<ul style="list-style-type: none"> <li>describe Jewish funeral rites</li> <li>explain why Jewish people mark death with a ceremony</li> <li>consider questions about the value/importance of human life</li> <li>reflect on the transient nature of human life</li> </ul>	<ul style="list-style-type: none"> <li>Students read Psalm 90 v 1 - 6 and discuss what they think the author of the psalm means.</li> <li>Students write a poem on the themes of life and death, using some of the images from Psalm 90 and adding their own ideas.</li> <li>Students describe a Muslim funeral addressing words and actions that reveal important beliefs for Muslims.</li> <li>Students make a list of the beliefs which Muslims have absolute confidence are true, e.g. paradise exists.</li> <li>By examining Muslim images or understandings of paradise and hell, students describe Muslim beliefs about the afterlife. Students research questions such as: What will happen on the Day of Judgement? What kind of place is hell believed to be?</li> <li>In groups, students identify two similarities and two differences about Jewish, Christian and Muslim ideas about life after death. Class responses are noted. Students write down what they personally believe will happen to people when they die and explain from where their beliefs have come.</li> <li>Students conduct a class debate on evidence for and against life after death, following appropriate preparation. They have a class vote on the motion at the beginning of the debate and at the end. The students write up the results and explain which arguments they supported from the debate and why.</li> <li>Students organise themselves into teams to play "Just a Minute" by describing rites of passage, drawing on the knowledge and understanding they have developed through their study.</li> <li>Students look at a piece of art or listen to a piece of music and think about what each of the religions they have studied would say life is really about. Students reflect on what they believe life is about.</li> <li>Students draw a diagram/picture to illustrate what the studied religions say the meaning of life is and also add their own responses.</li> <li>Students summarise what has been learned by making a display, a booklet or a blog showing the beliefs and practices relating to death and the afterlife in each of the religions studied and include their own beliefs and responses.</li> <li>Students examine death rituals associated with religions and worldviews other than Judaism, Christianity and Islam and, in the light of their studies, describe how they would like their death to be commemorated.</li> </ul>
<ul style="list-style-type: none"> <li>about the nature of a Muslim funeral service</li> <li>about the concepts of paradise and hell in Islam</li> </ul>	<ul style="list-style-type: none"> <li>describe a Muslim funeral</li> <li>explain the concepts of heaven and hell in Islam</li> </ul>	<ul style="list-style-type: none"> <li>Students describe a Muslim funeral addressing words and actions that reveal important beliefs for Muslims.</li> <li>Students make a list of the beliefs which Muslims have absolute confidence are true, e.g. paradise exists.</li> <li>By examining Muslim images or understandings of paradise and hell, students describe Muslim beliefs about the afterlife. Students research questions such as: What will happen on the Day of Judgement? What kind of place is hell believed to be?</li> <li>In groups, students identify two similarities and two differences about Jewish, Christian and Muslim ideas about life after death. Class responses are noted. Students write down what they personally believe will happen to people when they die and explain from where their beliefs have come.</li> <li>Students conduct a class debate on evidence for and against life after death, following appropriate preparation. They have a class vote on the motion at the beginning of the debate and at the end. The students write up the results and explain which arguments they supported from the debate and why.</li> <li>Students organise themselves into teams to play "Just a Minute" by describing rites of passage, drawing on the knowledge and understanding they have developed through their study.</li> <li>Students look at a piece of art or listen to a piece of music and think about what each of the religions they have studied would say life is really about. Students reflect on what they believe life is about.</li> <li>Students draw a diagram/picture to illustrate what the studied religions say the meaning of life is and also add their own responses.</li> <li>Students summarise what has been learned by making a display, a booklet or a blog showing the beliefs and practices relating to death and the afterlife in each of the religions studied and include their own beliefs and responses.</li> <li>Students examine death rituals associated with religions and worldviews other than Judaism, Christianity and Islam and, in the light of their studies, describe how they would like their death to be commemorated.</li> </ul>
<ul style="list-style-type: none"> <li>to compare and contrast beliefs in and between religions</li> <li>to think about their own beliefs about life after death</li> <li>to organise a coherent argument</li> </ul>	<ul style="list-style-type: none"> <li>compare and contrast beliefs about life after death in and between religions</li> <li>distinguish between different religious practices relating to rites of passage</li> </ul>	<ul style="list-style-type: none"> <li>Students describe a Muslim funeral addressing words and actions that reveal important beliefs for Muslims.</li> <li>Students make a list of the beliefs which Muslims have absolute confidence are true, e.g. paradise exists.</li> <li>By examining Muslim images or understandings of paradise and hell, students describe Muslim beliefs about the afterlife. Students research questions such as: What will happen on the Day of Judgement? What kind of place is hell believed to be?</li> <li>In groups, students identify two similarities and two differences about Jewish, Christian and Muslim ideas about life after death. Class responses are noted. Students write down what they personally believe will happen to people when they die and explain from where their beliefs have come.</li> <li>Students conduct a class debate on evidence for and against life after death, following appropriate preparation. They have a class vote on the motion at the beginning of the debate and at the end. The students write up the results and explain which arguments they supported from the debate and why.</li> <li>Students organise themselves into teams to play "Just a Minute" by describing rites of passage, drawing on the knowledge and understanding they have developed through their study.</li> <li>Students look at a piece of art or listen to a piece of music and think about what each of the religions they have studied would say life is really about. Students reflect on what they believe life is about.</li> <li>Students draw a diagram/picture to illustrate what the studied religions say the meaning of life is and also add their own responses.</li> <li>Students summarise what has been learned by making a display, a booklet or a blog showing the beliefs and practices relating to death and the afterlife in each of the religions studied and include their own beliefs and responses.</li> <li>Students examine death rituals associated with religions and worldviews other than Judaism, Christianity and Islam and, in the light of their studies, describe how they would like their death to be commemorated.</li> </ul>
<ul style="list-style-type: none"> <li>to reflect on what they have understood from the units of study about rites of passage</li> <li>to attempt their own answers to questions about the meaning of life</li> </ul>	<ul style="list-style-type: none"> <li>analyse what they have understood from the units of study about rites of passage</li> <li>respond with their own answer to the question: What is the meaning and purpose of life?</li> </ul>	<ul style="list-style-type: none"> <li>Students describe a Muslim funeral addressing words and actions that reveal important beliefs for Muslims.</li> <li>Students make a list of the beliefs which Muslims have absolute confidence are true, e.g. paradise exists.</li> <li>By examining Muslim images or understandings of paradise and hell, students describe Muslim beliefs about the afterlife. Students research questions such as: What will happen on the Day of Judgement? What kind of place is hell believed to be?</li> <li>In groups, students identify two similarities and two differences about Jewish, Christian and Muslim ideas about life after death. Class responses are noted. Students write down what they personally believe will happen to people when they die and explain from where their beliefs have come.</li> <li>Students conduct a class debate on evidence for and against life after death, following appropriate preparation. They have a class vote on the motion at the beginning of the debate and at the end. The students write up the results and explain which arguments they supported from the debate and why.</li> <li>Students organise themselves into teams to play "Just a Minute" by describing rites of passage, drawing on the knowledge and understanding they have developed through their study.</li> <li>Students look at a piece of art or listen to a piece of music and think about what each of the religions they have studied would say life is really about. Students reflect on what they believe life is about.</li> <li>Students draw a diagram/picture to illustrate what the studied religions say the meaning of life is and also add their own responses.</li> <li>Students summarise what has been learned by making a display, a booklet or a blog showing the beliefs and practices relating to death and the afterlife in each of the religions studied and include their own beliefs and responses.</li> <li>Students examine death rituals associated with religions and worldviews other than Judaism, Christianity and Islam and, in the light of their studies, describe how they would like their death to be commemorated.</li> </ul>

## Key Stage 3 (Year 9) Unit 8: The Importance of Jerusalem

### About the unit

Students examine some issues important to Judaism, Christianity and Islam based on study of Jerusalem past and present. Students develop their understanding of how religious beliefs are worked out in practice and study ideas about peace in the three religions. Students understand the similarities and differences that exist within and between religions and reflect on the potential for religious harmony. The ideas can be applied to interfaith issues in the UK today. The unit encourages students to examine and reflect on their own beliefs and the beliefs of people who differ from them.

### Key questions

- Why is Jerusalem so important to Jewish people, Christians and Muslims?
- How can study of the links between Jerusalem and Judaism, Christianity and Islam help us to understand problems in the Middle East today?
- What can be learned from examples of conflict, co-existence, dialogue and harmony between the three religions?
- How can we develop positive and respectful attitudes to others and embrace religious diversity?

### Future learning

Students could:

- deepen and broaden their understanding of the concepts and issues involved;
- focus more on higher order skills, including analysis, synthesis and interpretation.

### Expectations

#### At the end of this unit

**Most students will:** show understanding of Jewish, Christian and Muslim perspectives on conflict, co-existence, dialogue and harmony; use knowledge and understanding of Jewish people, Christians and Muslims in Jerusalem to explain aspects of what it means to belong to one of the communities in Jerusalem today; explain how some beliefs and values are shared between the three traditions studied; identify relevant questions about identity, tradition, conflict and peace and make an informed response; compare and contrast some of the responses to conflict and harmony in Jerusalem; make informed responses to the issues raised.

**Some students will not have made so much progress and will:** show their knowledge and understanding of some Jewish, Christian and Muslim teaching about harmony, peace and distinctiveness; identify and consider some basic questions about human experience and respect for others posed by the sharing of Jerusalem between Jewish, Christian and Muslim communities.

**Some students will have progressed further and will:** demonstrate a critical awareness of Jewish, Christian and Muslim attitudes to the city of Jerusalem; give coherent accounts of ways in which peace in the Middle East can be built in small-scale interfaith projects; evaluate and explain Jewish, Christian and Muslim perspectives on Jerusalem; express their understanding of some Jewish, Christian and Muslim hopes for the future.

<b>Learning objectives</b> Students should learn:	<b>Learning outcomes</b> Students:	<b>Some suggested approaches/activities</b>
<ul style="list-style-type: none"> <li>about the history of Jerusalem as a holy city for Jewish people, Christians and Muslims</li> <li>about different places of pilgrimage in Jerusalem today</li> </ul>	<ul style="list-style-type: none"> <li>complete a time-line and map of Jerusalem</li> <li>explain some similarities and differences in the significance of Jerusalem for the three religions studied</li> <li>talk thoughtfully about conflict and living in harmony, giving examples and reasons for both</li> <li>prepare some questions about the interaction of different faith groups living in the same city</li> </ul>	<ul style="list-style-type: none"> <li>Students look at a video about Jerusalem to provide some context, work in groups to find out about the city from the perspectives of Judaism, Christianity and Islam (each group is responsible for only one faith) and present their findings to the whole class.</li> <li>Students examine examples of pilgrimage/religious travel to confirm the importance of Jerusalem for each faith and produce a display.</li> </ul>
<ul style="list-style-type: none"> <li>some of the reasons why conflict between religions has occurred, with a focus on Jerusalem</li> <li>some of the ways in which reconciliation and harmony are sought between different religious groups</li> </ul>	<ul style="list-style-type: none"> <li>describe accurately some reasons for conflict between religions in Jerusalem</li> <li>identify and explain the importance of some sacred/special places in Jerusalem for the three religions</li> <li>explore the need for justice and freedom in order for Jewish people, Christians and Muslims to live harmoniously</li> </ul>	<ul style="list-style-type: none"> <li>Students identify questions designed to explore interfaith issues in Jerusalem and display them with possible answers.</li> <li>Students interview a Jewish person, a Christian and a Muslim about the importance of Jerusalem.</li> <li>Students research in groups into the history of religious conflict in Jerusalem past and present, list reasons for the conflict and present their findings to the class.</li> </ul>
<ul style="list-style-type: none"> <li>to consider reasons why peaceful co-existence and respect for diversity are desirable for plural communities and some of the conflicts of interest that may arise in such communities</li> <li>to think about questions of truth and justice that arise from the three communities studied</li> <li>to respond to questions about diversity, peace, harmony and dialogue</li> </ul>	<ul style="list-style-type: none"> <li>explain some ideas about what makes for good living and well-being in diverse societies</li> <li>explain their responses to ideas about conflict and harmony</li> <li>discuss some of the ultimate questions about community life arising from their study of Jerusalem, relating them to their own experience of life in a diverse society</li> </ul>	<ul style="list-style-type: none"> <li>Students investigate present-day dialogue and co-operation between the three religions in Israel and Palestine and present their findings to the class.</li> <li>Students role-play a meeting involving Jewish people, Christians, Muslims and people of no faith to produce guidelines for the future development of Jerusalem as a shared city accessible to everyone.</li> <li>Students reflect on the advantages and disadvantages of integrated or segregated ways of life.</li> <li>Students collect and display newspaper articles about conflict in the Middle East today. They produce a concept map to show the connections between today's situation/s and events from the past.</li> </ul>
<ul style="list-style-type: none"> <li>about what it means to live in a plural society in which people have different understandings of the truth, whether religious or historical</li> <li>to think carefully for themselves about their own experience of and attitude to diversity, conflict and peace</li> </ul>	<ul style="list-style-type: none"> <li>explain some reasons why different religions in Jerusalem have different interpretations of the city's future</li> <li>assess what lessons can be learned from the projects and community leaders they have studied</li> <li>express their own insights into the issues and questions raised by the unit</li> </ul>	<ul style="list-style-type: none"> <li>Students conduct a survey of people's opinions about Jerusalem, identify the key points which emerge and discuss them.</li> <li>In groups, students work out a plan to solve the disputes relating to Jerusalem and present their findings.</li> <li>Students produce a board game or a city plan to exemplify the issues and possible solutions.</li> <li>Students produce a work of art exploring the themes of respect for diversity, religious harmony, co-operation and/or reconciliation.</li> <li>Students identify and discuss key questions arising from their study.</li> </ul>