

Religious Education Knowledge and Progression Map

Richmond Hill Primary Academy



Below are the Key Strands that our whole curriculum is designed around. Our RE curriculum supports children to develop Strands 1, 2 and 3. As a predominately white British school, we believe that it is imperative to provide a curriculum which allows children to encounter a wide range of ancient and living traditions which shape the world. This is done through allowing children to explore the way in which individuals live in the world through looking at important holidays and festivals, as well as the values, beliefs and ideas that bind people together. It is also important for children to have the opportunity to consider deep questions, which have inspired human thought throughout history and continue to challenge people today.

Strand 1- Developing Resilient & Aspirational Learners	Strand 2 – Developing Self-Regulated Learners	Strand 3 – Developing an Understanding of Equality, Diversity and Creating Culturally Rich Learners	Strand 4 – Developing Risk Assured Learners	Strand 5 – Developing Environmental and Sustainability Aware Learners
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Ofsted's Research Review Series: Religious Education (April 2024) reports that RE contributes to personal development and can help pupils make sense of a complex world where aspects of religion and non-religion hold different places in the lives of its citizens.

The report refers to 3 'pillars of progression' within RE:

- 1) **'Substantive' knowledge** – knowing about various religious and secular traditions
- 2) **'Ways of knowing'** – pupils use tools of scholarship to learn 'how to know'
- 3) **'Personal Knowledge or Awareness'** – pupils build an awareness of their own presuppositions and values

These 3 forms of knowledge have been planned for here, within the context of each religion and unit covered in the Cornerstones Curriculum.

EYFS

In nursery, children are developing positive attitudes about the differences between people. They learn that there are different countries in the world and talk about the differences they have experienced or seen in photographs.

In Reception, the children begin to understand that some places are special to members of their community. They then move on to recognise that people have different beliefs and celebrate special times in different ways. This then provides progression routes towards understanding the religious practices from different Abrahamic and Dhamic faiths and those with humanist or secular views in KS1, KS2 and beyond.

YEAR 1					
CYCLE 1	CYCLE 2	CYCLE 3	CYCLE 4	CYCLE 5	CYCLE 6
Harvest (Christianity)	Diwali (Hinduism)	Milad un Nabi (Islam)	Purim (Judaism)	Naam Karan (Sikhism)	Esala Perahera (Buddhism)
<p>Substantive Knowledge Christians believe that God created the world we live in.</p> <p>Christians may celebrate harvest to give thanks for what they have.</p> <p>Christian harvest festivals are not fixed in the church calendar. However, many churches and schools in the UK celebrate harvest in September or October.</p> <p>At harvest time, Christians may sing special hymns, display a range of foods and flowers in church, collect food and household items for local good causes or give money to charities at home or overseas.</p> <p>Different harvest festivals happen all over the world and most major religions give thanks for the harvest at some point in</p>	<p>Substantive Knowledge Diwali, the festival of lights, is celebrated in October or November and is one of the most popular Hindu festivals. It lasts for five days and marks the Hindu New Year.</p> <p>Many stories and traditions are celebrated at Diwali. The story of Rama and Sita shows the triumph of good over evil, a clean house, new clothes and presents mark the start of the New Year, and lights, rangoli patterns, footsteps and decorations welcome goddess Lakshmi into homes to grant good fortune. Diwali is an exciting festival full of fun, food, family time and light.</p> <p>Disciplinary Knowledge</p> <p>Ways of Knowing</p>	<p>Substantive Knowledge The festival of Milad un Nabi commemorates the birth of the Prophet Muhammad. During the festival, Muslims hear stories of Muhammad's life, visit the mosque, sing songs, share a meal with family and give to those in need.</p> <p>However, Milad un Nabi is not celebrated by all Muslims. There is no evidence that Muhammad celebrated his birthday, so many Muslims don't celebrate birthdays either.</p> <p>Children explore Saudi Arabia, Al-Amin (honesty) and what good leadership involves.</p> <p>Disciplinary Knowledge</p> <p>Ways of Knowing</p> <p>Understand how people think and reason - hear</p>	<p>Substantive Knowledge Purim is a lively festival that commemorates the strength of the Jewish people. Practising Jews wear costumes and visit the synagogue to listen to the story of Queen Esther who prevented Haman, her husband's servant, from killing the Jewish people. After attending the synagogue, families and friends gather together to eat, dance and exchange gifts.</p> <p>Children think about special clothes and how it feels to give & receive gifts.</p> <p>Disciplinary Knowledge</p> <p>Ways of Knowing</p> <p>Stories, texts (include hymns) and other sources of authority that carry meaning about beliefs and value. Understanding this can</p>	<p>Substantive Knowledge The Naam Karan is a Sikh baby naming ceremony, and many Sikh parents bring their newborns to the Gurdwara (the Sikh temple) as soon as they are able to visit. The Granthi (reader of the scriptures) opens the holy book, the Guru Granth Sahib, at random, and the first letter of the first word on the left-hand page will be the first letter of the baby's name.</p> <p>Family relationships are important in Sikhism. After the Naam Karan, many Sikh children will continue to learn about the Sikh faith at home and at the Gurdwara. Some may also attend Punjabi lessons so they can read the Guru Granth Sahib themselves.</p> <p>Children consider the importance of family and different kinds of families.</p> <p>Disciplinary Knowledge</p>	<p>Substantive Knowledge Esala Perahera, (Festival of the Tooth) is celebrated in Kandy, Sri Lanka, during July & August. The festival lasts for 10 days & begins when Jak tree cuttings are planted outside four temples called Devalas. Torch lit processions (peraheras) of dancers, drummers, acrobats and highly decorated elephants fill the streets and visit the different temples during the festival. The most spectacular elephant carries a replica of the Buddha's tooth casket, which is kept in the Temple of the Tooth in Kandy. The festival ends with a water cutting ceremony called Diya Kepeema. Water in the Mahaweli River is 'cut through' with a sword to separate the pure and impure water and ensure there is no drought. Some of the water is</p>

<p>the year. The timing of harvest celebrations change depending on the different seasons and crops grown in each country.</p> <p>Disciplinary Knowledge</p> <p><u>Ways of Knowing</u></p> <p>Stories, texts (include hymns) and other sources of authority that carry meaning about beliefs and value. Understanding this can help us better understand someone's worldview.</p> <p>– Share and discuss Christian creation story</p> <p>–Discuss the lyrics of harvest hymns – Give thanks with a grateful heart/harvest samba. Consider the importance of music for some Christians when worshipping God.</p> <p>–Stories can contain hidden meanings/teachings - share the story of feeding the 5000. Consider why the boy shared his food and if the miracle would</p>	<p>Stories, texts (include hymns) and other sources of authority that carry meaning about beliefs and value. Understanding this can help us better understand someone's worldview -use picture books and videos to tell the story of Diwali.</p> <p>Understanding how people live – Use clay & art materials to create diva lamps – understand the importance of Diva lamps to Hindus in reminding them of the stories told at Diwali and to welcome the goddess Lakshmi.</p> <p>Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities - - rangoli patterns – used to welcome the goddess Lakshmi</p> <p>Explore questions about belonging, meaning and truth so that they can express ideas and</p>	<p>from a visitor what happens on their birthday.</p> <p>Context affects the way people live - explore a large map to find Saudi Arabia and Mecca – relate to Muhammed living there 1400 years ago.</p> <p>Stories are carriers of meaning about belief and values – share the story of the birth of Muhammad and his importance in Islam. Chose to be a prophet by Allah (God). Compare with the birth of Jesus.</p> <p>Share the story of Muhammed and Khadijah – Muhammad became known as the Al-Amin – the trustworthy.</p> <p>Watch the clip (Bitesize) about the prophet Muhammad.</p> <p>Share 'The Night of Power' story. Explore how Muslims believe Muhammed was chosen by Allah and how</p>	<p>help us better understand someone's worldview – share the story of Esther</p> <p>Understanding how people live – Use a variety of craft materials to make a Purim gragger which is a noisemaking device used during the holiday of Purim to drown out the sound of the villain Haman in the story of Esther</p> <p>Understanding how people live – Special clothes picture cards – establish that special clothing is worn during Purim</p> <p>Look at the similarities and difference between this and special clothing in other religions- For example, the tallit and kippah are worn by Jews, Christian clergy wear stoles for different seasons of the church year, Hindus wear red clothing for important occasions, such as weddings and festivals and Islamic pilgrims wear a simple, white Ihram</p>	<p><u>Ways of Knowing</u></p> <p>Understanding how people live –consider how new babies are welcomed – Naam Karan (above) - Watch the BBC clip The Gurwara.</p> <p>Similarities and differences – different societies welcome babies in different ways – baptism in Christianity/Jewish Simchat bat ceremony/humanist/naming ceremonies/ secular views – look at photos of children's own Christenings</p> <p>–Try parshad (sweet)</p> <p>Understanding how people live –in Sikhism names can be used for both boys/girls. Most boys are given the name Singh/most girls are given the name Kaur to show belonging to Sikh society-Read the Sikh name cards and discuss meanings</p> <p>Understand how people live, think and reason – watch a clip about the Guru Granth Sahib – Consider how this book is special and important. Consider how it can be treated with respect.</p>	<p>then kept so it can be used during the tree planting ceremony, which will open the following year's Esala Perahera festival.</p> <p>Disciplinary Knowledge</p> <p><u>Ways of Knowing</u></p> <p>Context affects the way people live - -Use maps to compare Sri Lanka to the UK and write postcards – establish that there is a Buddhist festival that happens in Sri Lanka every year called Esala Perahera</p> <p>Stories, texts (include hymns) and other sources of authority that carry meaning about beliefs and value. Understanding this can help us better understand someone's worldview – share the story of Buddha -Handle statues of Buddha and discuss the various mudras (hand gestures).</p> <p>Recognise some different symbols and actions, which express a community's way of life,</p>
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<p>have been possible without the boy sharing. Parable which is a story with a moral lesson/teaching</p> <p>Understanding how people live – sharing traditional harvest food. Consider why sharing/giving donations is important to some Christians.</p> <p>Understand how people think/reason – visit from a vicar. How is harvest celebrated locally? Why is harvest important? Consider the types of food/flowers on display. How has harvest celebrations changed over the years – relate to food being donated to food banks.</p> <p>Consider the importance of harvest in other religions including humanist/non-religion.</p> <p>Context affects the way people live – does everyone celebrate harvest in the same way?</p>	<p>opinions – Diwali is about new beginnings</p> <p>Consider the importance of new beginnings in other religions including humanist/secular views.</p> <p>Understand how people think/reason – Visit a Mandir- understand how Hindu's show respect in the temple and worship. Understand what is special about the Mandir and how Diwali is celebrated there. – Context – does every Hindu celebrate Diwali in the same way?</p> <p>-Use the BBC clip 'A Vsiiti from Lakshmi'</p> <p>-Teach the concept of luck using a lucky dip.</p> <p><u>Personal Knowledge of Awareness</u></p> <p>How might Hindus invite Lakshmi into their homes? Why? How do you welcome people into your homes?</p> <p>-What is luck?</p> <p>-How are you lucky?</p> <p>Can people make luck?</p>	<p>different people received his message.</p> <p>Consider how people may have similar or different beliefs including humanist/secular</p> <p>Understanding how people live - Consider why Muslims don't draw pictures of Muhammed or other special people because they believe this is disrespectful. Explore Islamic art/Arabic.</p> <p><u>Personal Knowledge of Awareness</u></p> <p>Consider the importance being trustworthy and honest. Relate back to Muhammed being known as Al-Amin</p> <p>It is important to get along with other people. Listening to other people's points of view and compromising are essential skills in working and playing cooperatively.</p> <p>Consider what leaders the chn know and what</p>	<p>during Hajj. Include humanist/secular views.</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come -Share The Queen Who Saved her People fiction text</p> <p>Understanding how people live – Mishloach Manot is giving a gift to at least one person during Purim – which is a Mitzvah (rule) of Judaism – they must be an inexpensive gift. People must have enough food to eat and gifts are shared after the story of Esther (many are presented in baskets) - Share the Mishloach Manot rules poster and think about why these rules are important in Judaism. Consider why gift giving is important. Can chn relate this to gift giving in other religions including humanist/secular?</p>	<p>Relate to learning about other holy books including the bible/Koran/Torah – why do believers treat them with respect?</p> <p>Think about the importance of families – how does religion/non-religion impact what we do?</p> <p>Consider how older people play an important part in the Sikh religion – compare to own families/religion (including non-religion)</p> <p>-Sikh persona doll</p> <p><u>Personal Knowledge of Awareness</u></p> <p>-What is a family?</p> <p>-Do you think all families are the same? Why?</p> <p>How are new babies welcomed into the family?</p> <p>How are older people treated in our families?</p> <p>-How might families be different to each other?</p> <p>-Is it important to be a member of a family?</p> <p>-Is it always easy to be a member of a family?</p> <p>-Why do you think some people feel their school is like a family?</p>	<p>appreciating some similarities between communities - discuss the Temple of the Tooth Casket poster</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves – temple of the tooth is a sacred place which Buddhists visit to remember Buddha and follow his teachings compare other sacred places e.g. Canterbury Cathedral, the Parthenon relate to places special to the chn. Consider people who are humanist/secular may still have special places</p> <p>-Watch videos of the Esala Perahera procession</p> <p><u>Personal Knowledge of Awareness</u></p> <p>-What do the words 'remember' and 'memories' mean?</p> <p>-How do memories make you feel?</p>
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<p><u>Personal Knowledge of Awareness</u></p> <p>What do YOU have to be thankful for? Relate to why Christians are thankful this time of year.</p> <p>What does 'sharing' mean? When might you share with others? Is it always easy to share? How does it make you feel? Relate back to the story of feeding the 5000</p>	<p>Relate to how in Hinduism the goddess Lakshmi bringing good luck and fortune for the following year.</p> <p>-Is Diwali similar to other festivals that you take part in?</p>	<p>qualities make a good leader.</p>	<p>Understanding how people live –Watch Ceebeebies Let's Celebrate – does everyone celebrate in the same way?</p> <p><u>Personal Knowledge of Awareness</u></p> <p>-What is celebration? How can we make celebrations special? Which celebrations have you been to before? When do you give and receive gifts? -Why do people choose gifts carefully? -Do gifts have to be expensive? -How do you feel when you receive a gift? -How does it feel when you give a gift? -Why are gifts important?</p>	<p>-Are there some special times that you remember? -How does your family celebrate special memories? -Have you ever remembered a special person or event at school? -Are there special times that many people remember?</p>
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CYCLE 1	CYCLE 2	CYCLE 3	CYCLE 4	CYCLE 5	CYCLE 6
Buddhism (Losar)	Christmas (Christianity)	Hanukkah (Judaism)	Jumu'ah (Islam)	Anand Karaj (Sikhism)	Navrati (Hinduism)
<p><u>Substantive Knowledge</u></p> <p>The Tibetan Buddhist New Year holiday, Losar, starts on the first day of the first month of the Tibetan calendar, which is usually in February.</p> <p>The celebrations last between three and 15 days and are a mixture of early Bon traditions and later Buddhist traditions. Tibetan Buddhists may perform rituals and dances to ward off evil spirits, present offerings to Buddha's shrine and hang up new prayer flags during Losar.</p> <p>Losar is also a family time when people clean their houses, wear new clothes, come together to eat, share in the traditions of the festival and spend time together.</p> <p>Children make Tibetan prayer flags & make new year resolutions for the new academic year.</p>	<p><u>Substantive Knowledge</u></p> <p>Christmas is a Christian festival that marks the birth of Jesus Christ, over 2000 years ago Christians call the period before Christmas, Advent.</p> <p>The word Advent means 'coming' and is the time when Christians wait to celebrate the arrival of baby Jesus and think about the second coming of Jesus that they believe will happen in the future.</p> <p>At Christmas time, Christians might attend special church services, make a Christingle, remember the nativity story (Christmas story), buy gifts for loved ones, eat special food and spend time with family.</p> <p>Christmas is also hugely popular secular celebration and traditions and stories that don't</p>	<p><u>Substantive Knowledge</u></p> <p>Hanukkah is the Jewish Festival of Lights that is celebrated every autumn in November or December. The festival celebrates the victory of Judah Maccabee and his Jewish followers over the Syrian Emperor Antiochus and the miracle of the lamp, which burned for eight days in the regained temple in Jerusalem, even though there was only enough oil for one day's light.</p> <p>Lighting the Hanukkiah, playing the dreidel game and eating fried foods are Hanukkah traditions that help Jews to remember the story of the Maccabees, the lamp in the temple and the importance of religious freedom.</p> <p>Children discuss what a miracle is & why they're important in some religions.</p>	<p><u>Substantive Knowledge</u></p> <p>Jumu'ah are Friday prayers. Before Jumu'ah, many Muslims wash, put on perfume or aftershave and dress in clean clothes.</p> <p>Just after lunchtime, worshippers meet at the mosque to say special prayers and listen to a talk by the Imam. The importance of saying Friday prayers is mentioned in the Qur'an and Muhammad called Friday the best day.</p> <p>Children learn about features of a mosque and what Muslims do when they visit.</p> <p>Disciplinary Knowledge</p> <p><u>Ways of Knowing</u></p>	<p><u>Substantive Knowledge</u></p> <p>Before a Sikh wedding, the bride and groom may have a Kurmai engagement ceremony and receive a ring. Gifts are exchanged and many special preparations are made in the days and weeks before the wedding.</p> <p>On the morning of the wedding, the bride and groom's family meet at the Gurdwara and share food before the ceremony. The Sikh wedding ceremony is called the Anand Karaj. The Granthi leading the service recites prayers and hymns and the bride takes hold of a scarf that the groom wears over his shoulder. Four wedding hymns, called Lavans are said and then sung. After each Lavan, the couple walk round the holy book, the Guru Granth Sahib, which is</p>	<p><u>Substantive Knowledge</u></p> <p>Navratri is celebrated for nine nights and 10 days. Hindus worship a different form of the mother goddess Durga every day, including Lakshmi (the goddess of good fortune and wealth) and Saraswati (the goddess of wisdom). In India, clay statues of Durga are placed in homes, temples and street shrines during the festival. On the tenth day (Dussehra) the statues are paraded in the streets and put into water to disintegrate.</p> <p>Navratri is a time for new, colourful clothes, good food, dancing and families. However, it is also a time to fast, worship the goddesses quietly and take part in puja ceremonies every day. Navratri is also celebrated as a harvest festival. Many Hindus plant nine different grains at the beginning of the festival to celebrate a good harvest. Children learn about a puja tray.</p> <p>Disciplinary Knowledge</p>

<p>Disciplinary Knowledge <u>Ways of Knowing</u></p> <p>Consider the importance of new beginnings in other religions including humanist/secular views – similarities and differences between Losar and other new years traditions – New Year’s Eve.</p> <p>Consider how for many religions/secular/humanist beliefs that ‘New year’ can symbolise a ‘fresh start’ – think back to Diwali - Discuss and make new year’s resolutions</p> <p>Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities -Use the Good luck picture cards and read about Guthuk soup in the text Celebrating Buddhist Festivals – compare beliefs about good luck in other religions/humanism</p> <p>Ask and respond to questions about what</p>	<p>mark the birth of Jesus are popular.</p> <p>Disciplinary Knowledge <u>Ways of Knowing</u></p> <p>Christian traditions- advent – understand advent is an important time for Christians and it is a special time when Christians to wait to celebrate Christmas – advent wreath</p> <p>Stories, texts (include hymns) and other sources of authority that carry meaning about beliefs and value. Understanding this can help us better understand someone’s worldview – share the nativity story – consider why Jesus was born in a stable when he is so important to Christians? Why do Christians remember Jesus’s birth? Which parts of the story help Christians believe Jesus is a special baby?</p> <p>Christian traditions – gifts – discuss the giving of the three gifts to Jesus (very expensive/usually given to kings). Relate back to</p>	<p>Disciplinary Knowledge <u>Ways of Knowing</u></p> <p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them - use relighting candles to demonstrate the lamp that burned for 8 days during Hanukkah.</p> <p>Stories, texts (include hymns) and other sources of authority that carry meaning about beliefs and value. Understanding this can help us better understand someone’s worldview – read The Story of Hanukkah, The Hanukkah Mice, Light the Lights. Share and compare other miracle stories i.e. feeding of the 5000 (Christianity), the miracle of the spider web (Islam) and Krishna lifting the Govardhan mountain (Hinduism). Consider the concept of ‘miracles’ across different religions</p>	<p>Stories are carriers of meaning about belief and values – share the story of Bilal. Establish that the call the prayer still happens today.</p> <p>Listen to a recording of the Islamic call to prayer and share a simple translation.</p> <p>Consider the importance of prayer in Islam and how prayers are carried out. Compare this with praying in other religions.</p> <p>Study pictures and videos of inside a mosque and compare to other places of worship.</p> <p>Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities - Consider the importance of the mosque in Islam.</p>	<p>witnessing their marriage. They also bow to the Guru Granth Sahib to show they agree with the readings. The Lavans act as the binding promises or vows. Many Sikh weddings are followed by a reception where there is plenty of fun, food and dancing.</p> <p>Disciplinary Knowledge <u>Ways of Knowing</u></p> <p>Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities -Look at photos, keepsakes and listen to first-hand accounts of weddings.</p> <p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them – consider what is special about weddings and getting married for some</p>	<p><u>Ways of Knowing</u></p> <p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them – plant seeds and relate this to the practice of some Hindu’s planting seeds and making offerings to the goddess Durga at the start of Navratri</p> <p>Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response – does everyone see God in the same way? Use the Cornerstones Hindu Gods posters to explain that Hindus believe in one god but see God in different ways. Explore the images of different Hindu Gods/goddesses (Durga, Lakshmi, Saraswati) compare them.</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come – share the story of Durga and the Buffalo Demon. Consider</p>
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<p>individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make-Look at pictures of Tibetan prayer flags and make their own – consider the importance of the messages of kindness and compassion which are believed to spread on the wind to all sentient beings – consider how these wear out over the year and many are burnt and replaced at Losar – associate with ‘new beginnings’</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves -Look at the Losar altar picture cards and use modelling clay to make their own offerings – consider why shrines are important in Buddhism and what the items represent – being generous will lead to good karma and their next life will be a good one – link being generous to other religions/beliefs</p>	<p>sharing/giving (Harvest in Y1).</p> <p>Understand how people think/reason - attend a service in a local church or a visit from local vicar</p> <p>Experience real life objects (advent wreath, candles, Christingles)</p> <p>Context affects the way people live (does everyone celebrate Christmas in the same way?) - explore different traditions across the world i.e. Australians may celebrate Christmas on the beach as it is summer there etc.</p> <p><u>Personal Knowledge of Awareness</u></p> <p>What special times do you wait for? Is it easy to wait? Relate back to advent</p> <p>What gifts would you give to someone special? How might they feel? Why do people give gifts at Christmas? Relate back to Christian traditions/nativity</p>	<p>and how they could be interpreted depending on beliefs.</p> <p>Experience real life objects – Menorah – compare the Hanukkiah (with 9 candles) to a temple menorah which has 7 candles and a Kosher Hanukkiah which had 8 candles at the same height. Understand the menorah’s importance during the 8 days of Hanukkah as a symbol of the miracle and religious freedom</p> <p>Experience real life objects - Share the story of the Dreidl and examine the letters on the dreidl and their meaning – a great miracle happened there. Link to the miracle of the burning lamp. Make and play Dreidl.</p> <p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make – Share the story ‘Hanukka’</p>	<p>First hand account – Possibility of a mosque visit</p> <p>Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities – compare different objects of worship from different religions and consider their importance.</p> <p>Similarities/differences between places of worship</p> <p>Notice and respond sensitively to some similarities between different religions and world views – understand that Jumu’rah is a special time for Muslims. Consider other special times in the week for others including those with no religion.</p> <p><u>Personal Knowledge of Awareness</u></p>	<p>people? Establish that wedding traditions vary across faiths/secular</p> <p>Understand how people think/reason –during weddings many people make promises to each other and then agree to stand by those promises by saying something like ‘I will’. Some people who are religious may choose to make promise to God. Others choose to make promises to each other without getting married. NB: consider classes experiences of marriage/divorce</p> <p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make – look at photos/clips/listen to hymns (lavan) from Sikh weddings – establish that promises are made in Sikh weddings too in front of the Guru Granth Sabib as the book is believed by many to be a</p>	<p>it as a parable – what does the story teach Hindus about good and evil?</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves – Share the story ‘My Mother’s Sari’ and discuss the significance of clothing in preparing and celebrating Navaratri. Consider the significance of clothing in other religions/humanist/secular celebrations</p> <p>Experience real life objects – clothes which may be worn to celebrate Navatri</p> <p>Experience real life objects – puja set – explore the significance of each item (bell, arti lamp, kum kum powder, incense sticks, water and a spoon)</p> <p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make – understand that Navratri is a time for celebration</p>
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<p>Understanding how people live – -Watch and practise Tibetan Cham dancing – consider that cham dancing is viewed as complex and a form of meditation</p> <p>Consider why new year is celebrated in many different cultures around the world</p> <p><u>Personal Knowledge of Awareness</u></p> <p>-Does your family celebrate New Year? -What do you think is the most important part of celebrating New Year? -What does the word future mean? -How is the future different to the present and the past? -What might happen in the future? -Can anyone really know what will happen in the future? -Can you change the future? -What might your future look like?</p>	<p>If your family celebrates Christmas, why is it important to them?</p> <p>-What traditions are important to Christians at Christmas?</p> <p>Reflection -Christmas is a time of joy – consider what joy means/how it feels/brings joy/cost?/looks like/how joy can be brought to others.</p>	<p>and some of the traditions. Establish that many Hanukkah traditions are symbolic. -Try latkes and chocolate gelt and other traditions. Explain that there will be differences in how Hanukkah is celebrated.</p> <p>Discuss questions of right and wrong and begin to express their ideas and opinions in response to the story of Hanukkah – was Antiochus right to destroy the Jewish temple?</p> <p><u>Personal Knowledge of Awareness</u></p> <p>-What is a miracle? -When have you heard the word miracle? -Why do we call something a miracle? -How might people feel if a miracle happened? -Do you know any other stories about miracles? -Do you believe in miracles?</p>	<p>Reflect on what it's like to be peaceful & still on a Friday afternoon.</p> <p>What times are special to you?</p> <p>Do you have any objects that remind you of that special time?</p>	<p>living teacher. - Reflections about promises they make to others</p> <p>Find out about and respond with ideas to examples of cooperation between people who are different – experience working with someone on a shared task and relate this to the Sikh teaching that married people should work as one. Is this easy? Was it helpful to work together?</p> <p>First hand account – - Invite a Sikh visitor in to give a presentation about their Anand Karaj.</p> <p><u>Personal Knowledge of Awareness</u></p> <p>-What does the word love mean? -What does love feel like? -Who do you love? -Who loves you? -Why do some people say they love God? -What does love look like?</p>	<p>especially for women – plan a celebration</p> <p>Stories, texts (include hymns) and other sources of authority that carry meaning about beliefs and value. Understanding this can help us better understand someone's worldview – listen to Hindu mantra (Durga Stuti) understand that many Hindus believe that Durga will be pleased to hear the mantra and help them if they are worried. Consider how they ask for help if they are worried?</p> <p>Explore questions about belonging, meaning and truth so that they can express ideas and opinions: Navratri celebrates mothering and the motherhood of God. Many Hindus believe that Lord Shiva gave permission to Durga to visit her mother for nine days so during Navratri, families visit each other for nine days and go home on the tenth – Consider: Why do you think many Hindus believe that God is like a mother? What might they ask for when they pray to Durga? Do you think God is like a mother?'</p>
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					<p>Watch videos/observe photographs of Navratri celebrations and dancing</p> <p><u>Personal Knowledge of Awareness</u></p> <p>-Can you name three different celebrations? -Have you ever been to a celebration? -What do you need at a celebration? -How do you feel when you celebrate? -Do all people celebrate in the same way? -Why do some people worship God when they celebrate?</p>
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YEAR 3

CYCLE 1	CYCLE 2	CYCLE 3	CYCLE 4	CYCLE 5	CYCLE 6
Guru Nanak Gurparab (Sikhism)	Vesak (Buddhism)	Ganesh Chaturthi (Hinduism)	Lent (Christianity)	The Haji (Islam)	Shavuot (Judaism)
<p><u>Substantive Knowledge</u> Gurpurabs are celebrations which commemorate the anniversaries of the Sikh Gurus. Guru Nanak's Gurpurab is usually celebrated in November.</p>	<p><u>Substantive Knowledge</u> Buddhism started in India over 2,500 years ago. Buddhists follow the teachings of a man called Siddhattha Gotama. He became known as the Buddha,</p>	<p><u>Substantive Knowledge</u> Hindus celebrate the birthday of Lord Ganesh during Ganesh Chaturthi.</p> <p>They pray to Ganesh to remove obstacles when starting something new and mention his name</p>	<p><u>Substantive Knowledge</u> Lent is a time for Christians to fast, think about God, say sorry for the things they have done that they regret, pray and learn</p>	<p><u>Substantive Knowledge</u> The Hajj is a pilgrimage Muslims make to the holy city of Mecca.</p> <p>Pilgrims spend five days praying and worshipping both in</p>	<p><u>Substantive Knowledge</u> The word Shavuot means 'weeks' and the festival of Shavuot is celebrated 50 days (seven weeks) after Passover.</p> <p>Practising Jews celebrate the gift of the Torah and the</p>

<p>Guru Nanak is the founder of the Sikh religion. He was born a Hindu in 1469 but when he was 30 years old, he bathes in the Kali Bein, the Black River and disappeared. He returned after three days and declared he had been with God. He taught his followers that all religions worshipped the same God, and everyone on Earth should be treated equally and with respect.</p> <p>All Gurburabs are celebrated in a similar way. The whole of the Guru Granth Sahib may be read over a period of two days, finishing on the day of the festival. There may also be a Nagar Kirtan, a parade of the Guru Granth Sahib, through the streets accompanied by music and dancing. Many Sikhs will also help to prepare langar (free food) It may be served on the streets or in the langar hall.</p> <p>Disciplinary Knowledge</p> <p>Ways of Knowing</p> <p>Consider the concept of fairness - play a game where</p>	<p>which means 'enlightened.</p> <p>Vesak is an important Buddhist festival, which commemorates the birth, enlightenment and sometimes death of Prince Siddhartha, who became known as Buddha. Most Buddhists celebrate Vesak when there is a full moon in May or June because they believe his birth, enlightenment and death all happened at this time.</p> <p>Buddhists may bathe a statue of Buddha with scented water, light lanterns, bring offerings to the temple, meditate and learn more about the Buddha's life and teachings during Vesak.</p> <p>Disciplinary Knowledge</p> <p>Ways of Knowing</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning - Create a Vesak display</p>	<p>first when they perform puja to make sure nothing will get in the way of their worship and prayer.</p> <p>Ganesh Chaturthi celebrations vary around the world and last between one and 10 days. Statues of Ganesh are made from clay and placed in homes, temples and even in the street! At the end of the festival, the statues are put into water and left to disintegrate. Sweets are also a big part of the festival. They remind worshippers of the good things in life and Ganesh's sweet tooth. Chn think about obstacles in life and how to overcome them.</p> <p>Disciplinary Knowledge</p> <p>Ways of Knowing</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to</p>	<p>more about the life of Jesus.</p> <p>It last for 40 days (excluding Sundays), because this is the same amount of time that Jesus spent fasting and thinking about God in the desert before he started teaching and performing miracles.</p> <p>The last week of Lent is called Holy Week. During Holy Week, Christians remember Jesus' crucifixion on Good Friday and celebrate his rising from the dead three days later on Easter Sunday.</p> <p>Disciplinary Knowledge</p> <p>Ways of Knowing</p> <p>Stories are carriers of meaning about belief and values – share the story of Lent (Jesus in the desert)</p> <p>Share the story of Easter Sunday – key belief of Christian faith</p>	<p>Mecca and the surrounding desert. It is a spiritual pilgrimage that every adult Muslim must perform at least once in their lives if they are physically able and can afford it.</p> <p>During the Hajj, pilgrims wear simple clothes and try not to argue. The pilgrims walk around the Kaaba, drink water from the Zamzam well and stone the pillars at Mina.</p> <p>The Hajj is one of the Five Pillars of Islam.</p> <p>Disciplinary Knowledge</p> <p>Ways of Knowing</p> <p>Use 'mystery suitcases' to discuss where the owner might be going and what they'd need for a pilgrimage</p> <p>Show pictures of the Hajj – establish that it is a journey that many Muslims make at least</p>	<p>Ten Commandments by visiting the synagogue, studying the Torah scrolls (sometimes all night) and possibly eating cheesecake.</p> <p>Shavuot is also a harvest festival that celebrates the end of the barley harvest and the beginning of the wheat harvest in Israel. Children learn the story of Ruth and Naomi and consider the concept of rules – who makes them and what should happen if someone breaks them?</p> <p>Disciplinary Knowledge</p> <p>Ways of Knowing</p> <p>Introduce the concept of rules by playing a game</p> <p>Understanding how people live –visit a synagogue/Watch BBC clips visiting a synagogue, show pictures of the Torah and Torah covers & scrolls. Consider the importance of the Torah to Jews.</p> <p>Stories are carriers of meaning about belief and values –establish that Shavuot commemorates the giving of the Torah. Share</p>
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<p>some children are treated 'unfairly' & reflect how it made them feel. Relate to the founder of Sikhism, who believed that everyone should be treated equally.</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities -Watch the BBC clip 'what is Sikhism?' and The Gurdwara.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response -Watch the film clip 'Blood and Milk' which tells the story of Guru Nanak and a rich and poor man - consider the message of this story – can people from different faiths/ no faith learn anything from this story?</p> <p>Describe and make connections between</p>	<p>today e.g. flowers, lanterns – establish the items are symbols that remind Buddhists of the life and teachings of Buddha.</p> <p>Share the story of the Birth of Buddha – consider the parts of the story which show Siddhartha is special – relate this to the bathing the Buddha ceremony in Japan. Relate back to other stories from other religions i.e. the nativity</p> <p>Stories are carriers of meaning about belief and values – share the story of 'The Four Sights' and show a clip of monks making mandala patterns then sweeping them away. Ask children to create some sand mandalas and then sweep them away. Consider thoughts and feelings about sweeping the patterns away and relate back to Buddha's teaching about everything in the world constantly changing – impermanence.</p>	<p>beliefs and teachings that arise from them in different communities – share the story of Ganest, the Elephant God. Consider the importance of Ganesh to some Hindus.</p> <p>Show a clip about a Puja – a form of Hindu worship (link back to learning in Y2) – Consider how the puja is important in Hindu worship and compare to other forms of worship in different faiths.</p> <p>First hand accounts - Invite a Hindu visitor to share a Puja tray</p> <p>Symbolism – establish that during Ganesh Chaturthi many Hindus make special murtis which are objects which are used to think about god.</p> <p>Stories are carriers of meaning about belief and values – share the story of Ganesh's sweet tooth. Establish that Laboos (sweets) are a symbol of the sweetness of being with God. Explore other</p>	<p>is the crucifixion/resurrection and is the most holy day – consider the importance of the story/new life symbolism</p> <p>Shrove Tuesday (a way for some Christians to clear out their cupboards in preparation for Lent). Sometimes known as 'pancake day.' Consider why this is important to some Christians.</p> <p>Ash Wednesday (first day of Lent. Many Christians attend church services/ some marked with ash cross to show they are sorry for any wrongdoings/some wash cross off to show God has forgiven them) – relate to forgiveness/following Jesus's teachings.</p> <p>Watch clips of Christians discussing how/why they celebrate Lent – consider the different</p>	<p>once in their lives. One of the 5 pillars.</p> <p>Stories are carriers of meaning about belief and values - Share the story going to Mecca and discuss the journey</p> <p>First hand account – watch the film 'The Hajj Stories' where Muslims talk about their experiences of the Hajj</p> <p>Share the 'Hajj Stories' and consider the customs of the Hajj</p> <p>Explore the 5 pillars of Islam. Shahadah (professing the faith), Salat (prayers), Zakat (charity), Sawm (fasting) and Hajj (pilgrimage). They are obligations that every Muslim must fulfil in order to live a good and responsible life.</p> <p>Draw a map or write a postcard to reflect on what it would be like to go on The Hajj.</p>	<p>the story of Moses and the ten commandments – consider how these can be interpreted and if they are still relevant in everyday life today. Make simple connections between Islam, Christianity and Judaism.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives - read Fins and Scales: A Kosher Tale. Discuss the kosher food laws and how they may affect many Jewish people's lives. Understand that many Jews eat dairy products during Shavuot because when the Torah was given people had no access to Kosher meat.</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p>
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<p>different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance – visit a Gurdwara – consider how fairness, equality and respect is shown in the Gurdwara. Compare to how respect is shown by other faiths/ religions/ humanists/secular.</p> <p>Stories are carriers of meaning about belief and values – -Read Guru Nanak and the 20 Rupees fiction text and watch a video clip of the kitchen of India's golden temple – consider if there are any links between the story of Guru Nanak and langar?</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect – consider the importance of Guru Nanak in the Sikh religion.</p>	<p>Share the story of 'The Search for Truth' and consider why Siddhartha sat under the Bodhi tree for such a long time. Consider what Siddhartha discovered while meditating and how he became 'Buddha'. Establish that mediation is still practiced by many Buddhists today. It is also practiced by people from other faiths/religions and those who have no religion. Consider why they believe meditation to be important. Relate to themselves – how do they stay clam/focused?</p> <p>Share 'The Buddha's first teaching' and establish that Buddha spent the rest of his life teaching, travelling and helping others reach enlightenment. Share some stories from the Jataka tales – each story provides Buddhists with guidance or advice about what to do in difficult situations. Consider how different people may interpret these.</p>	<p>symbols of Ganesh: a large head (wisdom); large ears (listening); a curled trunk (can do many things and curled in the shape of the sound of God, Om); a rope (pulling Hindus to God); raised hand (blessing); ladoos (the sweetness of God and the good things in life); a large belly (digesting everything that happens in life); a broken tusk and a whole tusk (throwing away the bad but keeping the good) and an axe (cutting attachments to possessions)</p> <p>Establish that many Hindu's pray to Ganesha when they are moving house or doing something new. Share the story of 'looking for Ganesh' and consider why Anika decided to pray to Ganesh for help. Ask the chn to think about who they turn to for help in new situations.</p> <p>Establish that storytelling is an important part of Indian culture. Consider how stories help carry</p>	<p>traditions – why are they important? Does everyone celebrate Lent in the same way?</p> <p>Lent – Christians fast/give up something so they can think more deeply about God. Compare with fasting during Ramadan</p> <p>First hand account – - attend a service in a local church or a visit from local vicar</p> <p>Show pictures of Liturgical colours used in church – consider importance of white – represents joy and resurrection of Jesus</p> <p>Symbolism – consider the importance of food during Lent</p> <p>Prayer – consider the importance of prayer to Christians during Lent – what is it/who prays/ who listens/How long/answers/does everyone pray</p>	<p><u>Personal Knowledge of Awareness</u></p> <p>What is a journey?</p> <p>Why do people go on special journeys?</p> <p>What might happen on a journey?</p> <p>Where might a journey lead to?</p> <p>What makes a journey special?</p> <p>Do you think you would ever go on a special journey of your own?</p>	<p>-Use drama to act our the story of Ruth & Naomi</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning – Shavuot marks the end of the barley harvest and the start of the wheat harvest. Look at the different types of bread and investigate the symbolism behind.</p> <p>Context affects the way people live -Look at the Harvests around the world map. Learn about Shavuot harvest customs. Compare this to other harvest customs from different faiths and religions.</p> <p><u>Personal Knowledge of Awareness</u></p> <p>-What are rules for? -Who creates rules? -Should rules start with 'Do not'? -Are some rules better than others? -Should you ever break a rule? -What would happen if everyone ignored rules?</p>
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<u>Personal Knowledge of Awareness</u> -What is equality? -Are you always treated equally? -Do you always treat other people equally? -How would you feel if you weren't treated equally? -What might stop people from being treated equally? -Is equality the same as fairness?	Show an image of the passing of Buddha – establish that after Buddha's passing many of his followers came together to ensure they knew his teaching by heart. Establish that centuries later, these were written down and became the sacred texts. <u>Personal Knowledge of Awareness</u> -What does the word kindness mean to you? -What does kindness look like? -How does kindness feel? -Where can you find kindness? -Does everyone deserve kindness? -How could kindness change the world? Relate this back to the morals/values from Buddha's teachings.	meaning and value. Ask the children to tell the story of Ganesh and Kubera in their own style. <u>Personal Knowledge of Awareness</u> What does the word obstacle mean? -Are obstacles always physical? -What gets in your way & how do you overcome it? - Does anyone help you overcome obstacles? Parents? Teachers? Friends? God? -Have you ever overcome an obstacle? How did you feel? Relate these questions back to that many Hindus believe that Ganesh can remove obstacles	<u>Personal Knowledge of Awareness</u> Discuss if it is easy to forgive someone when they have done something wrong? Relate to why Christians may say sorry to God. Think about how it feels to be forgiven. Link to forgive/forget. Consider what you find distracting? Relate back to why some Christians choose to fast/give something up for Lent to build a stronger connection to God. Reflection - What other signs of 'new life' occur in the Spring? Relate to concepts of new beginnings.		
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YEAR 4					
CYCLE 1	CYCLE 2	CYCLE 3	CYCLE 4	CYCLE 5	CYCLE 6
Kathina (Buddhism)	Shabbat (Judaism)	Vaisakhi (Sikhism)	Holy Week and Easter (Christianity)	Eid ul-Adha (Islam)	Janmashtami (Hinduism)

<p><u>Substantive Knowledge</u> Kathina is a celebration held in October or November after Vassa, the Rains Retreat, which is sometimes known as the Buddhists Lent. Buddhist monks stay in a vihara or monastery during the rainy season in Asian countries and spend time studying the Dharma (Buddha's teaching) and meditating.</p> <p>During Kathina, members of the local community give a new robe to the monks who have completed the Rains Retreat. The monks then decide which of them will receive the robe. Many Buddhists believe that giving a new robe is merit-making and will earn them good karma in their next life.</p> <p>The story of Kathina can be found in ancient Buddhist scriptures. The ceremony is named after the sewing frame that monks and nuns would use to create new robes</p> <p><u>Disciplinary Knowledge</u></p>	<p><u>Substantive Knowledge</u> Shabbat (Sabbath) is the Jewish day of rest. Jews believe God created the world in six days and rested on the seventh. Shabbat begins at sunset on Friday and ends on Saturday.</p> <p>During Shabbat, families spend time together, rest, eat special meals and attend the synagogue. However, there are many things to prepare before Shabbat arrives and rules to follow to make sure that Shabbat is truly a day of rest.</p> <p>Children consider the idea of 'rest' and why it's so important.</p> <p><u>Disciplinary Knowledge</u></p> <p><u>Ways of Knowing</u></p> <p>People's thoughts, feelings and responses to a circumstance or event may be different.-Lead the children in a busy game to reflect on the importance of rest after.</p>	<p><u>Substantive Knowledge</u> Sikhs usually celebrate Vaisakhi on the 13th and 14th April. It is the most important festival day for Sikhs because, in 1699, Guru Gobind Singh created the Khalsa.</p> <p>The Khalsa are ordained Sikhs who make promises to wear the Five Ks and follow the Sikh religion faithfully. To become part of the Khalsa, Sikhs drink a sugary liquid called amrit and have it sprinkled onto their eyes and hair. Some Sikhs choose to take amrit during Vaisakhi.</p> <p>Sikhs might also take part in a Nagar Kirtan during Vaisakhi, where the Sikh holy book, the Guru Granth Sahib, is driven through the streets accompanied by many members of the local Sikh community. Free food, called langar, is provided and dancing and martial arts demonstrations are enjoyed.</p>	<p><u>Substantive Knowledge</u> Holy Week is the last week of Lent. It starts with Palm Sunday, which commemorates Jesus' arrival in Jerusalem over 2000 years ago.</p> <p>During Holy Week, the story of Jesus' last supper and trial are commemorated. Good Friday is a day of mourning in many Christian churches as Jesus' crucifixion is remembered.</p> <p>Easter Sunday is the day when Christians remember the resurrection of Jesus with church services, candles, acclamations, great food and Easter eggs.</p> <p>Children learn about the Eucharist</p> <p>Relate back to prior knowledge from Y3</p> <p><u>Disciplinary Knowledge</u></p> <p><u>Ways of Knowing</u></p> <p>Show pictures/artefacts from Holy week/Easter</p>	<p><u>Substantive Knowledge</u> Eid ul-Adha, also known as the Greater Eid, is the second most important festival in the Muslim calendar.</p> <p>It commemorates the Prophet Ibrahim's willingness to sacrifice his son when Allah ordered him to.</p> <p>Muslims believe that Allah appeared to Ibrahim in a dream and asked him to sacrifice his son Isma'il as an act of obedience. The devil tempted Ibrahim by saying he should disobey Allah and spare his son. As Ibrahim was about to kill his son, Allah stopped him and gave him a ram to sacrifice instead.</p> <p>Eid ul-Adha is celebrated at the end of the Hajj pilgrimage. Children consider the ideas of sacrifice & charity.</p> <p><u>Disciplinary Knowledge</u></p> <p><u>Ways of Knowing</u></p> <p>Explore the concept of sacrifice -Children use</p>	<p><u>Substantive Knowledge</u> The festival of Janmashtami celebrates the birthday of Lord Krishna and falls in August or September. Krishna is one of the Hindu faith's most popular gods.</p> <p>The festival lasts for two days. Worshippers may sing songs, tell stories of Krishna's life, dance, rock his cradle and wait for midnight to arrive to mark his birth. Some Hindus fast during the day of Janmashtami and only eat after midnight.</p> <p>Children consider important qualities in a good role model and what children's purpose in life might be.</p> <p><u>Disciplinary Knowledge</u></p> <p><u>Ways of Knowing</u></p> <p>Recognise that similarities and differences between people arise from several factors-Children to bring in lots of photographs of their lives to reflect on what makes the who they are.</p>
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<p><u>Ways of Knowing</u> Context affects the way people live -Discuss games and things to do during wet play times – establish that the ‘rainy season’ can last for up to 3 months in some Asian countries – establish that the Buddhist festival of Kathina happens after the rainy season.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives – explore the life of a Buddhist monk.</p> <p>-Share a range of sources in Life of a Buddhist Monk picture cards, the 8 requisites, the 10 Precepts, images showing meditation</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different</p>	<p>Understand how others live – establish that Shabbat is a day of rest and some Jewish families start Shabbat on Friday night with a meal. Show clips of families celebrating the start of Shabbat. Symbolism – explore some of the objects which some families have on their tables and the symbolism of them</p> <p>Understand how others live – explore customs taken from the Torah that many practising Jews keep on Shabbat.</p> <p>Watch the BBC Clip Shabbat and explore Shabbat customs – compare the Shabbat customs with what they usually do on a Saturday.</p> <p>Understand how others live – establish how many Jews say goodbye to Shabbat through clips, images and written accounts -Smell sweet spices to say goodbye to Shabbat</p>	<p>Vaisakhi is also a New Year and harvest festival in the Punjab.</p> <p>Disciplinary Knowledge</p> <p><u>Ways of Knowing</u></p> <p>People's thoughts, feelings and responses to a circumstance or event may be different - provide a bag of objects that could belong to someone e.g. a swimmer - Explain that the children are going to learn about a Sikh festival that commemorates the day when Guru Gobind Singh gave five symbols for ordained Sikhs to wear to identify them as Khalsa Sikhs</p> <p>Stories are carriers of meaning about belief and values – watch the animation The Formation of the Khalsa – discuss what happened in the story/why did some men go into the tent? How did their belief in God influence their actions?</p>	<p>and discuss the significance of symbols such as the Cross, chalice & eggs.</p> <p>Stories are carriers of meaning about belief and values – Share the story of The Great Parade – discuss what was happening in the story/why some people were excited and some unhappy to see Jesus/why people may have had different opinions</p> <p>Symbolism – palm crosses (given out at palm Sunday/some have parades)</p> <p>Share the story of ‘an important meal’ (last supper) – discuss the importance of the Eucharist and why it is celebrated. Consider how the Eucharist helps Christians remember Jesus.</p> <p>Symbolism – the cross – how is the cross used as a symbol in the Christian church? Why is it a</p>	<p>their own favourite objects to reflect on what it might be like to give something away you love.</p> <p>Stories are carriers of meaning about belief and values – share the story of Ibrahim and Ishma’il. Consider why Ibrahim was willing to sacrifice his son.</p> <p>Understanding how people live – research the Eid ul-Adha celebrations – do all Muslims celebrate in the same way? Compare to other religion/secular celebrations – similarities and differences.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning – explore the importance of Eid ul-Adha to many Muslims. First hand account – invite a visitor into school to discuss how they celebrate Eid ul-Adha</p>	<p>Explore some of the Hindu gods through research – reinforce the concept that Hindus believe that there are many different gods who represent aspects of one supreme God.</p> <p>Stories are carriers of meaning about belief and values – share the story about the birth of Krishna. Consider what happens in the story to show Krishna is special. Compare to familiar birth stories – Christ/Muhammad</p> <p>Stories are carriers of meaning about belief and values -Read The Fantastic Adventures of Krishna’ – consider why many Hindus choose to worship Krishna – share other stories of Krishna as a child – is his behaviour what they expected from a god?</p> <p>Understand how other live – explore how some Hindus celebrate Janmashtami – first hand account – invite a visitor in to school t share how</p>
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<p>ways of life and ways of expressing meaning – consider what most monks do during the rainy season _ (vassa – 3 month retreat)– relate this to the Buddha’s idea of staying in one place during the rainy season so that they do not harm any creatures which come out in the rain so they don’t break the first precept ‘do not harm any living thing.</p> <p>Context -Look at a clip of the rainy season in Asia</p> <p>Stories have hidden meanings/concepts - Share the story of Kathina with images & video clips – consider what ‘being generous is’.</p> <p>Understanding how people live – Kathina is still celebrated today – explore the ways in which it is celebrated – share clips, images and written sources</p> <p>Explore the concept of generosity – consider how other faiths/religions/humanists / secular groups may</p>	<p>Explore the Christian Sabbath which is on a Sunday – compare similarities and differences to Shabbat. Consider other faiths having a ‘special day of the week’ - Jumu’ah (Friday night prayers) in Islam.</p> <p>-Compare to Christian Sabbath on a Sunday -Make a list of restful/mindful activities</p> <p><u>Personal Knowledge of Awareness</u></p> <p>-What does the word rest mean to you? -Why is rest important? -When do people need to rest? -How do you rest at home? -What happens if you don’t get enough rest? -If you had a whole day of rest, what would you do?</p>	<p>Symbolism –Watch the BBC clip Taking Amrit – consider the importance of amrit to Sikhs. How does taking amrit affect the lives of ordained Sikhs? Compare beliefs, promises and symbols with Christian confirmation and Jewish baptism.</p> <p>Share clips and images about the 5 K’s. Discuss the symbolism of each one and their importance in Sikhism.</p> <p>Explore what many Sikhs believe through using images, clips and written sources. If possible, invite a visitor to give a first hand account. Consider how being a Sikh affects the way they live and relate to others. Ask children to consider their own beliefs/values and whether they are similar or different to others.</p> <p>Explore how many Sikhs celebrate Vaisakhi.</p> <p><u>Personal Knowledge of Awareness</u></p>	<p>Christian symbol? Where else may it be seen?</p> <p>Understand how people think/reason -learn through visits from Open the Book, visit from St. Mary’s (first hand accounts)</p> <p>Share the story of the resurrection – consider the importance to Christians</p> <p>Symbolism/traditions – eggs – symbol of fertility and new life adopted by Christians to represent Jesus breaking free from the tomb like a chick from the egg.</p> <p>Share video (BBC bitesize) – what is Easter? Does everyone celebrate in the same way?</p> <p><u>Personal Knowledge of Awareness</u></p> <p>Does your family celebrate Easter? How?</p> <p>What do YOU think happens when someone dies? Relate to story of resurrection and compare</p>	<p>Explore the importance of giving to charity to many Muslims -Write an action plan to decide how to help a local charity. Consider the importance of giving to charity in other religions and those who are not religious</p> <p>Establish that the story of Ibrahim’s sacrifice is also in the bible and Torah. Compare the versions of the stories and explore similarities and differences.</p> <p><u>Personal Knowledge of Awareness</u></p> <p>-What is charity & who needs it? How do people give to charity? -Is giving time to a charity as important as giving money? -Which charities are important to you? -Can you name any charities in your local area? -What does sacrifice mean to you?</p>	<p>they celebrate Janmashtami Symbolism – explore the importance of singing, music and dance to many Hindus during Janmashtami celebrations</p> <p>Establish that in Hinduism it is believed that people have duties (dharma) that they should fulfil in their lives and Krishna spoke to Arjuna in the sacred texts about fulfilling dharma. Consider if other faiths have similar/different views. Explore the chns ideas about duty.</p> <p><u>Personal Knowledge of Awareness</u></p> <p>-What is a role model & why are they admired? -Do role models have to be famous? -Should role models always be good? -Is it important to have role models to look up to? -What is the most important quality in a good role model?</p>
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<p>show generosity -In groups, plan how you would spend £10 generously</p> <p><u>Personal Knowledge of Awareness</u></p> <p>-What does the word generous mean? -What might someone do if they were being generous? -Why do you think Buddhists practise generosity? -Is giving money the only way of being generous? -Do you think it is easy or hard to be generous? -Have you ever been generous?</p>		<p>-What does the word identity mean? -How do we identify someone? -Where does your identity come from? -Do you own, wear or do anything that shows you identify with a group? -How might your identity change as you get older? -What makes your identity unique?</p>	<p>to those of other faiths or none (if appropriate)</p> <p>Refection - Consider what belief means. What sorts of things do people believe in (relate to other religious study). How is belief shown? Should you hide your belief? Should someone be treated differently because of their belief? Consider own faith/beliefs.</p>	<p>Relate to the importance of giving to charity to many Muslims.</p>	
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YEAR 5

CYCLE 1	CYCLE 2	CYCLE 3	CYCLE 4	CYCLE 5	CYCLE 6
Dharma Day (Buddhism)	Ramadan and Eid al-Fitr (Islam)	Holi (Hinduism)	Passover (Judaism)	Pentecost (Christianity)	Guru Arjan Gurburab (Sikhism)
<p><u>Substantive Knowledge</u></p> <p>Dharma Day, or Asalha Puja, is celebrated in July by Buddhists around the world. The word Dharma means teaching and Dharma Day</p>	<p><u>Substantive Knowledge</u></p> <p>Muslims fast from dawn to dusk during the holy month of Ramadan. After each day of fasting, many families share iftar, their evening meal, together.</p>	<p><u>Substantive Knowledge</u></p> <p>Holi is celebrated throughout India and beyond. Bonfires are lit on the first day of Holi to remind Hindus of the</p>	<p><u>Substantive Knowledge</u></p> <p>Passover is one of the most important Jewish festivals. It commemorates the time Moses led the Israelite</p>	<p><u>Substantive Knowledge</u></p> <p>Pentecost is celebrated 50 days after Easter. According to the Bible, Jesus had ascended into heaven 10 days earlier and the disciples were</p>	<p><u>Substantive Knowledge</u></p> <p>Gurburabs are special celebration days that commemorate the lives of the Sikh Gurus.</p>

<p>commemorates Buddha's first sermon in the Deer Park in Varanasi, India, over 2500 years ago. Buddhists celebrate Dharma Day by studying Buddha's teachings and feeling grateful for what they have learned.</p> <p>Children discuss the meaning of 'compassion'.</p> <p>Disciplinary Knowledge</p> <p><u>Ways of Knowing</u></p> <p>Symbolism – research and explore the Buddhist flag and the meaning behind each colour</p> <p>Stories are carriers of meaning about belief and values – share the story of Buddha. Share the wheel of Dharma and explore the meaning of each spoke. Relate teachings to their own personal challenges. Discuss whether Buddha's teachings make life easier or harder and how Buddhists today may interpret his teachings.</p>	<p>All Muslims who are old enough and well enough are expected to fast. School and work life carries on as normal, even though no food or drink is consumed during daylight hours.</p> <p>Eid al-Fitr comes at the end of the fast and is an important religious holiday celebrated by Muslims worldwide. During Eid al-Fitr, Muslims spend time with their families, eat together, celebrate as a community and thank Allah for the help, strength and self-control he gave them throughout Ramadan. Children learn to show gratitude.</p> <p>Disciplinary Knowledge</p> <p><u>Ways of Knowing</u></p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning – challenge the children to 'go without' something important to them for</p>	<p>story of Holika and Prahlad.</p> <p>Coloured paint is thrown or squirted at friends, family and even strangers on the second day of the festival.</p> <p>This commemorates a story about the young Krishna and his beloved Radha.</p> <p>The festival also marks the winter harvest, welcomes spring and celebrates love. Children consider the meanings of different colours, the route to happiness and only taking what they need.</p> <p>Disciplinary Knowledge</p> <p><u>Ways of Knowing</u></p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning - Explain that different colours hold special meaning for many Hindus and Holi is a Hindu</p>	<p>slaves to freedom over 3000 years ago. The word Passover refers to the final plague of Egypt, when God 'passed over' the houses of the Israelites and killed the first born sons of the Egyptians. After this plague, Pharaoh set the Israelites free and they were led into the desert by Moses. This is known as the Exodus.</p> <p>The Jewish Passover celebrations last seven to eight days. Families clean their houses, rest, eat special meals together and read the story of the Exodus from the Torah.</p> <p>Children consider the idea of 'freedom'. Do we have it, is it a human right?</p> <p>Disciplinary Knowledge</p> <p><u>Ways of Knowing</u></p> <p>Describe how our differences make us unique and identify personal qualities, strengths, skills, achievements and individuality-Share 5</p>	<p>waiting to receive power from God to help them spread Jesus' message.</p> <p>When the Holy Spirit filled the disciples, they started speaking in different languages so that the people in the crowd could understand them. That day, 3000 people were baptised as Christians, therefore Pentecost is seen as the birthday of the Christian church.</p> <p>Today, Pentecost is a popular time for baptism and confirmation services. Church leaders may wear red to represent the flames that settled on the heads of the disciples.</p> <p>Children learn about the Holy Spirit, Holy Trinity and Christian communities around the world.</p> <p>Disciplinary Knowledge</p> <p><u>Ways of Knowing</u></p> <p>Consider different languages they already know – relate to</p>	<p>Guru Arjan achieved many things during his lifetime. He completed the Golden Temple in Amritsar in 1604 and promoted the Sikh principle of dasvandh, giving 10% of earnings to help others as an act of service to God who Sikhs call Waheguru. He also collated the hymns and teachings of the first five Gurus and created the Adi Granth, the book that would eventually become the Guru Granth Sahib. Guru Arjan also became the first Sikh Guru to be martyred for his faith.</p> <p>Many Sikhs remember Guru Arjan by attending special services in the Gurdwara and serving cooling drinks to others. This reminds them of the thirst Guru Arjan must have suffered and his cool and calm nature as he faced death.</p> <p>Disciplinary Knowledge</p> <p><u>Ways of Knowing</u></p> <p>-Provide a bird's eye view of the Harimandir Sahib in Amritsar, India, which is</p>
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<p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect -discuss the concept of Middle Way. Relate back to own lives – have they ever chosen the ‘middle way’?</p> <p>Stories can contain hidden meaning -Read a selection of stories from Jataka Tales – discuss the morals/wisdoms in the stories – what lessons can be learned? Consider whether people of other faiths/no religion can gain any valuable lessons from these tales. Relate to other parables.</p> <p>Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response – discuss that most Buddhists believe that people can choose to do</p>	<p>one day. The challenge begins at sunrise and ends at sunset. Children keep a diary of a ‘go-without’ challenge – consider feelings, thoughts and experiences.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect – explore the Islamic Hijri calendar and compare with a Gregorian calendar – establish how any why the date for the month of Ramadan changes each year – based on lunar cycles.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning -Share the story Ramadan Moon – chn to research different aspects of Ramadan such as fasting and iftar.</p>	<p>festival that is full of colour-use a colour wheel to reflect on the feel of some colours.</p> <p>Stories are carriers of meaning about belief and values. Share - The God and the Wicked Witch from Hindu Stories – explore the meaning of the story and discuss the symbolism of saffron</p> <p>Show pictures of Krishna and Radha celebrating the festival of Holi. Share the story of Krishna and Radha playing with colours -Watch the BBC clip ‘Classical Indian Dance’ and discuss the importance of music and dancing to tell stories</p> <p>Watch a clip of people ‘Celebrating Holi’ and share the Celebrating Holi festival picture cards – establish that everyone, no matter who they are, can be covered in paint. Explore the concept of equality and then create Holi inspired art work</p> <p>Discuss this quote ‘The good man is the friend of</p>	<p>foods with the class that remind you of a person/food/event to intro symbolism.</p> <p>-Role play Egyptian masters and slaves – then share the story of Moses up to the first plague and consider why Moses tried to free the people of Israel.</p> <p>Stories are carriers of meaning about belief and values. Share the story of the 9 plagues of Egypt - Use the 9 plagues of Egypt picture cards and the website Chabad to research the plagues alternative suggestions.</p> <p>Symbolism - share the story of the tenth plague then show the children the Seder plate ingredients and what they represent. Establish that the meal is eaten by some Jews lying down to show that they are free.</p> <p>First had account -Invite a Jewish visitor to discuss Passover</p>	<p>Christians believe that Jesus’s disciples received the holy spirit and began speaking in different languages.</p> <p>Stories are carriers of meaning about belief and values. Share - The Day When God Made the Church – consider what the story is about/what it teaches and how the story of Pentecost mat affect some Christians today.</p> <p>Share dilemmas from Galatians 5:22 – 23. Establish that many Christians believe the Holy Spirit helps them be kind, loving and patient even in difficult situations. Consider whether the fruits of the spirit are only important to Christians.</p> <p>Share the Holy Trinity – the father, son and holy spirit. Consider how Christians understand each aspect of God – they believe in one God but understand him in 3 ways. Consider how the holy spirit helps Christians</p>	<p>also known as the Golden Temple along with the Golden Temple picture cards – Consider why there are 4 doorways and highly decorated. Establish that it was founded by the 5th Sikh Guru – Guru Arjan.</p> <p>Understand how others live-use non fiction books and the Internet for research The Golden Temple, the special features and how the building is used.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives – share the golden rules of Sikhism. Establish that Guru Arjan asked Sikhs to donate 10% of their earnings to build the golden temple. Many Sikhs still do this today. Compare with other faiths giving time and money to charity. Consider if people of all</p>
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<p>good -Discuss Buddhist quotes/words of wisdom – meaning and how they may affect the lives of Buddhists and whether these teachings may be easy/hard to follow.</p> <p>-Children design a lesson to share the idea of compassion</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect – many people see the Golden Rule, ‘Treat other people as you wish to be treated yourself’, as a universal truth because it spans all people, places and times.</p> <p><u>Personal Knowledge of Awareness</u></p> <p>-What does the word compassion mean? -How do people show compassion? -When have people been compassionate to you?</p>	<p>Stories are carriers of meaning about belief and values – share the story of the Night of Power – consider why the words of the Quran are important to Muslims. Explore how the Quran is treated with respect and then provide verses and quotes for the children to read. Consider how the teachings in the Quran can be applied to everyday life.</p> <p>-Research the effects of going without food -Drama (act out 2 scenarios with/without gratitude).</p> <p>Explore how other live – find out about Eid al-Fitr and how some Muslims celebrate it. Does everyone celebrate in the same way?</p> <p>Compare and contrast Eid al-Fitr celebrations with other celebrations that they have studied. Chn to share celebrations that they take part in (including religious and secular)</p>	<p>all living things’ from Mahatma Gandhi. Ask ‘What does this quote mean?- Share the story ‘The peaceable forest’ and establish what many Hindus believe about conservation. Consider if conservation is important to those from other faiths/secular views.</p> <p>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance – watch clips from Hindu weddings. Explore rituals, symbolism and traditions. Compare to weddings that the children have attended. Explore whether all marriage ceremonies should involve God?</p> <p>Understand how people think/reason – establish that Holi celebrates joy and happiness - discuss this quote ‘Don’t postpone your happiness</p>	<p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views- discuss other celebrations that happen annually in religions/secular celebrations</p> <p>Consider the story of Exodus – think about how the Jews believe that they have a special covenant with God.</p> <p><u>Personal Knowledge of Awareness</u></p> <p>During Passover, Jews remember slavery and celebrate freedom. -What is freedom? -What does freedom look like? -Are you free? -Is freedom always a good thing? -Should everyone be free to do what they want to? -Is freedom a human right?</p>	<p>spread God’s message today.</p> <p>Stories can contain hidden meaning -share the story – one body but many parts from Corinthians. Consider the stories meaning to Christians. Establish that many Christians believe ‘church’ means a group of Christians who meet together – not just a building.</p> <p>Watch videos of Pentecostal church services</p> <p>Watch videos of people being baptised. Consider why/how are Christians baptised? Should it be for adults or babies?</p> <p>Research Christian saints- how do the stories of the saints show belief in action?</p> <p><u>Personal Knowledge of Awareness</u></p> <p>Consider what helps you to do the right thing? How do you know right from wrong?</p>	<p>faiths (including those with secular beliefs) give in the same way for the same reasons.</p> <p>Stories can contain hidden meaning -share the story –share the Mool Mantar written in Gurmukh I and the symbol which represents 1 God. Share the story of how Guru Arjan created the Adi Granth, which eventually became the Guru Granth Sahib – consider why Guru Arjan was angry when he found out his brother had lied. Establish Sikhs believe that the words of the Guru Granth Sahib are the actual words that were spoken or sung by their Gurus and that the messages in the Guru Granth Sahib are from Waheguru. -Listen to Mul Mantra.</p> <p>Stories can contain hidden meaning -share the story – read translated hymns from the Guru Granth Sahib and consider the hymns importance in the Sikh religion. Compare the</p>
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<p>-When have you shown compassion? -What happens when people aren't compassionate to each other? -Is compassion important?</p> <p>Relate to the first stripe of the Buddhist flag being blue and meaning compassion.</p>	<p><u>Personal Knowledge of Awareness</u> Many Muslims feel a sense of gratitude during Ramadan. They are grateful for the food they enjoy, share what they have with others and give thanks for Allah's strength which helps them when they fast. -What does the word gratitude mean & when have you shown it? -Are you always grateful for what you have? -Why might religious believers show gratitude towards God? -How can you show gratitude?</p>	<p>until some perfect future date. Be happy now, tomorrow will take care of itself' by Sri Sri Ravi Shanker – ask chn to consider the secret of happiness.</p> <p><u>Personal Knowledge of Awareness</u> Holi is about colour, spring, harvest, doing the right thing and equality. Hindus believe that all living things are holy and that it is wrong to take more from the world than you need. -What does the word 'need' mean? -What do you need to survive? -Is the word 'want' the same as 'need'? -Does everyone in the world have what they need? -Should everyone have what they want? -What will happen if people want too much from the world?</p>		<p>Consider school as a 'body' – how does it work together? Think about how each person in a community works together. Link back to Paul's words.</p> <p>What does 'community' mean to you? What communities are you a part of?</p> <p>Chn design their own community/ What would the rules be?</p>	<p>words of Sikh hymns to Christian Hymns.</p> <p>Share the story of Guru Arjan and Emperor Jahangir. Ask children to consider if they would have stood up for their beliefs and changed their minds. Establish that Guru Arjan became the first Sikh martyr. Consider martyrs from other faiths.</p> <p>How others live – Sikhs commemorate Guru Arjan's martyrdom by offering sweet drinks. Ask chn to consider whether it is a good idea to remember a sad occasion with something positive. Many Sikhs believe that even when something bad happens, it is Waheguru's will and they should still feel positive and optimistic about the future. This positive attitude is called Chardi Kala.</p> <p><u>Personal Knowledge of Awareness</u> People of all faiths and no faith find words powerful: -How can words make people feel good?</p>
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					-Can words be harmful? -When do you need to take care to use the right words? -Why are words in holy books so important to believers? -What do you think the famous saying, 'The pen is mightier than the sword' means?
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YEAR 6					
CYCLE 1 Rosh Hashana & Yom Kippur (Judaism)	CYCLE 2 Christianity (Sunday)	CYCLE 3 Parinivana (Buddhism)	CYCLE 4 Kumbh (Hinduism)	CYCLE 5 Lailat al Miraj (Islam)	CYCLE 6 Bandi Chhor Divas (Sikhism)
Substantive Knowledge Rosh Hashanah is the Jewish New Year and it begins with the sound of a shofar (ram's horn). Sweet foods are eaten in the hope of a sweet New Year and the ritual of Tashlich is performed. The Days of Repentance follow, when Jews think back over the past year and make amends for their sins. Yom Kippur, the holiest day in the Jewish calendar, is know as the	Substantive Knowledge In most Western countries, Sunday is part of the weekend and most Christians see it as a day of worship and rest. Practising Christians worship in many different ways and have different traditions but most will go to church, sign hymns, listen to Bible readings, say prayers and spend time together. Worshippers from other faiths and cultures also celebrate holy days, but	Substantive Knowledge Parinirvana is celebrated on the 15th of February and commemorates the death of Buddha and his passing into Nirvana. During Parinirvana, Buddhists share the story of Buddha's death and think about their own lives. A key teaching of Buddhism is that everything is impermanent so many Buddhists think about changes in their lives, their own deaths and	Substantive Knowledge The Kumbh Mela is the largest gathering of people on Earth. Four Kumbh Mela pilgrimages take place at four sacred sites, Haridwar, Allahabad, Nasik and Ujjain, over a period of 12 years. Washing in holy river water is at the centre of the Kumbh Mela as Hindus believe this cleanses them of bad karma. The 2013 Kumbh Mela, held at Allahabad on the confluence of the	Substantive Knowledge Lailat al Miraj celebrates the story of Muhammad's Night Journey. The angel Jibreel (Gabriel) is said to have visited Muhammad while he slept near the Kabah in Mecca and taken him on a 666 mile journey to the farthest mosque, the Al-Aqsa mosque in Jerusalem, on the back of a winged creature called Buraq. When he reached Jerusalem, Muhammad is said to have ascended into heaven, prayed with	Substantive Knowledge The Sikh celebration of Bandi Chhor Divas coincides with the Hindu festival of Diwali. During the festival, Sikhs celebrate Guru Hargobind, who released 52 Hindu princes from Gwalior Fort in 1619. The main themes of the festival are religious freedom and helping others who are weaker or in need. During the celebrations, Gurdwaras are lit with electric lights and candles

<p>Day of Atonement. It is celebrated 10 days after Rosh Hashanah and ends when a shofar is heard. These high holy days are a time to right wrongs, reflect upon the previous year, fast and visit the synagogue.</p> <p>Disciplinary Knowledge</p> <p><u>Ways of Knowing</u></p> <p>Listen to a recording of a shofar (Ram's horn) which signals the beginning of Rosh Hashanah and end of Yom Kippur</p> <p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities- try apples dipped in honey, a traditional Rosh Hashannah food and link to the Jewish saying 'Shannah Tovah' meaning 'Good Year'.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about</p>	<p>at different time of the week.</p> <p>Disciplinary Knowledge</p> <p><u>Ways of Knowing</u></p> <p>Conduct research to determine what Sunday means to people in school. Relate to the meaning of Sunday to Christians.</p> <p>Use ICT to conduct a survey to research how people spend their Sundays & present findings</p> <p>Watch a clip about the bible (KS2 Bitesize)</p> <p>Explore different bible stories in pairs (Noah's ark, Moses and the burning bush, God call Samuel, Elijah fed by ravens, Daniel in the lion's den, Jesus calms the storm, Jesus heals the blind man, the story of Pentecost and Saul on the road to Damascus). Stories are carriers of meaning about belief and values. Think about how stories can be interpreted</p>	<p>rebirth into a different life.</p> <p>Many Buddhists also think about loved ones who have recently died. Buddhists may also visit temples to share food and give gifts to the monks during Parinirvana.</p> <p>Disciplinary Knowledge</p> <p><u>Ways of Knowing</u></p> <p>First hand account - visit or look at pictures of a local cemetery to discuss how we respect the dead.</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities -Share The Death of Buddha fiction text – consider how Buddha approached his death and how this reflected his beliefs about the impermanence of life. Reflect on how Buddhism</p>	<p>Yamuna and Ganges Rivers, attracted around 120 million pilgrims, nearly twice the population of the UK.</p> <p>Disciplinary Knowledge</p> <p><u>Ways of Knowing</u></p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry -Use a thesaurus to find synonyms for 'elixir' and clay to make a pitcher.</p> <p>Stories are carriers of meaning about belief and values -share the story Read the Hindu myth The Churning of the Ocean Milk and use the picture cards – establish that Hindus believe the story describes the origins of Kumbh Mela festival.</p> <p>Describe and make connections between different features of the</p>	<p>the prophets including Isa (Jesus) and Ibrahim (Abraham) and met with Allah.</p> <p>Allah gave Muhammad the instruction that all Muslims should pray five times a day, which is Salat, one of The Five Pillars of Islam.</p> <p>Muhammad travelled back to Mecca on Buraq that same night and began to tell others of his Night Journey.</p> <p>The Night Journey is celebrated by Muslims around the world. During the celebrations, the story is retold, special prayers are said and sweets and refreshments are shared.</p> <p>Disciplinary Knowledge</p> <p><u>Ways of Knowing</u></p> <p>Take chn on a 2 mile brisk walk and time how long it takes – use this to calculate how long it would take to walk 100/200/600 miles. Establish that</p>	<p>as a reminder that the Golden Temple in Amritsar was lit to welcome Guru Hargobind home after he left for Gwalior Fort. There may also be a Nagar Kirtan, a parade of the Guru Granth Sahib and gatka martial arts displays as well as Akhand Path, a continuous reading of the whole Guru Granth Sahib, which takes two days and nights. Many Gurdwaras also hold a firework display in the evening.</p> <p>The use of lights during Bandi Chhor Divas seems similar to the Hindu festival of Diwali but the stories celebrated during the two festivals are different.</p> <p>Disciplinary Knowledge</p> <p><u>Ways of Knowing</u></p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their</p>
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<p>what is right and wrong and what is just and fair, and express their own ideas clearly in response - is apologising important? Can you make up for past mistakes by doing something good? Is saying sorry easy? -Read New Year at the Pier and discuss why Jews perform Taslich.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning – read ‘On Rosh Hashanah and Yom Kippur’ – explore the different activities linked to Yom Kippur and discuss how they help Jews focus on Gods - listen to a recording of the Kol Nidre prayer.</p> <p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities -watch the BBC clip Inside the</p>	<p>differently by different Christians.</p> <p>Compare with Jewish Shabbat on a Saturday and Friday prayers for Muslims</p> <p>-Visit or welcome visitors from local churches for first hand knowledge. Consider the features of the church and compare to others. Consider the similarities and differences between different places of worship.</p> <p>Consider the importance of music in Christian worship and think about the themes and mood. How does music might affect belief?</p> <p>Understand how people think/reason/ first person account–visit from vicar/Christian – consider why Christians worship on Sundays and impact on believers.</p> <p><u>Personal Knowledge of Awareness</u></p>	<p>continued after the death of Buddha.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning -look at the Wheel of Life diagram to discuss karma and reincarnation. Consider why Buddha is depicted outside the circle of life.</p> <p>Compare the beliefs of Christians, Hindus, Sikhs, Jews, Muslims and Humanists to Buddhist beliefs about life after death. Are there any similarities and differences? Do all religions believe in heaven? Does life on Earth affect life after death for people with faith? Do you think people’s beliefs affect their actions?</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and</p>	<p>religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance -use Google Maps to find the pilgrimage sites and present their findings using PP or info text.</p> <p>Use non-fiction books to research the pilgrimage further. Watch clips of the Hindu pilgrimage– consider the importance of it to many Hindus.</p> <p>Understand how people think/reason - watch a BBC Teach clip ‘The Cycle pf Birth, Death and Re-birth’ – discuss the concept of karma - chn to write good or bad karma messages on smooth stones then wash the bad karma messages away. Many Hindus believe washing in holy river water, especially during the Kumbh Mela, washes away bad karma and helps them get closer to achieving moksha. Discuss how it feels to</p>	<p>Muhammad is said to have travelled over 600 miles in a single night. The story is celebrated during Lailat al Miraj.</p> <p>Stories are carriers of meaning about belief and values –share the first part of the story ‘The Night Journey’ pose questions around Jibreel washing Muhammad’s heart clean and what this might mean. Predict what may happen in the next part of the story. Think about why many religions talk about having a clean heart or similar.</p> <p>Share the second part of the Night Journey story and ask children to define what a prophet is by conducting research. Establish that Muslims believe Muhammed was the final prophet. Ask chn to research one of the prophets that Muhammed met on his journey. Establish that the prophets from the story also feature in the Christian and Jewish religion but there are differences.</p>	<p>lives – research Guru Hargobind and discuss what he may have believed. Consider how his life experiences might have impacted his beliefs and actions. Consider what leadership qualities he may have had. Compare to other religious leaders – similarities and differences.</p> <p>Stories are carriers of meaning about belief and values –read Guru Hargobind and the Hindu Princes fiction text. Consider why it was important for the Guru to help the Hindu princes. Link to the key Sikh belief that all people should be free to follow their own religion and follow their path to God.</p> <p>share the Amnesty International picture book ‘dreams of freedom’ Consider their own beliefs about freedom. Discuss ‘religious freedom’ and the benefits/challenges of living in a multi-cultural society.</p>
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<p>Synagogue – learn about the building, special clothing and worship during Rosh Hashanah and Yom Kippur.</p> <p>Consider the similarities and differences between the Synagogue and other places of worship.</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views – consider what reflection means to the chn personally and how believers reflect during Rosh Hashanah and Yom Kippur.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives – consider the impact of Rosh Hashanah</p>	<p>.What does worship mean? How can worship bring people together? Can it separate people? Is worship all the same? - How does belief affect the lives of people of different faiths and no faith?</p>	<p>differences within and between different religions and world views - consider what happened after Buddha died then discuss why funerals, celebrations and rituals are so important to people when someone has died -Look at the Funerals Around the World picture cards (handle sensitively)</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning -Look at other examples of monuments and memorials and compare with Buddhist Stupas in Asia</p> <p>Share stories from 100 people who made history to find out more about the lives and achievements of different, notable people and ask the children if they feel their actions and legacies are worth remembering.</p>	<p>wash the bad karma away.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives – establish that a Naga Sadhu is a holy man who has given up everything to concentrate on faith. Chn to debate if this is easy or difficult.</p> <p>Stories are carriers of meaning about belief and values – share the story ‘How the Holy River Fell.’ Discuss why the Ganges is so important to Hindus. Watch a BBC clip on the Ganges – deepen the discussion – what problems are there for people using the river? Are you surprised by how the Ganges is treated?</p> <p>Compare the Kumbh Mela to other familiar religious pilgrimages such as the Hajj in Mecca or Camino de Santiago in</p>	<p>Share the third part of the Night Journey story and discuss the concept of Jannah (heaven). Discuss how Muslims belief in Jannah may impact their lives on earth. Consider other faiths/secular beliefs about what happens after death.</p> <p>Share the fifth part of the story. Establish that Allah gave Muhammed a command for all Muslims to follow. Chn to discuss what it could be (may relate to ‘the golden rule’) – establish that it was to pray 50 times a day. Discuss the pro’s and cons and why Musa suggested Muhammed return to Allah. Discuss salat as one of the pillars of Islam.</p> <p>Share the final part of the story. Establish that when Muhammed told others about his journey, it split opinion.</p> <p>Explore different ‘sacred stories’ from different religions that they have previously studied. Consider why sacred</p>	<p>Stories have hidden meanings – share a range of stories from different religions about defending or helping people in need. Consider the ‘morals/teaching of the story’, who the leader is, how they helped and then find similarities and differences. Consider the impact of these stories on believers. Do those with secular beliefs also share some of the values?</p> <p>How others live – investigate how Bandj Chhor Divas is celebrated – conduct internet research, use non-fiction books, watch clips and look at images. Does everyone celebrate in the same way? Create a postcard from the Golden temple describing some of the celebrations.</p> <p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities –research the Hindu Diwali festival</p>
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<p>and Yom Kippur on believers.</p> <p><u>Personal Knowledge of Awareness</u></p> <p>Forgive and forget. Jews seek forgiveness during Rosh Hashanah and Yom Kippur.</p> <p>-What is true forgiveness?</p> <p>-Why can it be difficult to say sorry?</p> <p>-Why do Jews perform Tashlich at Yom Kippur?</p> <p>-Are there different ways to say sorry?</p> <p>-Is anything impossible to forgive?</p> <p>-How does it feel to be forgiven?</p>		<p><u>Personal Knowledge of Awareness</u></p> <p>Buddhists recognise that everything in life is impermanent and believe change is an inevitable part of life.</p> <p>-What sort of things change?</p> <p>-Why do things change?</p> <p>-Why are people afraid of change?</p> <p>-Can change be positive?</p> <p>-What would the world be like if things stayed the same?</p> <p>-How can you embrace change?</p> <p>-What would you want to be remembered for?</p>	<p>Spain. Are they similar to the Kumbh Mela or different?</p> <p><u>Personal Knowledge of Awareness</u></p> <p>Hindus show devotion to their religion by travelling to the Kumbh Mela and bathing in the water of the Ganges at least once in their lifetime:</p> <p>-What does the word devotion mean?</p> <p>-Are you devoted to anything?</p> <p>-How might you show devotion?</p> <p>-Can devotion affect a person's life?</p> <p>-Is devotion a good thing?</p> <p>-Are there any consequences to devotion?</p>	<p>stories are so important to believers.</p> <p><u>Personal Awareness</u></p> <p>The story of Muhammad's journey may strengthen the faith of a Muslim believer because it describes how Muhammad completed a seemingly impossible journey, visited heaven and spoke to Allah, all in one night:</p> <p>-What does the word faith mean?</p> <p>-What could a person have faith in?</p> <p>-How might someone show they have faith?</p> <p>-Why do some people have faith in religious leaders or teachings?</p> <p>-Can faith be lost and found?</p> <p>-Who or what do you have faith in?</p>	<p>through watching clips, viewing photos, reading stores and using non-fiction books. Compare and contrast with Banji Choor Diwa.</p> <p><u>Personal Knowledge of Awareness</u></p> <p>Guru Hargobind believed it was important to defend people in need:</p> <p>-What does the word defence mean?</p> <p>-Have you ever defended someone?</p> <p>-Has someone ever defended you?</p> <p>-Why might some people need help to defend themselves?</p> <p>-Why might you choose to defend a person who needs help?</p> <p>-How could you defend someone?</p>
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