



# RE Policy

## (Religious Education)

The 'basic' school curriculum includes the 'national curriculum', as well as religious education and sex education.

Local councils are responsible for deciding the RE syllabus, but faith schools and academies can set their own. Academies must teach a broad and balanced curriculum including English, Maths and Science. They must also teach Religious Education.

Schools must provide religious education but parents can ask for their children to be taken out of the whole lesson or part of it.

It is a legal requirement for every Local Authority to convene a **SACRE** (Standing Advisory Council for Religious Education). The Essex SACRE, which meets once a term, comprises statutory groups and co-opted members.

The Local Authority works with SACRE to monitor and review the provision of RE and collective worship, considering with SACRE any action that needs to be taken in respect of support offered to schools. SACRE produces an Agreed Syllabus which is reviewed every five years. SACRE also produces advice, particularly on methods of teaching, the choice of resources and the provision of training for teachers.

SACRE considers any application from a school for a 'determination' to lift the requirement for the majority of acts of collective worship in that school to be 'wholly or mainly of a broadly Christian character'.

### Useful Resources

- SACRE membership as at January 2015
- exploRE - Essex Agreed Syllabus for Religious Education - Please note hard copies will be posted out to schools very shortly and that SACRE will then be instigating updating of the support materials as soon as possible.
- exploRE - Key Stage 1 Support Materials
- Key Stage 2 Essex Scheme of Work for RE
- Guidance on Collective Worship in Schools - December 2013
- Getting value from visitors
- Responding appropriately to Pupils' Religious Obligations
- KS1 SoW overview 2

**RE provokes challenging questions** about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

**RE develops pupils' knowledge and understanding** of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these, including secular world views.

**RE offers opportunities for personal reflection** and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

**RE encourages pupils to learn from different beliefs**, values and traditions (both religious and non-religious) while exploring their own beliefs and questions of meaning.

**RE challenges pupils to reflect** on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

**RE encourages pupils to develop their sense of identity** and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community.

**RE has an important role in preparing pupils for adult life**, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

#### **Attitudes in RE**

- Self-awareness
- Respect for all
- Open-mindedness
- Appreciation and wonder

#### **Values in RE**

- Self
- Relationships
- Diversity in our society
- Environment

#### **Aims in RE**

- All pupils to learn and achieve
- Promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

#### **Time allocation** (I need to clarify if this is still the current allocation)

In order to cover the content prescribed in the programmes of study, at each key stage it is necessary to adhere to guidance on time allocation contained in *DFE . . . .*

36 hours a year should be devoted to RE at Key Stage 1 (average 6 hours a half term)

45 hours a year should be devoted to RE at Key Stage 2 (average of 7 ½ hours a half term)

*This time allocation is very challenging to meet as it is time in addition to assemblies and collective worship.*

**The good practice in detail** - An inclusive approach to RE in a special school: Little Heath School

Progress is seen through 'inspirational moments', rather than more formal assessments, for example, through observations of when:-

- pupil suddenly drew a picture of Jesus on an empty cross template without being asked
- a child carefully handed an artefact to a classmate
- a pupil who rarely made contact with others suddenly reached out to touch another's hand during a peaceful group ceremony commemorating the tsunami.

Rather than trying to carry out formalised continuous levelled assessment of progress in RE, the emphasis is on identifying where RE contributes to each pupil's overall progress and targets.

Extensive use is made of photographs and videos to record pupils' achievements. Record significant insights the children have when they show flashes of understanding or where their learning has an impact on them.

The importance of RE is that it also provides opportunities for children to reveal insights they could not have elsewhere.'

## RECEPTION

### Requirements

Children of compulsory school age in reception classes in maintained schools must be taught RE. This does not include children in nursery classes.

**Learning in RE at the EYFS** is about knowing who you are, where you belong and the things that are important in your life. It is also about recognising what things are important to others and developing respect for others, their culture and their religion.

- Respect themselves and others:
- Respecting children's culture
- Develop a positive self-image

### Activities

- based on first-hand experiences
- to help children to become aware of, explore and question issues of difference in religion and culture;
- to promote emotional, moral, spiritual and social development alongside intellectual development;
- Celebrations of festivals at different times of the year

### Opportunities

- For play and learning that acknowledge children's particular religious beliefs and cultural backgrounds;
- positive images in, for example, books and displays that challenge children's thinking and help them to embrace differences in religion and culture.

<b><u>RE modules</u></b> These can be swapped within the year to fit alongside class themes		Suggestions of stories to compliment class themes
Autumn	☺ <b><u>Personal experience</u></b> <i>learning from another religion and/or</i> ☩ <b><u>Christianity</u></b>	<u>Old Testament</u> David and Goliath (maths – sizes vocabulary) Jonah and the Whale (water topic)
	☩ <b><u>Christianity</u></b> <b>Jesus' Birth / Christmas Story</b>	<u>New Testament Parables</u> - <i>Aesop fables also often link</i>

Spring	☺ <b>Personal experience</b> learning from another religion and/or † <u>Christianity</u>	<i>well</i> Mustard Seed (seeds and growing) The Good Samaritan (Good neighbour / friendship and acceptance of others)
	☆ <b>Judaism</b> † <b>Christianity</b> <b>Creation</b>	Mary and Martha (Listening ears) The Lost Sheep (lost and found)
Summer	☺ <b>Personal experience</b> learning from another religion and/or † <u>Christianity</u>	The Lost Coin (lost and found / money topic) The Lost Son (Importance of family) Zacchaeus (maths – sizes vocabulary / money topic)
	☆ <b>Judaism</b> † <b>Christianity</b> <b>Noah's Ark</b>	<u>Other PSHE books</u> Everybody Feels . . . Happy Everybody Feels . . . Scared Everybody Feels . . . Angry Everybody Feels . . . Sad  <u>Mr Men Little Miss</u> These books can explore characters, personalities and behaviours.

## KEY STAGE 1

### RE IN KEY STAGE 1

Throughout Key Stage 1, learning focuses mainly on Christianity, and aspects of other principal religions are also covered. The children need to become aware that people in this country and across the world adhere to many different religions, each with their own beliefs, practices, special stories, places of worship, holy men and women, and festivals. This does not mean that children at Key Stage 1 should be given a comprehensive overview of the major world religions; rather that they should be provided with opportunities to engage with selected features of a variety of religions.

### Experiences and opportunities

The following should be made available to pupils:

- Visiting places of worship and focusing on symbols and feelings.
- Listening and responding to visitors from local faith communities.
- Using their senses and having times of quiet reflection.
- Using art and design, music, dance and drama to develop their creative talents and imagination.
- Sharing their own beliefs, ideas and values and talking about their feelings and experiences.
- Beginning to use ICT to explore religions and beliefs as practised in the local and wider community.

RE units to be covered each year:

**Special people**

**Special symbols and objects**

**Special things in nature**

**Year 1**, each of the study units will be explored in relation to the home.

**Year 2**, each of the study units will be explored in relation to the home, local and wider community.



**Special places**

**Special words and stories**

**Special ways of living**

**MAIN FOCUS**

*In exploring the theme of ‘special symbols and objects’, learning and teaching will focus mainly on the suggestions for ‘learning from religion’ and Christianity given below.*

*Aspects of one or more other major world faiths will also need to be covered. Suggestions related to the theme of ‘special symbols and objects’ are provided on the two pages after this one.*

*In teaching about religious beliefs, it will also be important to share non-religious views where appropriate (see section entitled ‘Including secular perspectives’ on page 45).*

<b>Context</b>	<b>YEAR 1 The home</b>	<b>YEAR 2 The local community (in the UK and other countries)</b>
☺ <b>Personal experience</b> <i>(learning from religion)</i>	<ul style="list-style-type: none"> <li>- Objects that are special to us</li> <li>- Family heirlooms</li> <li>- Our special clothes</li> <li>- Family photographs</li> <li>- Family crests</li> </ul>	<ul style="list-style-type: none"> <li>- Symbols that are special to us (eg the symbol of our school, symbols of favourite football teams, the Essex symbol)</li> <li>- Symbols of England (cross of St George, rose, three lions, bulldog, etc)</li> <li>- Crown jewels</li> </ul>
Festivals/ celebrations	<ul style="list-style-type: none"> <li>- Birthday cake</li> </ul>	
† <b>Christianity</b>	<ul style="list-style-type: none"> <li>- Crosses</li> <li>- <u>Rosaries</u></li> <li>- Images of Jesus, Mary and saints in the home (eg devotional statues in Roman Catholic homes and icons in Orthodox homes) <i>(could also be covered in unit on ‘Special People’)</i></li> <li>- The <u>fish symbol (ICHTHUS)</u> on clothing, cars, etc</li> <li>- Certificate of <u>baptism</u></li> </ul>	<ul style="list-style-type: none"> <li>- The cross</li> <li>- Communion vessels (chalice and paten)</li> <li>- <u>Liturgical colours</u> (linked to the church year)</li> <li>- <u>Vestments worn by priests</u></li> <li>- <u>Bishop’s mitre, ring and crook</u></li> <li>- Symbols and objects found in churches and other places of worship</li> </ul>

<b>ADDITIONAL FOCUS</b>		
<i>In exploring the theme of 'special symbols and objects', in addition to the suggestions for 'learning from religion' and Christianity, <u>some</u> of the following material related to other major world faiths will also need to be covered.</i>		
<b>Context</b>	<b>YEAR 1 The home</b>	<b>YEAR 2 The local community (in the UK and other countries)</b>
☸ <b>Buddhism</b>	<ul style="list-style-type: none"> <li>- The <u>Buddha image</u> (<i>could also be covered in unit on 'Special People'</i>)</li> <li>- <u>Mudras</u> (symbolic hand gestures)</li> <li>- Objects making up the <u>shrine</u> (<i>could also be covered in unit on 'Special Places'</i>)</li> <li>- <u>Prayer beads</u></li> <li>- <u>Prayer wheels</u> (used by Tibetan Buddhists)</li> <li>- Pictures of the <u>Tibetan Wheel of Life</u> and mandalas (circular geometric patterns used as a focus for meditation)</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Eight-spoked wheel</u></li> <li>- The <u>lotus</u> symbol</li> <li>- The <u>Buddha image</u> (<i>could also be covered in unit on 'Special People'</i>)</li> <li>- <u>Mudras</u> (symbolic hand gestures)</li> <li>- <u>Dorje and bell</u> (in Tibetan Buddhism)</li> <li>- Yellow/saffron robes of <u>bhikkus</u> (monks) and <u>bhikkunis</u> (nuns)</li> <li>- The <u>kathina ceremony</u> marks the end of the rains retreat in <u>Theravada</u> countries, when <u>bhikkus</u> (monks) and <u>bhikkunis</u> (nuns) are presented with new robes</li> </ul>
Festivals		<ul style="list-style-type: none"> <li>- <u>Asala Perahara</u> (at which a replica of the Buddha's tooth relic is paraded through streets)</li> </ul>
ॐ <b>Hinduism</b>	<ul style="list-style-type: none"> <li>- <u>Murtis</u> (images of gods and goddesses) and associated symbolism (<i>could also be covered in unit on 'Special People'</i>)</li> <li>- Objects making up the <u>home shrine</u> (<i>could also be covered in unit on 'Special Places'</i>)</li> <li>- Objects used for <u>family puja</u> (worship) (<i>could also be covered in unit on 'Special Ways of Living'</i>)</li> <li>- <u>AUM</u> symbol</li> <li>- Garlands placed around images of gods and goddesses and worshippers</li> <li>- Divas (lamps), especially during <u>Divali</u></li> <li>- Rangoli patterns made during <u>Divali</u></li> <li>- <u>Bindi</u> (mark on forehead)</li> </ul>	<ul style="list-style-type: none"> <li>- <u>AUM</u> symbol</li> <li>- <u>Murtis</u> (images of gods and goddesses) and associated symbolism (<i>could also be covered in unit on 'Special People'</i>)</li> <li>- Symbols and objects found in mandirs (temples) (eg bell at entrance, clothes for murtis (divine images), garlands, <u>AUM</u>, <u>lotus</u>, <u>swastika</u>)</li> <li>- <u>Sacred thread</u> (presented to some Hindu boys at a special initiation ceremony)</li> </ul>
Festivals	<ul style="list-style-type: none"> <li>- Sisters tie <u>rakhis</u> (decorated string bracelets) onto their brothers' wrists at <u>Raksha Bandhan</u></li> </ul>	<ul style="list-style-type: none"> <li>- Clay images of Ganesh are immersed in water at <u>Ganesha-Chaturthi</u></li> <li>- Images of Durga are immersed in water at <u>Navaratri</u></li> <li>- In Delhi, huge images of the demon Ravana are burnt at <u>Dassehra</u></li> <li>- Images of Krishna are pulled through the streets of Puri at <u>Jagannatha</u></li> </ul>
☪ <b>Islam</b>	<ul style="list-style-type: none"> <li>- Quotations from the <u>Qur'an</u> decorating the home (<i>could also be covered in unit on 'Special Words, Stories and</i></li> </ul>	<ul style="list-style-type: none"> <li>- <u>Crescent moon</u> (sometimes with star)</li> <li>- <u>Clocks showing prayer times</u></li> <li>- Quotations from the <u>Qur'an</u> decorating</li> </ul>

	<p><i>Writings'</i>)</p> <ul style="list-style-type: none"> <li>- <u>Qur'an stand</u> (<i>could also be covered in unit on 'Special Words, Stories and Writings'</i>)</li> <li>- <u>Prayer carpet</u></li> <li>- <u>Qiblah compass</u></li> <li>- <u>Tiqiya</u> (crocheted skullcap worn by some male Muslims for prayer))</li> <li>- <u>Prayer beads</u></li> <li>- Pictures of the <u>Ka'bah</u></li> </ul>	<p>the mosque (<i>could also be covered in unit on 'Special Words, Stories and Writings'</i>)</p> <ul style="list-style-type: none"> <li>- <u>Ihram</u> (two pieces of plain white cloth worn during the pilgrimage to Makkah)</li> </ul>
<p>☆ <b>Judaism</b></p>	<ul style="list-style-type: none"> <li>- <u>Mezuzah</u> (scroll containing words of the <u>Shema</u> placed in a container fastened to doorposts) (<i>could also be covered in unit on 'Special Words, Stories and Writings'</i>)</li> <li>- Items used for start and end of <u>Shabbat</u> (candlesticks, kiddush cup, challah cover, havdalah candle, spice box) (<i>could also be covered in unit on 'Special Ways of Living'</i>)</li> <li>- In <u>kosher homes</u>, two sets of utensils, cutlery, crockery: one for meat and one for dairy products (<i>could also be covered in unit on 'Special Places'</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- Star of David</li> <li>- Objects used to dress <u>Torah</u> scrolls (mantle, crowns, bells) (<i>could also be covered in unit on 'Special Words, Stories and Writings'</i>)</li> <li>- <u>Yad</u> (pointer used when reading scroll) (<i>could also be covered in unit on 'Special Words, Stories and Writings'</i>)</li> <li>- Clothes (<u>kippah/yarmulke/cappel</u>, <u>tallit</u>, <u>tefillin/phylacteries</u>)</li> <li>- <u>Menorah</u> (seven-branched candelabrum often found in synagogues)</li> </ul>
<p>Festivals</p>	<ul style="list-style-type: none"> <li>- Seder plate (used at the <u>Seder meal</u> during <u>Pesach</u>)</li> <li>- Hanukiah/Hanukkah menorah and dreidel (used at <u>Hanukkah</u>)</li> </ul>	<ul style="list-style-type: none"> <li>- Shofar, ram's horn blown at <u>Rosh Hashanah</u></li> </ul>
<p>☞ <b>Sikhism</b></p>	<ul style="list-style-type: none"> <li>- <u>Khanda</u> symbol</li> <li>- <u>Ik Onkar</u> symbol</li> <li>- Images of the <u>Gurus</u>, especially <u>Guru Nanak</u> and <u>Guru Gobind Singh</u> (<i>could also be covered in unit on 'Special People'</i>)</li> <li>- <u>Five Ks</u></li> <li>- <u>Turban and patka</u></li> </ul>	<ul style="list-style-type: none"> <li>- <u>Khanda</u> symbol in the <u>gurdwara</u></li> <li>- <u>Ik Onkar</u> symbol in the <u>gurdwara</u></li> <li>- Images of the <u>Gurus</u> in the <u>gurdwara</u>, especially <u>Guru Nanak</u> and <u>Guru Gobind Singh</u> (<i>could also be covered in unit on 'Special People'</i>)</li> <li>- <u>Chauri</u> (yak hair fan waved over the <u>Guru Granth Sahib</u>) (<i>could also be covered in unit on 'Special Words, Stories and Writings'</i>)</li> <li>- <u>Khanda</u> (double-edged sword) and steel bowl used at the <u>Amrit Pahul</u> or <u>Amrit Sanskar</u> ceremony</li> <li>- <u>Five Ks</u></li> </ul>

**MAIN FOCUS**

*In exploring the theme of ‘special people’, learning and teaching will focus mainly on the suggestions for ‘learning from religion’ and Christianity given below.*

*Aspects of one or more other major world faiths will also need to be covered. Suggestions related to the theme of ‘special people’ are provided on the two pages after this one.*

*In teaching about religious beliefs, it will also be important to share non-religious views where appropriate*

<b>Context</b>	<b>YEAR 1 The home</b>	<b>YEAR 2 The local community (in the UK and other countries)</b>
☺ <b>Personal experience</b> <i>(learning from religion)</i>	<ul style="list-style-type: none"> <li>- Special ‘me’ (eg my uniqueness, my worth and value, my qualities and abilities)</li> <li>- People who are special to me, people I love and care about: family and close friends</li> </ul>	<ul style="list-style-type: none"> <li>- Special people in the local community (eg teachers, police, doctors, shopkeepers, publicans, Beaver leaders, social workers, firefighters, Mayor/Mayoress, councillors, MPs)</li> <li>- Famous people (eg pop/TV/film/sports stars, the Queen, the Prime Minister)</li> <li>- Statues, memorials, wall plaques, street names, school names, etc commemorating well-known people</li> </ul>
Festivals/celebrations	<ul style="list-style-type: none"> <li>- Birthdays</li> </ul>	<ul style="list-style-type: none"> <li>- Celebrations honouring people (eg patron saints’ days, Remembrance Day, the Queen’s birthday, Trafalgar Day, state funerals)</li> </ul>
† <b>Christianity</b>	<ul style="list-style-type: none"> <li>- Belief that every person is special to God: God loves and cares for everyone</li> <li>- Respect for parents (the <u>fifth commandment</u>)</li> <li>- <u>Images of Jesus, Mary and Christian saints in the home</u> <i>(could also be covered in unit on ‘Special Symbols and Objects’)</i></li> <li>- Stories shared with children about Jesus, Christian saints and other people who have followed the teachings of Jesus <i>(could also be covered in unit on ‘Special Words, Stories and Writings’)</i></li> <li>- Some Christians, especially Roman Catholics and Orthodox Christians, have family saints</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Baptisms/Christenings</u> (ceremonies affirming special worth of each new members of the Christian community)</li> <li>- <u>Weddings</u> (when two people get married, they are saying that each of them is special to the other)</li> <li>- <u>Funerals</u>, headstones commemorating the dead and visiting the graves of loved ones</li> <li>- Local priests/ministers and their role in the community</li> <li>- <u>Patron saints</u></li> <li>- Local churches, schools, hospitals, etc, named after saints</li> </ul>
Festivals	<ul style="list-style-type: none"> <li>- <b><u>Christmas</u></b> (celebrating the birth of Jesus)</li> <li>- <b><u>Easter</u></b> (celebrating the resurrection of Jesus)</li> </ul>	<ul style="list-style-type: none"> <li>- <b><u>Christmas</u></b> (celebrating the birth of Jesus)</li> <li>- <b><u>Epiphany</u></b> (celebrating when the ‘three kings’ presented gifts to the baby Jesus)</li> <li>- <b><u>Candlemas</u></b> (celebrating the presentation of the infant Jesus in the Temple)</li> <li>- <b><u>Easter</u></b> (celebrating the resurrection of Jesus)</li> <li>- <b><u>Ascension Day</u></b> (celebrating the ascension of Jesus into heaven)</li> </ul>

		<ul style="list-style-type: none"><li>- <b><u>Whitsun/Pentecost</u></b> (celebrating the occasion when the disciples received the gift of the Holy Spirit)</li><li>- <b><u>All Saints Day</u></b> (when all the Christian saints are remembered)</li><li>- <b><u>Saints' days</u></b> (when particular Christian saints are remembered, eg St George's Day, St David's Day, St Andrew's Day, St Patrick's Day)</li><li>- <b><u>All Souls Day</u></b> (when the dead are remembered)</li></ul>
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<b>ADDITIONAL FOCUS</b>		
<p><i>In exploring the theme of 'special people', in addition to the suggestions for 'learning from religion' and Christianity, <u>some</u> of the following material related to other major world faiths will also need to be covered.</i></p>		
<p>☸ <b>Buddhism</b></p>	<ul style="list-style-type: none"> <li>- Respect shown by children to adults, and the duties of adults to children</li> <li>- The <u>Buddha image</u> in the home and associated <u>devotional practices</u> (<i>could also be covered in unit on 'Special Symbols and Objects'</i>)</li> <li>- Stories shared with children about the life of the Buddha (<i>could also be covered in unit on 'Special Words, Stories and Writings'</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- The <u>Buddha image</u> and <u>devotion shown to it</u> at local <u>Buddhist centres</u> (<i>could also be covered in unit on 'Special Symbols and Objects'</i>)</li> <li>- In the <u>Theravada</u> countries of south-east Asia (including Sri Lanka, Thailand, Burma, Cambodia and Laos), the local community supports <u>bhikkhus (monks)</u> and <u>bhikkunis (nuns)</u>, providing them with food on a daily basis</li> </ul>
Festivals		<ul style="list-style-type: none"> <li>- <u>Wesak/Vaisakha</u> (festival of light celebrating the birth, enlightenment and passing of the Buddha)</li> </ul>
<p>ॐ <b>Hinduism</b></p>	<ul style="list-style-type: none"> <li>- <u>Birth and naming ceremonies</u></li> <li>- Love and loyalty between all members of the extended family, eg respect for parents and grandparents who often live with the family</li> <li>- Role of the mother in performing <u>family puja</u> (worship)</li> <li>- <u>Murtis</u> (images of <u>gods and goddesses</u>) and devotion shown to these (<i>could also be covered in unit on 'Special Symbols and Objects'</i>)</li> <li>- Stories shared with children about Hindu <u>gods and goddesses</u> (<i>could also be covered in unit on 'Special Words, Stories and Writings'</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Weddings</u> (when two people get married, they are saying that each of them is special to the other)</li> <li>- Hindu <u>priests</u> and their role in the community</li> <li>- <u>Murtis</u> (images of gods and goddesses) in the mandir (temple), and <u>devotion shown to murtis</u></li> <li>- The importance of spiritual teachers (<u>Gurus</u>, <u>Swamis</u>, etc), many of whom visit the UK</li> <li>- <u>Cremation</u> of the dead</li> </ul>
Festivals	<ul style="list-style-type: none"> <li>- <u>Raksha Bandhan</u> (at which sisters tie Rakhis (decorated string bracelets) onto their brothers' wrists)</li> <li>- <u>Diwali</u> (during which the goddess Lakshmi is welcomed into the home)</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Rama Navami</u> and <u>Janmashtami</u> (celebrating the birthdays of Rama and Krishna respectively)</li> <li>- Many other Hindu festivals focus on different gods and goddesses and stories associated with them, including <u>Diwali</u>, <u>Saraswati Puja</u>, <u>Mahashivratri</u>, <u>Holi</u>, <u>Jagannatha</u>, <u>Ganesh Chaturthi</u>, and <u>Durga Puja</u></li> </ul>
<p>☪ <b>Islam</b></p>	<ul style="list-style-type: none"> <li>- <u>Birth ceremonies</u></li> <li>- Respect for parents and elders</li> <li>- Stories shared with children about Muhammad (<i>could also be covered in unit on 'Special Words, Stories and Writings'</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Weddings</u> (when two people get married, they are saying that each of them is special to the other)</li> <li>- The <u>imam</u> and his role in the community</li> <li>- The <u>mu'adhin</u> who calls the people to prayer</li> <li>- Respect shown to a <u>hafiz</u> (someone who has memorised the whole of the Qur'an)</li> <li>- Hajji (m) and hajja (f): someone who has completed the <u>hajj</u> (pilgrimage to Makkah)</li> </ul>

		<ul style="list-style-type: none"> <li>- <u>Funerals</u> and visiting graves of the dead</li> </ul>
Festivals		<ul style="list-style-type: none"> <li>- <u>Laylat-ul-Qadr</u> (celebrating when Allah chose Muhammad as the final prophet)</li> </ul>
☆ <b>Judaism</b>	<ul style="list-style-type: none"> <li>- <u>Naming ceremonies</u></li> <li>- Respect for parents (the <u>fifth commandment</u>)</li> <li>- In some homes, father blesses his children at start of <u>Shabbat</u></li> <li>- Role of the mother in ushering in <u>Shabbat</u></li> <li>- Stories shared with children about significant people in ancient Jewish history (eg Abraham, Noah, Moses, Ruth, Solomon, David, Esther) (<i>could also be covered in unit on 'Special Words, Stories and Writings'</i>)</li> <li>- <u>Yahrzeit</u> (the anniversary of a close relative's death)</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Weddings</u> (when two people get married, they are saying that each of them is special to the other)</li> <li>- The <u>rabbi</u> and his/her role in the community</li> <li>- <u>Bar/Bat Mitzvah</u> (when Jewish boys and girls take on the responsibilities of adulthood)</li> <li>- <u>Funerals</u> and visiting graves of the dead</li> <li>- <u>Yahrzeit</u> (the anniversary of the death of a national or a religious leader)</li> </ul>
Festivals	<ul style="list-style-type: none"> <li>- The <u>Seder meal</u> at <u>Pesach</u> (celebrating how Moses led his people from slavery to freedom)</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Shavuot</u> (during which the story of Ruth is read out in the synagogue)</li> <li>- <u>Purim</u> (celebrating how Esther saved her people)</li> </ul>
Ⓢ <b>Sikhism</b>	<ul style="list-style-type: none"> <li>- <u>Birth ceremonies</u></li> <li>- Love and loyalty between all members of the extended family, eg respect for parents and grandparents who often live with the family</li> <li>- Images of the Gurus, especially <u>Guru Nanak</u> and <u>Guru Gobind Singh</u> (<i>could also be covered in unit on 'Special Symbols and Objects'</i>)</li> <li>- Stories shared with children about the Gurus, especially <u>Guru Nanak</u> and <u>Guru Gobind Singh</u> (<i>could also be covered in unit on 'Special Words, Stories and Writings'</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Naming ceremonies</u></li> <li>- <u>Amrit Pahul</u> or <u>Amrit Sanskar</u> ceremony, at which Sikhs are initiated into the khalsa (Sikh community)</li> <li>- The significance of the <u>Panj Piare</u> (the Beloved Five) for Sikhs</li> <li>- Title Singh ('lion') bestowed on all male Sikhs, and Kaur ('princess') bestowed on all female Sikhs</li> <li>- <u>Weddings</u> (when two people get married, they are saying that each of them is special to the other)</li> <li>- <u>Equality</u> in Sikhism</li> <li>- Special people at the <u>gurdwara</u> (temple), eg the <u>granthi</u>, who reads the <u>Guru Granth Sahib</u> out loud, and musicians and singers</li> <li>- Images of the <u>Gurus</u> at the <u>gurdwara</u>, especially <u>Guru Nanak</u> and <u>Guru Gobind Singh</u></li> <li>- <u>Cremation</u> of the dead</li> </ul>
Festivals		<ul style="list-style-type: none"> <li>- <u>Gurpurbs</u> (celebrating the birth of <u>Guru Nanak</u> and the birth of <u>Guru Gobind Singh</u>)</li> <li>- <u>Baisakhi</u> (it was on <u>Baisakhi</u> day, the day of an ancient harvest festival, that <u>Guru Gobind Singh</u> founded the Khalsa and instigated the <u>Amrit Pahul</u> or <u>Amrit Sanskar</u> ceremony)</li> <li>- <u>Divali/Bandi Chhorh Divas</u> (celebrating how <u>Guru Har Gobind</u> rescued 52 princes)</li> </ul>

		from imprisonment)
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**MAIN FOCUS**

*In exploring the theme of ‘special things in nature’, learning and teaching will focus mainly on the suggestions for ‘learning from religion’ and Christianity given below.*

*Aspects of one or more other major world faiths will also need to be covered. Suggestions related to the theme of ‘special things in nature’ are provided on the page after this one.*

*In teaching about religious beliefs, it will also be important to share non-religious views where appropriate (see section entitled ‘Including secular perspectives’ on page 45).*

<b>Context</b>	<b>YEAR 1 The home</b>	<b>YEAR 2 The local community (in the UK and other countries)</b>
☺ <b>Personal experience</b> <i>(learning from religion)</i>	<ul style="list-style-type: none"> <li>- Our pets</li> <li>- Flowers, house plants</li> <li>- Our gardens</li> <li>- The seasons</li> <li>- Recycling</li> <li>- Light and water (all life depends on these)</li> </ul>	<ul style="list-style-type: none"> <li>- Trees, parks, woods, countryside, rivers, sea, etc</li> <li>- Wildlife parks, bird gardens, zoos, etc</li> <li>- The need to look after our school/local environment</li> <li>- The seasons</li> <li>- Recycling and sustainability</li> <li>- Light and water (all life depends on these)</li> </ul>
Festivals/celebrations		<ul style="list-style-type: none"> <li>- Flower shows</li> <li>- Agricultural shows</li> </ul>
† <b>Christianity</b>	<ul style="list-style-type: none"> <li>- Stories shared with children about St Francis of Assisi <i>(could also be covered in unit on Special People)</i></li> <li>- Grace before meals <i>(could also be covered in units on ‘Special Words, Stories and Writings’ and ‘Special Ways of Living’)</i></li> </ul>	<ul style="list-style-type: none"> <li>- Belief in God as creator, and our responsibility to look after the world God has given us</li> <li>- Biblical creation stories, as found in Genesis 1-3</li> <li>- Stories Jesus told in relation to the natural world (eg the sower (Matthew 13.3-8, Mark 4.3-8, Luke 8.5-8), the growing seed (Mark 4.26-29), the mustard seed (Matthew 13.31-32, Mark 4.30-32, Luke 13.18-19), the birds of the air and the lilies of the field (Matthew 6.26-30, Luke 22.24-28))</li> <li>- Hymns/songs sung at church and in school in praise of the natural world (eg <i>All Things Bright and Beautiful, Morning Has Broken</i>)</li> <li>- Bread and wine at <u>Holy Communion</u></li> <li>- Light: Jesus the light of the world (John 8.12), <u>Christingles</u>, baptismal candles, <u>paschal candle</u></li> <li>- Water: <u>baptism</u></li> </ul>
Festivals	<ul style="list-style-type: none"> <li>- Symbols from the natural world associated with <u>Christmas</u> (light, Christmas tree, holly, mistletoe, robin redbreast, etc)</li> <li>- Symbols from the natural world associated with <u>Easter</u> (eggs, bunnies,</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Harvest festival</u></li> <li>- <u>Easter</u> (festival associated with new life)</li> <li>- <u>Christmas</u> (festival of light)</li> <li>- <u>Candlemas</u> (presentation of the infant Jesus in the Temple: candle-lit</li> </ul>

	daffodils, etc)	processions celebrate Jesus as the light of the world)
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<b>ADDITIONAL FOCUS</b>		
<i>In exploring the theme of 'special things in nature', in addition to the suggestions for 'learning from religion' and Christianity, <u>some</u> of the following material related to other major world faiths will also need to be covered.</i>		
<b>Context</b>	<b>YEAR 1 The home</b>	<b>YEAR 2 The local community (in the UK and other countries)</b>
☸ <b>Buddhism</b>	<ul style="list-style-type: none"> <li>- Candles, flowers and seven offering bowls (containing water for washing, water for drinking, flowers, incense, light, perfume and food) placed at the home <u>shrine</u></li> <li>- Stories shared with children about the <u>Buddha's</u> compassion for animals (eg Siddattha and the injured swan, the <u>Buddha</u> and Nalagiri the elephant)</li> </ul>	<ul style="list-style-type: none"> <li>- Candles, flowers and seven offering bowls (containing water for washing, water for drinking, flowers, incense, light, perfume and food) placed at the shrine in the local <u>Buddhist centre</u></li> <li>- Reverence shown to <u>Bodhi tree</u> (the Buddha was sitting under a tree in a forest glade when he achieved enlightenment)</li> <li>- <u>Zen gardens</u></li> </ul>
Festivals		<ul style="list-style-type: none"> <li>- Festival of <u>Wesak/Vaisakha</u> (festival of light celebrating the enlightenment of the Buddha)</li> <li>- <u>Hanamatsuri</u> (Japanese flower festival)</li> </ul>
ॐ <b>Hinduism</b>	<ul style="list-style-type: none"> <li>- Light, water, food and flowers used in <u>family puja</u></li> <li>- <u>Arti</u> (5 lights standing for five elements: earth, air, fire, water and ether)</li> <li>- Images of animal gods and heroes (eg Ganesh and Hanuman) in the home</li> <li>- Images of gods embodying elemental forces of nature (eg Agni (fire), Surya (sun)) in the home</li> <li>- Images of Krishna with cows in the home</li> <li>- The <u>lotus</u> symbol in the home</li> <li>- Many Hindu homes (in India) have a courtyard containing a sacred <u>tulsi plant</u> (associated with the god Vishnu)</li> <li>- Divas at <u>Divali</u></li> </ul>	<ul style="list-style-type: none"> <li>- Creation stories</li> <li>- Light, water, food and flowers used in <u>communal puja</u></li> <li>- <u>Arti</u> (five lights standing for five elements: earth, air, fire, water and ether)</li> <li>- <u>Havan</u> (fire offering for <u>puja</u>)</li> <li>- Images of animal gods and heroes (eg Ganesh and Hanuman) at the mandir</li> <li>- Images of gods embodying elemental forces of nature (eg Agni (fire), Surya (sun)) at the mandir</li> <li>- Images of Krishna with cows at the mandir</li> <li>- The <u>lotus</u> symbol at the mandir</li> <li>- Divas at <u>Divali</u></li> <li>- Respect for <u>cows</u></li> </ul>
Festivals	<ul style="list-style-type: none"> <li>- <u>Divali</u> (festival of light)</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Divali</u> (festival of light)</li> <li>- <u>Holi</u> (spring festival)</li> </ul>
☪ <b>Islam</b>	<ul style="list-style-type: none"> <li>- Stories shared with children about Muhammad and animals (eg Muhammad is saved by a spider and a nesting dove, Muhammad and the thirsty camel, Muhammad and the ants)</li> <li>- <u>Wudu</u> (washing) before prayer (<i>could also be covered in unit on 'Special Ways of Living'</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- Creation story</li> <li>- Muslims believe that signs of Allah's creation are seen in the natural world</li> <li>- <u>Wudu</u> (washing) before prayer (<i>could also be covered in unit on 'Special Ways of Living'</i>)</li> </ul>

<p>☆ <b>Judaism</b></p>	<p>- <u>Blessings</u> related to gifts bestowed by nature (<i>could also be covered in unit on 'Special Words, Stories and Writings'</i>) - Bread and wine at start of <u>Shabbat</u></p>	<p>- Belief in God as creator, and our responsibility to look after the world God has given us - Biblical creation stories - Psalms praising the natural world</p>
<p>Festivals</p>	<p>- <u>Hanukkah</u> (festival of light) - Symbolic foods eaten at the <u>Seder meal</u> at the start of <u>Pesach</u> - Festival foods (eg apples dipped in honey at <u>Rosh Hashanah</u>, doughnuts and latkes at <u>Hanukkah</u>, fruit grown in Israel at <u>Tu B'Shvat</u>, Hamantschen/Oznoi Haman at <u>Purim</u>, cheesecake and blintzes at <u>Shavuot</u>)</p>	<p>- <u>Rosh Hashanah</u> (celebrating the creation of the world) - <u>Sukkot</u>, <u>Pesach</u> and <u>Shavuot</u> (as well as having other associations, these are also harvest festivals) - <u>Sukkot</u> (featuring <u>arba minim</u> and booths made of wood with fruits hanging from ceiling) - <u>Tu B'Shvat</u> (new year for trees)</p>
<p>☞ <b>Sikhism</b></p>	<p>- Stories shared with children about the young <u>Guru Nanak</u> and the natural world (eg Nanak and mysterious shadow, Nanak and the cows, Nanak and the snake)</p>	<p>- Belief in God as creator, and our responsibility to look after the world God has given us - Many passages from the <u>Guru Granth Sahib</u> extol the beauty of nature</p>
<p>Festivals</p>		<p>- <u>Baisakhi</u> (a harvest festival) - <u>Divali/Bandi Chhorh Divas</u> (Sikh festival of light – not to be confused with the Hindu festival of Divali)</p>

## **KEY STAGE 2**

### **Introduction**

This programme of study has been strongly influenced by the recommendations for Key Stage 2 contained in the non-statutory national framework for RE. One of the most significant features of the national framework is the recommendation that RE at Key Stage 3 should move beyond the external features of religion (the buildings, the books, the stories, the festivals, the practices, etc) to focus instead on the deeper aspects of religion: beliefs, concepts, truth claims, ethical stances and philosophical ideas. By shifting the emphasis at Key Stage 3 to the abstract, the implication is that the more concrete aspects of religion should be covered at Key Stage 2.

Throughout Key Stage 2, pupils learn about Christianity, other principal religions and humanism, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in RE.

### **What needs to be covered?**

The study units in this programme of study prescribe the religious and Humanist content that must be covered. The study units have been designed to provide a systematic introduction to six major world faiths (Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism) and secular Humanism.

The national framework recommends that a secular world view should be covered where appropriate, and so a study unit focused on Humanism has been included. An important component of RE is for all pupils to understand that valid systems of beliefs, values and morality do not have to be built upon religious foundations. Many pupils will identify with the beliefs and views of Humanists more readily than those of religious believers. Learning about ways in which their own perceptions and views may accord with those of Humanists has the potential to clarify their own beliefs, values and attitudes, and to assist them in their own quests for identity, meaning and purpose. At a purely practical level, many pupils will find it helpful to learn that there are non-religious alternatives to religious ceremonies associated with birth, marriage and death.

There are 24 study units, which works out at two study units per term. It is recognised that there is far too much material in most of the study units to allow everything to be covered in depth. In order to allow some aspects to be covered more fully, other aspects will necessarily receive briefer and less detailed treatment. A key issue for schools when planning RE is to determine which elements in the units will be the main focus for study and which elements will be covered in a more superficial way. Medium-term and short-term planning will need to make clear where the main emphasis will lie.

The study units are all 'systematic' (focusing on one religion at a time) rather than 'thematic' (focusing on a theme, such as holy buildings or holy books, and exploring the theme in relation to several different religions). There are three main reasons for this, explained below.

- Firstly to avoid the confusion that can easily occur when features of different religions are taught alongside each other.
- Secondly to avoid what has been referred to as a 'multifaith mish mash', whereby different religions are presented in a generalised way and superficial similarities are emphasised. Instead we wanted to encourage a deeper exploration by focusing on the unique and distinctive features of each different religion.
- Thirdly to avoid the repetitive way of teaching into which thematic RE can so easily slide. For example, learning about a characteristic feature of religion (e.g. places of worship, holy books, festivals) in relation to Christianity, Buddhism, Hinduism, Judaism, Islam and Sikhism.

However, it is possible to cover two related study units in the same term while respecting the integrity of each of the religions covered. For example:

- 'The local Anglican Church' could be linked with 'The mosque and prayer' under an overall heading such as: *Holy Buildings in Christianity and Islam*.
- 'The Bible' could be linked with 'Muhammad and the Qur'an' under an overall heading such as: *Holy Books in Christianity and Islam*.
- 'Jesus' baptism and the beginning of his ministry' could be linked with 'Guru Nanak, Guru Gobind Singh and the Khalsa' under an overall heading such as: *Founders of Christianity and Sikhism*.
- 'The creation story in Genesis 1' could be linked with 'Brahman, the Trimurti and creation stories' under an overall heading such as: *Creation Stories in Christianity and Hinduism*.
- 'The synagogue' could be linked with 'Sacred to Sikhs' under an overall heading such as: *Sacred Buildings and Books in Judaism and Sikhism*.
- 'Living as a Buddhist: devotional practices and the Middle Way' could be linked with either 'Humanism: a secular world view' (under an overall heading such as: *Living Without God as a Buddhist or a Humanist*) or 'The Five Pillars of Islam' (under an overall heading such as: *Living as a Buddhist and Living as a Muslim*).

The 24 study units, in providing a summary overview of the religious and Humanist content that must be covered, focus on Attainment Target 1: learning about religion. It is a requirement of this syllabus that learning about religion (AT1) is integrated with learning from religion (AT2). It is important to note that in covering the material prescribed for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered.

### **Experiences and opportunities**

The following should be made available to pupils:

- Encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community.
- Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others.
- Considering a range of human experiences and feelings.
- Reflecting on their own and others' insights into life and its origin, purpose and meaning.

- Expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT.
- Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.

## **Study units for Key Stage 2**

In covering the religious material prescribed for each study unit (learning about religion), teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (learning from religion). To assist with this, support materials are available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).

*Please note that for each of these study units, support materials are available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).*

## PROGRAMME OF STUDY FOR KS2

**Year 3 & 4 RE modules** ~ 2 modules per term ~ these can be swapped within year group to fit alongside class themes

Autumn	<p>† <b>Christianity</b> <u>THE LOCAL ANGLICAN PARISH CHURCH</u></p> <ol style="list-style-type: none"> <li>1. Features of the local Anglican parish church</li> <li>2. Symbols found in churches</li> <li>3. What happens at an Anglican parish church.</li> </ol>	<p>† <b>Christianity</b> <u>LIVING AS A CHRISTIAN: THE BIBLE AND PRAYER</u></p> <ol style="list-style-type: none"> <li>1. The development of the Bible</li> <li>2. The content of the Bible</li> <li>3. The importance of the Bible for Christians</li> <li>4. Jesus' teaching about prayer, including the Lord's prayer</li> </ol>
	<p>☸ <b>Hinduism</b> <u>WORSHIPPING &amp; CELEBRATING IN THE HOME: PUJA AND DIVALI</u></p> <ol style="list-style-type: none"> <li>1. The home shrine and objects used in puja (worship)</li> <li>2. Puja in the home</li> <li>3. The story of Rama and Sita</li> <li>4. The festival of Divali (<i>complementary Christian content: Easter</i>)</li> </ol>	<p>☸ <b>Hinduism</b> <u>HINDU GODS &amp; GODDESSES, STORIES &amp; FESTIVALS</u></p> <ol style="list-style-type: none"> <li>1. Brahman (<i>complementary Christian content: titles given to God</i>)</li> <li>2. Gods, goddesses, stories and festivals (having enabled pupils to learn about Brahman, schools are given complete freedom of choice about which gods, goddesses, stories and festivals to cover)</li> </ol>
Spring	<p>† <b>Christianity</b> <u>JESUS' BAPTISM AND THE BEGINNING OF HIS MINISTRY</u></p> <ol style="list-style-type: none"> <li>1. The baptism of Jesus</li> <li>2. The temptations faced by Jesus in the desert</li> <li>3. The beginning of Jesus' ministry and the choosing of the twelve disciples</li> </ol>	<p>† <b>Christianity</b> <u>JESUS' TEACHING AND EXAMPLE</u></p> <ol style="list-style-type: none"> <li>1. The parables of Jesus</li> <li>2. "Love your neighbour as you love yourself"</li> <li>3. The life of a well-known Christian</li> </ol>
	<p>☸ <b>Sikhism</b> <u>GURU NANAK, GURU GOBIND SINGH AND THE KHALSA</u></p> <ol style="list-style-type: none"> <li>1. Guru Nanak, the founder of Sikhism (<i>complementary Christian content: Jesus' baptism experience</i>)</li> <li>2. Guru Gobind Singh and the formation of the Khalsa (<i>complementary Christian content: infant baptism and confirmation</i>)</li> <li>3. The Five Ks</li> </ol>	<p>☸ <b>Buddhism</b> <u>THE BUDDHA'S LIFE STORY</u></p> <ol style="list-style-type: none"> <li>1. The Buddha image (<i>complementary Christian content: devotional statues in homes and places of worship</i>)</li> <li>2. The Buddha's life story: his quest to find an answer to the problem of suffering (<i>complementary Christian content: St Francis of Assisi</i>)</li> <li>3. The Three Refuges/Jewels/Treasures (<i>complementary Christian content: the Nicene creed</i>)</li> <li>4. The festival of Wesak/Vaisakha</li> </ol>
Summer	<p>☸ <b>Islam</b> <u>THE MOSQUE AND PRAYER</u></p> <ol style="list-style-type: none"> <li>1. The first mosque and the first call to prayer</li> <li>2. Features of the mosque (<i>complementary Christian content: Christian places of worship</i>)</li> <li>3. Prayer, five times daily (<i>complementary Christian content: Jesus' teaching about prayer</i>)</li> </ol>	<p>☸ <b>Islam</b> <u>MUHAMMAD AND THE QUR'AN</u></p> <ol style="list-style-type: none"> <li>1. The revelation of the Qur'an (<i>complementary Christian content: revelations in the Old Testament</i>)</li> <li>2. About the Qur'an (<i>complementary Christian content: the Bible</i>)</li> </ol>

<p>☆ <b>Judaism</b> <u>MOSES, THE EXODUS AND THE FESTIVAL OF PESACH</u></p> <ol style="list-style-type: none"> <li>1. Background to the story of Moses</li> <li>2. The story of Moses and the Exodus</li> </ol>	<p>☆ <b>Judaism</b> <u>JOURNEY TO THE PROMISED LAND</u></p> <ol style="list-style-type: none"> <li>1. 40 years in the wilderness</li> <li>2. Moses receives the Ten Commandments <i>(complementary Christian content: the importance of the Ten Commandments)</i></li> </ol>
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**Year 5 & 6 RE modules** ~ 2 modules per term ~ these can be swapped within year group to fit alongside class themes

Autumn	<p>☸ <b>Buddhism</b> <u>LIVING AS A BUDDHIST: DEVOTIONAL PRACTICES &amp; THE MIDDLE WAY</u></p> <ol style="list-style-type: none"> <li>1. The Buddha image (revisited) <i>(Christian: devotional statues in homes &amp; places of worship)</i></li> <li>2. Buddhist shrines</li> <li>3. Buddhist devotional practices</li> <li>4. The Middle Way and the Noble Eightfold Path <i>(complementary Christian: the Ten Commandments)</i></li> </ol>	<p>✝ <b>Christianity</b> <u>THE CREATION STORY IN GENESIS 1</u></p> <ol style="list-style-type: none"> <li>1. Different ways of interpreting the Bible</li> <li>2. The creation story in Genesis 1</li> <li>3. Interpreting the creation story in Genesis 1</li> <li>4. The implications of Genesis 1 for Christians today</li> </ol>
	<p>✝ <b>Christianity</b> <u>CHRISTIANITY IN THE LOCAL COMMUNITY AND BEYOND</u></p> <ol style="list-style-type: none"> <li>1. The role of the parish church and priest in the life of the local community</li> <li>2. Baptism, confirmation, weddings and funerals</li> <li>3. Global Christian outreach</li> </ol>	<p>☪ <b>Islam</b> <u>THE KA'BAH AND THE HAJJ</u></p> <ol style="list-style-type: none"> <li>1. Makkah, the Ka'bah and the Prophet Muhammad</li> <li>2. The Hajj (pilgrimage to Makkah) <i>(complementary Christian content: Christian pilgrimage centres)</i></li> </ol>
Spring	<p>☪ <b>Islam</b> <u>THE FIVE PILLARS OF ISLAM</u></p> <ol style="list-style-type: none"> <li>1. Introduction to the Five Pillars of Islam <i>(complementary Christian content: the Ten Commandments)</i></li> </ol> <p>First pillar: the shahadah (declaration of faith) <i>(complementary Christian content: the Nicene creed)</i></p> <p>Second pillar: salah (worship of Allah) <i>(complementary Christian: Jesus' teaching about prayer)</i></p> <p>Third pillar: zakah ('poor due') <i>(complementary Christian content: tithing and giving to charity)</i></p> <p>Fourth pillar: sawm (fasting during Ramadan) <i>(complementary Christian: giving up things for Lent)</i></p> <p>Fifth pillar: Hajj (pilgrimage to Makkah) <i>(complementary Christian: Christian pilgrimage centres)</i></p>	<p>✝ <b>Christianity</b> <u>HOLY WEEK: THE LAST WEEK OF JESUS' LIFE</u></p> <ol style="list-style-type: none"> <li>1. The entry into Jerusalem, commemorated on Palm Sunday</li> <li>2. The Last Supper, commemorated on Maundy Thursday and at Holy Communion</li> <li>3. The crucifixion, commemorated on Good Friday</li> <li>4. The resurrection, celebrated on Easter Day</li> </ol>
	<p>☸ <b>Hinduism</b> <u>BRAHMAN, THE TRIMURTI AND CREATION STORIES</u></p> <ol style="list-style-type: none"> <li>1. Brahman and AUM</li> <li>2. The Trimurti: Brahma (creator), Vishnu</li> </ol>	<p>☸ <b>Hinduism</b> <u>DEATH, REINCARNATION AND SACRED PLACES</u></p> <ol style="list-style-type: none"> <li>1. Reincarnation and the concepts of moksha, dharma and karma</li> </ol>

	<p>(preserver), Shiva (destroyer) (<i>Christian content: Holy Trinity</i>)</p> <p>3. Hindu stories of creation (<i>complementary Christian content: creation story in Genesis</i>)</p>	<p>2. Customs associated with death, and the city of Varanasi (<i>Christian funerals &amp; pilgrimage centres</i>)</p> <p>3. Sacred places in nature and places of pilgrimage</p> <p>4. The mandir (temple) + congregational puja (worship)</p>
Summer	<p>☯ <b>Sikhism</b> <u>SACRED TO SIKHS</u></p> <p>1. The Guru Granth Sahib (holy book)</p> <p>2. The Mool Mantra (basic statement of belief in God)</p> <p>3. The gurdwara (temple)</p> <p>4. The Harmandir (golden temple at Amritsar)</p>	<p>🕉 <b>Humanism</b> <u>HUMANISM: A SECULAR WORLD VIEW</u></p> <p>1. The meaning and historical roots of Humanism</p> <p>2. The British Humanist Association (BHA) and the Happy Human symbol</p> <p>3. Key humanist beliefs and ideas</p> <p>4. Humanist ceremonies marking key points in life (rites of passage)</p> <p>5. A well-known 20<sup>th</sup>/21<sup>st</sup> century Humanist (eg <i>Fenner Brockway but schools have freedom of choice</i>)</p>
	<p>☆ <b>Judaism</b> <u>THE JEWISH HOME</u></p> <p>1. The home as mikdash me'at (little sanctuary)</p> <p>2. Keeping a kosher home</p> <p>3. The Shema and the mezuzah (<i>complementary Christian content: the great commandment</i>)</p> <p>4. Keeping Shabbat (<i>complementary Christian content: Sunday and Holy Communion</i>)</p>	<p>☆ <b>Judaism</b> <u>THE SYNGOGUE</u></p> <p>1. Features of the synagogue (<i>complementary Christian content: Christian places of worship</i>)</p> <p>2. Clothes worn for worship</p> <p>3. The Sefer Torah (Torah scroll)</p> <p>4. Bar Mitzvah and Bat Mitzvah (<i>complementary Christian content: confirmation</i>)</p>