

Key Stage 1

*Pupils should not just learn
about religion
but also about themselves
from religion.*

Throughout Key Stage 1, pupils explore Christianity and at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts, activities, people and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families.

Pupils ask questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves and others, reflecting on their own feelings and experiences and developing a sense of belonging.

*Adequate curriculum time must be provided for Religious Education.
This will not usually be less than 5%.*

Knowledge, skills and understanding

Learning about Religion - AT1

Pupils should be taught to:

- a explore a range of religious stories and sacred writings and talk about their meanings;
- b name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate;
- c identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;
- d explore how religious beliefs and ideas can be expressed through the arts and communicate their responses;
- e identify and suggest meanings for religious symbols and begin to use a range of religious words.

Learning from Religion - AT2

Pupils should be taught to:

- a reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, fear, joy and sadness;
- b ask and respond imaginatively to puzzling questions, communicating their ideas;
- c identify what matters to them and others, including those with religious commitments, and communicate their responses;
- d reflect on how spiritual and moral values relate to their own behaviour;
- e recognise that religious teachings and ideas make a difference to individuals, families and the local community.

Breadth of study

During Key Stage 1, pupils should be taught the knowledge, skills and understanding through the following:

Religions and beliefs

- a Christianity;
- b at least one other principal religion from Buddhism, Hinduism, Islam, Judaism, or Sikhism;
- c knowledge of aspects of other religions;

Themes

- d believing: what people believe about God, humanity and the natural world;
- e story: how and why some stories are sacred and important in religion;
- f celebrations: how and why celebrations are important in religion;
- g symbols: how and why symbols express religious meaning;
- h leaders and teachers: figures who have an influence on others locally, nationally and globally in religion;
- i belonging: where and how people belong and why belonging is important;
- j myself: who I am and my uniqueness as a person in a family and community;

Experiences and opportunities

- k visiting places of worship and focusing on symbols and feelings;
- l listening and responding to visitors from local faith communities;
- m using their senses and having times of quiet reflection;
- n using art and design, music, dance and drama to develop their creative talents and imagination;
- o sharing their own beliefs, ideas and values and talking about their feelings and experiences;
- p beginning to use ICT to explore religions and beliefs as practised in the local and wider community.

Notes

Buddhism in Key Stage I

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	<p>What Buddhists believe about:</p> <ul style="list-style-type: none">● The Buddha;● Compassion: the importance of respect for all living things and the Natural World;● Wisdom;● Ways of living, values, family and social life as first steps to understanding living within a moral code.
<i>Worship</i>	<ul style="list-style-type: none">● The importance of reflection and meditation, peace and tranquility.● Buddhist home shrine: symbolism of the statue, lotus flowers, incense, candles, water; food.● Artefacts to aid worship: prayer beads, prayer wheels, prayer flags, mandalas.● Wesak: the festival which celebrates the birth, enlightenment and death of the Buddha.
<i>Deity</i>	<ul style="list-style-type: none">● The Buddha image is not worshipped.● There is no God in the Buddhist tradition.
<i>Authority</i>	<ul style="list-style-type: none">● Stories about the life of Prince Siddhartha showing his concern to find an answer to suffering and difficulties in life. His life as an example of perfection which Buddhists strive to copy.● The Buddha image: the values it communicates, e.g. peace, tranquility, wisdom and compassion.● The Jataka stories (stories of previous incarnations of the Buddha) which demonstrate values.
<i>Commitment</i>	<ul style="list-style-type: none">● Buddhist values of love, patience, compassion, generosity, effort, discipline, truth.● Wisdom - knowing that how we perceive things effects how we think and act.● Knowing what are good things to do and what are bad actions to avoid. Good actions make others happy. Bad actions make others unhappy. Avoid hurting anything, stealing or telling lies.● The Natural World: humanity is in union with the natural world; traditional Buddhist stories.● The Buddhist community (Sangha) shows a commitment to live out the teachings and values of the Buddha. It is made up of lay people and ordained monks and nuns. Special clothing and customs associated with a life of commitment.

Suggested Learning Experiences in Buddhism for Key Stage 1

AT1 Learning About Religion Pupils could:

- Listen and respond to stories about the life of Prince Siddhartha and how he became the Buddha.
- Use drama or finger puppets or IT to re-tell the story or sequence pictures of episodes in his life.

- Ask questions after looking at pictures or statues of Buddha.
- Talk with a Buddhist about the use of the Buddha image and the qualities Buddha showed.

- Explore Buddhist stories about the natural world.
- Make a display in words and pictures.
- Discuss why Buddhists try not to kill animals or insects.

- Listen and respond to stories about Buddhist values such as compassion and the way people should treat one another e.g. Prince Siddhartha and the Swan, The Monkey King, Jataka stories (accounts of the past lives of Buddha).

- Listen and respond to stories of how suffering can be eased, e.g. The Buddha and Nalagri the Elephant.

- Discuss the special clothing and customs associated with Buddhist monks and nuns.

- Look at, and talk about, some of the items associated with a Buddhist home shrine and discuss the meaning of the symbols.
- Examine artefacts e.g. prayer wheels, prayer flags.

- Explore the links between some Buddhist festivals and events in the life of Buddha.

- Talk with a Buddhist, or watch a video (e.g. 'Tree: Buddhism' from Channel 4 series 'Water, Moon, Candle, Tree and Sword') about Buddhist family life and identify what is important to Buddhists.
- Consider the similarities and differences between Buddhist family life and other families.

- Find out where a special place for Buddhists is e.g. Bodhgaya is in India.

AT2 Learning From Religion Pupils could:

- Discuss the qualities of a good person, who we think is a good person and our idea of a perfect person.
- Talk about people who influence how we behave and live.

- Experience periods of stillness and reflection and recognise their importance in a busy life.
- Discuss how we felt before and after meditation.

- Reflect on how and why we care for animals. Participate in a Community of Enquiry focusing on how we feel about hurting animals and insects.
- Appreciate and respond to the beauty of the natural world and how things are interconnected.
- Consider what happiness is, what brings happiness and how we can contribute to the happiness of others. Design posters entitled 'Happiness is....'
- Make a class Bodhi tree of kind thoughts.

- Think about ways in which we hurt each other and discuss stealing, telling lies, bullying etc.
- Decide what values are important to our community, e.g. class or school.

- Reflect on the examples set by characters in these stories and discuss which example we should follow.
- Reflect on people in our lives, or in stories we read, who are wise.

- Reflect on the need for rules in our lives and which rules are important to us.
- Show awareness of the difference between right and wrong, with reference to events in our daily lives.

- Discuss places at home that maybe special.
- Describe any special possessions which make us happy and discuss associated feelings of loss.
- Reflect on what it feels like to give and receive gifts.
- Recognise and reflect on what is good in ourselves and in each other.
- Make a prayer wheel of kind thoughts.

- Talk about festivals with which we are familiar and ways they are celebrated.

- Share feelings about the importance of friends and family and belonging to a group.
- Discuss how we might copy people we like.
- Talk about all the things that people throughout the world have in common.
- Think about how adults, especially parents, show love and care for their children and how groups and families welcome new members.
- Role play how children might show respect for grandparents, parents and teachers.

- Conduct a survey of places that are special in our lives and why they are special.

Christianity in Key Stage I

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	<p>What Christians believe about:</p> <ul style="list-style-type: none">● God as Creator and Father;● Creation: The Natural World;● The special status of Jesus;● The Bible;● Ways of living, values, family and social life as first steps to understanding living within a moral code.
<i>Worship</i>	<ul style="list-style-type: none">● The Church as the Christian community.● Symbols in churches; artefacts in worship.● People with a special role - vicar, minister, priest etc.● Keeping Sunday as a special day.● Being still together; praise; an introduction to different prayer postures (e.g. hands together, arms upraised, kneeling, eyes closed etc.) and different types of prayers.● Important ceremonies: baptism, weddings-special words and customs involving promises and commitment.● Festivals which mark important events in Jesus' life. Customs and special food. Symbols of Christmas-star, crib. Symbols of Easter-Easter garden, cross, paschal candle.
<i>Deity</i>	<ul style="list-style-type: none">● Stories from the Bible, pictures, artefacts, hymns and poems which describe God as a loving parent or Creator. Teachers should draw on the ability of pupils to perceive God in human terms and to discuss God as loving, caring, kind, having authority.● Christian beliefs about creation. God as responsible for creation and human beings having a responsibility to care for the natural world. How this is expressed in caring for animals and the environment.● Links can be made through exploring the commitment of St. Francis of Assisi to the natural world.● Jesus: as special to God and Christians; first steps in understanding the concepts of revelation and incarnation.
<i>Authority</i>	<ul style="list-style-type: none">● The special nature of Jesus in the Christian tradition. Stories about his life events: birth; death, resurrection. Stories about Jesus as a healer and teacher.● The Bible as a special book for Christians; how it is used in worship, teaching and private guidance; and is treated with respect.
<i>Commitment</i>	<ul style="list-style-type: none">● Christian way of life based on the 2 commandments Jesus taught: love God, love your neighbour.● Christian values in relationships with family, friends and strangers.● Jesus' teaching on forgiveness, caring, treating everyone with equal value as being made 'in the image of God' and how this is expressed through caring for others, e.g. the elderly, children and sharing with others, e.g. charitable causes.● Christians who set examples and show a life of service.

Suggested Learning Experiences in Christianity for Key Stage 1

AT1 Learning About Religion

Pupils could:

- Learn that God is very important to Christians.
 - Talk about and discuss different ideas about God being Creator and Father.
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- Discuss the Christian belief that Jesus is special and precious.
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- Listen to stories about what Jesus taught and did.
 - Use drama, puppets or IT to re-tell some of the parables.
 - Sequence and discuss pictures of episodes in the life of Jesus.
 - Explain the qualities Christians believe Jesus showed e.g. compassion Luke 5 v18-26; teacher Matthew 19 v19; friendship Mark 10 v13-16
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- Visit a local church. Ask questions about churches shown on IT, photos, posters, or videos.
 - Make a display showing the relationship between people in the school community and the wider community and what they do for each other.
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- Invite local clergy or lay members to school and interview them about their work and role.
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- Examine and describe symbols associated with worship e.g. cross, candles, prayer book, rosary, special clothes, colours related to the church year, stained glass windows.
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- Role play a baptism or a wedding.
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- Listen to and consider some examples of Christian prayer:
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- Explore the lectern or other places where the Bible is read.
 - Talk about the importance of the Bible to religious people.
 - Make a questionnaire about people's favourite Bible readings and why or how they use them.
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- Consider that some Christians experience God in the beauty, pattern and order of the natural world.
 - Explore the Genesis Creation stories.
 - Choose from a range of musical examples provided by the teacher which would be most suitable for the seven 'days' of creation.
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- Listen to some stories, poems, psalms, and sayings from the Old and New Testament.
 - Explore possible meanings of a variety of Biblical texts.
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- Know that the Bible contains some rules for living followed by Jews, Christians and others.
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- Introduce some of the 10 Commandments (Exodus 20:3-17) and discuss their importance for Christians and others.

AT2 Learning From Religion

Pupils could:

- Identify questions about life and living which puzzle us.
 - Recognise that some questions can be answered in different ways and sometimes there is more than one answer or no answer.
 - Share the understanding of God which people might have.
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- Reflect on 'Who is special to me?' and 'Why am I special?'
 - Role play ways we show we care for others and the effects of not caring for others.
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- Use role play, freeze frame, drama, mime, P4C or IT to explore events in our lives which evoke emotions similar to those in the stories of Jesus.
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- Participate in periods of stillness and quiet reflection.
 - Reflect on places which are special and why.
 - Discuss the value of being part of a group which supports its members.
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- Share feelings about belonging to a group and what belonging means.
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- Experience awe and wonder and then listen to each other's feelings about these mysteries.
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- Make a class photo collection of family celebrations e.g. birthdays, anniversaries.
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- Make up individual prayers or a class prayer of thanks.
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- Discuss books that are helpful and why they are helpful.
 - Decide what to put in a class 'Special Book' and whether to keep it in a special place.
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- Use the 5 senses to explore nature and reflect on aspects we think are beautiful. Consider our responses and attitudes to the natural world. Should we care for living creatures? What happens if we don't care for our environment?
 - Be involved in caring for the local environment or school garden.
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- Respond to those stories and identify feelings of anger, sadness, gratitude etc.
 - Think about our values, and behaviour and our reactions.
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- Discuss rules for a happy classroom and make a chart of our own ideas.

Suggested Learning Experiences in Christianity for Key Stage I *(continued)*

AT1 Learning About Religion

Pupils could:

- Consider the life of Saint Francis as an example of caring for animals.

- Design a display to illustrate a Biblical theme e.g. 'Loving Our Neighbour'; 'Holy Week' etc.

- Find out about organisations which show care and concern, e.g. Help the Aged, Christian Aid, Barnardos.

- Talk about Sunday as a special day and how for Christians it may be different from other days.

- Listen to and respond to the Christmas story.
- Explore how and why Christmas is a Christian festival.
- Look at and handle artefacts associated with the religious side of Christmas, e.g. crib.
- Make a Christmas tableaux.
- Make festival food and investigate festival symbols.

- Listen to and respond to the Easter story.
- Explore how and why Easter is a Christian festival.
- Look at and handle artefacts associated with the religious side of Easter, e.g. Paschal candle. Make an Easter garden.

AT2 Learning From Religion

Pupils could:

- Share thoughts about what is right and wrong in our treatment of the environment and all living creatures and what our responsibilities might be.
- Discuss people who influence how we behave and live.

- Share feelings of being let down by friends. Discuss how friendships may be healed.

- Think about how and why people show concern for others.
- Reflect on those who have shown concern for us.

- Conduct a survey of children's favourite day of the week.

- Investigate how stories which convey the themes of Christmas may relate to experiences and feelings in our lives.
- Talk about customs associated with the birth of a baby, vulnerability, being loved, protected, giving, receiving.
- Discuss giving and the true values of Christmas - peace, thinking of others, sharing.
- Discuss and/or conduct a survey as to how foods help us celebrate special events such as festivals.

- Investigate how stories which convey the themes of Easter may relate to experiences and feelings in our lives.
- Talk about signs of new life, decay, beginnings and endings.

Notes

Hinduism in Key Stage I

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	What Hindus believe about: <ul style="list-style-type: none">● God;● Creation: the Natural World;● Ways of living, values, family and social life as first steps to understanding living within a moral code.
<i>Worship</i>	<ul style="list-style-type: none">● Worship in the home and temple: Puja, the shrine; the Arti ceremony, Prashad - blessing and sharing of food.● Naming ceremony, Sacred Thread ceremony.● Celebration and festival foods: introduction to the festivals of Raksha Bandan; Diwali, the birthdays of Rama or Krishna.
<i>Deity</i>	<ul style="list-style-type: none">● Devotion to One God represented through different images and names, e.g. Ganesha as the remover of obstacles; Shiva the Destroyer.● Other images arise in festival and creation stories.
<i>Authority</i>	<ul style="list-style-type: none">● Figures of authority in the Hindu scriptures: Rama, Krishna.
<i>Commitment</i>	<ul style="list-style-type: none">● The importance of the family and of good values. Family life: birth of a child; home life for children - respect for each other, parents, elders and children. The love and loyalty between all members of the extended family, e.g. respect for grandparents.● Social life: how people greet each other; the importance of visiting, of good manners; respect and kindness to guests, the community as a family.● Values: respect for mother and Mother Earth, father and ancestry, for all people and all living things.● The importance of honesty and truthfulness.

Suggested Learning Experiences in Hinduism for Key Stage I

AT1 Learning About Religion Pupils could:

- Learn that the One God is very important to Hindus.
- Look at, and talk about statues and posters of Ganesha, Krishna, or Shiva. Discuss how they show the many facets of God.

- Consider that some Hindus experience God in the beauty, pattern and order of the natural world.
- Find out about the Hindu attitude to Creation and living things.
- Make a display in words and pictures.

- Hear and respond to Hindu stories which illustrate Hindu values of respect, honesty and truthfulness.

- Listen and respond to stories from the Ramayana, and explore illustrated versions of the Rama and Sita story.
- Discuss how stories like this might guide people in daily life.

- Look at pictures, or a video (e.g. 'Water: Hinduism' from Channel 4 series 'Water, Moon, Candle, Tree and Sword'), of the Arti ceremony and identify some of the items associated with it.

- Look at, and talk about, some of the items associated with a Hindu home shrine e.g. puja tray, statues and posters of deities.

- Watch the section on Rakshabandhan from the programme 'Water: Hinduism' from Channel 4 series 'Water, Moon, Candle, Tree and Sword'. Discuss ways of showing thanks to others. Make a rakhi for someone important to them.
- Consider the similarities and differences between Hindu family life and other families.

- Look at, and talk about, some of the items associated with a Hindu festival e.g. Divali or Holi.
- Research the ways a Hindu festival is celebrated and discuss the reasons why it is celebrated.
- Listen and respond to stories associated with Hindu festivals and discuss how good conquers evil.
- Taste food associated with Hindu festivals.

- Find out where a special place for Hindu people is e.g. the River Ganges is in India.

AT2 Learning From Religion Pupils could:

- Share the understanding of God which people might have.
- Reflect on the fact that though we are one person we behave differently at different times and in different roles.

- Use the 5 senses to explore nature and to reflect on aspects we think are beautiful. Appreciate and respond to the beauty of the natural world and how things are interconnected.
- Reflect on how and why we care for animals. Participate in a Community of Enquiry focusing on whether hurting animals and insects is wrong.

- Reflect on the need for rules in our lives and which rules are important to us.
- Show awareness of the difference between right and wrong, with reference to events in daily life.
- Think about how parents show love and care for their children and welcome new members.
- Role play how children might show respect for grandparents, parents and teachers.

- Discuss the qualities of heroes and heroines and what it means to have courage.
- Discuss people who influence how we behave.
- Use role play, freeze frame, drama, mime or IT to explore events in our lives which evoke emotions similar to those in the stories of Rama and Krishna.

- Map special times and occasions in our lives and create a class or individual calendar.

- Discuss places at home that maybe special.
- Describe any special possessions which make us happy and discuss associated feelings of loss.
- Reflect on what it feels like to give and receive gifts.

- Share feelings about the importance of friends and family and belonging to a group.
- Discuss how we copy people we like.
- Listen sensitively as we hear about people and things that are special to others.
- Talk about all the things that people throughout the world have in common.

- Share experiences of special occasions, why we celebrate and with whom we celebrate.
- Appreciate the need to respect objects that are special to other people.
- Share feelings of gratitude and thankfulness.
- Conduct a survey and make a frieze about the food we eat on special occasions.

- Conduct a survey of places that are special in our lives and why they are special.

Islam in Key Stage I

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	<p>What Muslims believe about:</p> <ul style="list-style-type: none">● Allah as one and Creator;● The Qur'an;● Muhammad (p.b.u.h.);● Ways of living, values, family and social life as first steps to understanding living within a moral code.
<i>Worship</i>	<ul style="list-style-type: none">● Introduction to the Mosque: design, architecture, customs showing respect, e.g. removing shoes.● Daily Salah (prayer) can take place almost anywhere: prayer mat/compassWudu (cleanliness before praying) essential - ritual washing.● Ceremony: the naming of a child.● Introduction to the Festival of Id-ul-Fitr, the celebration of the end of Ramadan; how the family prepares.● Introduction to the Festival of Id-ul-Adha, the celebration at the end of Hajj.
<i>Deity</i>	<ul style="list-style-type: none">● Allah is the Muslim name for God.● Muslims believe that Allah is the One True God.● He has no partners.● He is the Creator who provides all good things.
<i>Authority</i>	<ul style="list-style-type: none">● Allah has sent guidance through the Qur'an and his Prophets; The Qur'an is the revealed book of the Muslims. Revealed by Muhammad (p.b.u.h.). It is treated with great respect.● Stories from the life of the Prophet Muhammad (p.b.u.h.)● Stories of other Prophets, e.g. Ibrahim (p.b.u.h.)
<i>Commitment</i>	<ul style="list-style-type: none">● The importance of the family and of good values. Family life: birth of a child; home life for children - respect for each other; parents, elders and children. The love and loyalty between all members of the extended family, e.g. respect for grandparents.● Social life: how people greet each other; the importance of visiting, of good manners; respect and kindness to guests, the community as a family.● The importance of honesty and truthfulness.● Responsibility for all creation.

Suggested Learning Experiences in Islam for Key Stage 1

AT1 Learning About Religion Pupils could:

- Learn that God is very important to Muslims.
 - Learn that the Muslim name for God is 'Allah'.
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- Listen and respond to stories about the life of the Prophet Muhammad p.b.u.h. (peace be upon him).
 - Discuss how stories from the life of the Prophet Muhammad p.b.u.h. might guide people in daily life.
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- Listen and respond to stories about the Prophet Ibrahim p.b.u.h. and his family.
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- Consider that Muslims experience God in the beauty, pattern and order of the natural world.
 - Find out about the Muslim attitude to Creation and living things. Make a display in words and pictures.
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- Learn that the Holy book for Muslims is the Qur'an and explore how it is treated with respect.
 - Know that the Qur'an contains some rules for living followed by Muslims.
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- Look at, and describe, some items associated with Salah (e.g. head covering, prayer mat).
 - Watch the section about Wudu and Salah from 'Moon: Islam' from the Channel 4 series 'Water, Moon, Candle, Tree and Sword' and identify where and how they take place.
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- Explore what Muslims mean by respect and how this is demonstrated in action.
 - Role play how Muslims show they care for others through showing hospitality.
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- Talk with Muslims, or watch a video (e.g. 'Moon: Islam' from Channel 4 series 'Water, Moon, Candle, Tree and Sword') about Muslim family life and identify what is important to them.
 - Consider the similarities and differences between Muslim family life and other families.
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- Look at some of the items associated with a Muslim festival (e.g. Eid-ul-Fitr or Eid-ul-Adha).
 - Research the way a Muslim festival is celebrated and discuss the reasons why it is celebrated.
 - Respond to stories associated with Muslim festivals and discuss how good conquers evil.
 - Taste food associated with Muslim festivals.
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- Find out where a special place for Muslim people is e.g. Makkah is in Saudi Arabia.

AT2 Learning From Religion Pupils could:

- Share the understanding of God which people might have.
 - Reflect on why names and titles are important.
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- Discuss the qualities of a good person; who we think is a good person; what a messenger is; and what qualities we would want in one.
 - Show awareness about why we try to be 'good', what that involves and what 'courageous' means.
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- Discuss the qualities of role models and relate them to our family life.
 - Use role play, freeze frame, drama, mime or IT to explore events in our lives which evoke emotions similar to those in the stories of the Prophets.
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- Use the 5 senses to explore nature and reflect on aspects we think are beautiful and how things are interconnected.
 - Reflect on how and why we care for animals.
 - Participate in a Community of Enquiry focusing on whether hurting animals and insects is wrong.
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- Reflect on how we get advice and information from books and why some books are special.
 - Reflect on the need for rules in our lives and which rules are important to us.
 - Show awareness of the difference between right and wrong, with reference to events in daily life.
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- Reflect on routines - the things we do every day. Talk about cleanliness and occasions when washing is particularly important.
 - Describe any special possessions which make us happy and discuss associated feelings of loss.
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- Think about how adults, especially parents, show love and care for their children and how groups and families welcome new members.
 - Role play how children might show respect for grandparents, parents and teachers.
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- Share feelings about the importance of belonging to a group and how we copy people we like.
 - Listen sensitively as we hear about people and things that are special to others.
 - Talk about all the things that people throughout the world have in common.
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- Share experiences of special occasions, why we celebrate and with whom we celebrate.
 - Appreciate the need to respect objects that are special to other people.
 - Share feelings of gratitude and thankfulness.
 - Conduct a survey and make a frieze about the food we eat on special occasions.
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- Conduct a survey of places that are special in our lives and why they are special.

Judaism in Key Stage I

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	<p>What Jews believe about:</p> <ul style="list-style-type: none">● God as Creator and carer;● The Torah;● Ways of living, values, family and social life as first steps to understanding living within a moral code.
<i>Worship</i>	<ul style="list-style-type: none">● Worship in the Jewish home: the mezuzah.● Shabbat - the day of rest; Friday night meal; welcoming Shabbat; lighting candles; blessing the children; blessings with wine; challah; eating as a family.● Celebration: introduction to Hanukkah and Purim.● The menorah symbol.
<i>Deity</i>	<ul style="list-style-type: none">● God is One, which is why everything in the world interrelates.● God is the Creator - Jewish belief about and attitudes to creation and the natural world, e.g. children's tree planting ceremony (Tu B'Shevat) as an illustration of caring for the environment.● God cares for all people.
<i>Authority</i>	<ul style="list-style-type: none">● The Torah (the first part of the Tenakh) is a sacred scroll and there is much expression of respect for it in the synagogue. The Torah contains:<ul style="list-style-type: none">- The Sefer Torah.- Rules, e.g. the Ten Commandments.- Sayings which express values, e.g. 'love your neighbour as yourself' (Leviticus 19).- Stories about the beginning of the world.- Stories about the people of Israel.
<i>Commitment</i>	<ul style="list-style-type: none">● Jewish values and way of life contained in the Torah and the Jewish home.● Israel has always been a special place for Jews.● The Magen David - popularly known as the Star of David.

Suggested Learning Experiences in Judaism for Key Stage 1

AT1 Learning About Religion Pupils could:

- Learn that God, the One Creator, is very important to Jewish people.
- Consider that Jewish people experience God in the beauty, pattern and order of the natural world.
- Listen and respond to stories and poems from the Tenakh, which refer to God as Creator; e.g. Genesis 1, Psalm 8, Psalm 148. Find out about the Jewish attitude to Creation and living things. Make a display in words and pictures.
- Know that the Torah contains rules for everyday living, some of which were adopted by Christians.
- Introduce some of the 10 Commandments (Exodus 20:3-17) and discuss their importance.
- Research other laws e.g. Deuteronomy 22 v1-8.
- Explore some well-known sayings from the Torah, e.g. 'Love your neighbour as yourself' (Leviticus 19:18) and discuss what they mean.
- Listen and respond to famous stories from the scriptures e.g. stories about Joseph and his brothers (Genesis 37 and 42); Moses and Miriam (Exodus 1-2); Ruth (Book of Ruth).
- Examine a mezuzah, and talk about why it is important.
- Look at, and talk about, some of the items associated with the Friday night Shabbat meal.
- Use role play, freeze frame, drama, mime or IT to understand more about Shabbat.
- Discuss the belief that having a day of rest to observe Shabbat shows a respect and love of God.
- Talk with a Jewish person, or watch a video (e.g. 'Candle: Judaism' from Channel 4 series 'Water, Moon, Candle, Tree and Sword'), about Jewish family life and identify what is important to them.
- Consider the similarities and differences between Jewish family life and other families.
- Look at, and talk about, some of the items associated with Hanukkah.
- Research the way a Jewish festival is celebrated and discuss the reasons why it is celebrated.
- Respond to stories associated with Jewish festivals and discuss how good conquers evil.
- Listen to and/or learn some Jewish songs.
- Cook and taste Jewish festival foods.
- Find Israel, a special place for the Jewish people, on a globe or in an Atlas.

AT2 Learning From Religion Pupils could:

- Share the understanding of God which people might have.
- Reflect on how and why we care for animals. Participate in a Community of Enquiry focusing on whether hurting animals and insects is wrong.
- Use the 5 senses to explore nature and reflect on aspects we think are beautiful. Appreciate and respond to the beauty of the natural world and how things are interconnected.
- Reflect on the need for rules in our lives and which rules are important to us.
- Show awareness of the difference between right and wrong, with reference to events in daily life.
- Think about how adults, especially parents, show love and care for their children and how groups and families welcome new members.
- Role play how children might show respect for grandparents, parents and teachers.
- Examine how people show respect and kindness for each other and how it feels to receive it.
- Discuss people who influence how we behave.
- Use role play, freeze frame, drama, mime or IT to explore events in our lives which evoke emotions similar to those in the stories from the Torah.
- Discuss things that are important, especially in our own homes, and share feelings about them.
- Explain times and occasions that are special in our homes.
- Describe a regular family ritual and discuss associated feelings.
- Share feelings about the importance of friends and family and belonging to a group.
- Discuss how we copy people we like.
- Listen sensitively as we hear about people and things that are special to others.
- Talk about all the things that people throughout the world have in common.
- Share experiences of special occasions, why we have celebrations and with whom we celebrate.
- Appreciate the need to respect objects that are special to other people.
- Share feelings of gratitude and thankfulness. Use role play, freeze frame, drama, mime or IT to explore events in our lives which evoke emotions similar to those in the story of Hanukkah.
- Conduct a survey and make a frieze about the food we eat on special occasions.
- Conduct a survey of places that are special in our lives and why they are special.

Sikhism in Key Stage I

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	<p>What Sikhs believe about:</p> <ul style="list-style-type: none">● God;● Ways of living, values, family and social life: as first steps to understanding living within a moral code;● Equality: all human beings are equal - a fundamental principle in relationships and worship.
<i>Worship</i>	<ul style="list-style-type: none">● All human beings are equal before God is shown by the way in which Sikhs share; all sit, eat and worship together in the Gurdwara, and welcome people of all races and religions.● The Gurdwara: a place of worship, house of the Guru Granth Sahib and sharing a meal (langar).● How Sikhs worship: removing shoes; head covered; playing musical instruments; singing; praying; hymns from the Guru Granth Sahib.● Ceremony: naming (birth), marriage.● Celebrations: birthdays of Guru Nanak and Guru Gobind Singh; Festival of Baisakhi.
<i>Deity</i>	<ul style="list-style-type: none">● There is One God who is the Supreme Truth and the Creator of all things.
<i>Authority</i>	<ul style="list-style-type: none">● Stories about Guru Nanak - the Founder of Sikhism.● Stories about Guru Gobind Singh: Founder of the Khalsa - brief introduction to the 5 Ks.● The Holy Book (Guru Granth Sahib) - a special book: how it is treated with respect.● Visible symbols of commitment.
<i>Commitment</i>	<ul style="list-style-type: none">● Values are expressed in the Sikh way of life: service to others; working honestly to earn one's living; sharing with others.● The family is very important shown by: worshipping together in the Gurdwara and the role of parents in bringing up their children in the Sikh faith.● Symbols of belonging: the turban and uncut hair: outward and visible signs of commitment.

Suggested Learning Experiences in Sikhism for Key Stage 1

AT1 Learning About Religion Pupils could:

- Learn that God is very important to Sikhs.
- Know that Sikhs believe that all human beings are equal in the eyes of God so people should treat each other as equals and respect all creation.
- Consider that some Sikhs experience God in the beauty, pattern and order of the natural world.
- Find out about the Sikh attitude to Creation and living things. Make a display in words and pictures

- Learn that the Holy Book for Sikhs is the Guru Granth Sahib and explore how it is treated with respect.
- Know that the Guru Granth Sahib contains some rules for living followed by Sikhs.

- Listen to stories about Guru Nanak and/or Guru Gobind Singh.
- Make a class booklet about the life of Guru Nanak.

- Watch a video (e.g. 'Sword: Sikhism' from Channel 4 series 'Water, Moon, Candle, Tree and Sword') of Sikhs preparing food or serving in the langar (dining area of the Gurdwara) to see how all people are treated as equals.

- Listen to music from a Sikh service.

- Find out about the meaning of uncut hair for Sikhs.
- Watch a Sikh tie his turban using pictures or video (e.g. Pathways of Belief: 'Sikhism' from BBC)

- Use texts, reference books or IT to explore the Sikh naming ceremony and the meaning of the Sikh names Kaur and Singh.

- Talk with a Sikh, or watch a video (e.g. 'Sword: Sikhism' from Channel 4 series 'Water, Moon, Candle, Tree and Sword') about Sikh family life and identify what is important to Sikhs.
- Consider the similarities and differences between Sikh family life and other families.

- Look at, and talk about, some of the items associated with a Sikh festival (e.g. Baisakhi).
- Research the way a Sikh festival is celebrated and why it is celebrated.
- Listen and respond to stories about Sikh festivals and discuss how good conquers evil.
- Cook and taste Sikh festival foods.

- Find out where a special place for Sikhs is e.g. the Golden Temple is in Amritsar in India.

AT2 Learning From Religion Pupils could:

- Share the understanding of God which people might have.

- Reflect on how and why we care for animals. Participate in a Community of Enquiry focusing on whether hurting animals and insects is wrong.
- Use the 5 senses to explore nature and reflect on aspects we think are beautiful. Appreciate and respond to the beauty of the natural world and how things are interconnected.

- Reflect on how we get advice and information from books and why some books are special.
- Reflect on the need for rules in our lives and which rules are important to us.
- Show awareness of the difference between right and wrong, with reference to events in daily life.

- Discuss the qualities of a good person and who we think is a good person.
- Discuss people who influence how we behave.

- Discuss how we welcome visitors.
- Make a meal suitable for everyone in the class and discuss how we might feel if we couldn't join the meal and the meaning of people sharing food.
- Consider questions that are raised about sharing - why we sometimes can share and when it is hard.

- Reflect on music which is special to us.

- Discuss signs of belonging - uniforms, badges and symbols.
- Share experiences of belonging to a community.

- Reflect on why names and titles are important.
- Share experiences and feelings about joyful occasions such as the naming of a baby, birthdays and other celebrations.

- Share feelings about the importance of friends and family and belonging to a group.
- Discuss how we copy people we like.
- Talk about all the things that people throughout the world have in common.
- Think about how adults, especially parents, show love and care for their children and how groups and families welcome new members.
- Role play how children might show respect for grandparents, parents and teachers.

- Share experiences of special occasions, why we have celebrations and with whom we celebrate.
- Appreciate the need to respect objects that are special to other people.
- Share feelings of gratitude and thankfulness.
- Conduct a survey and make a frieze about the food we eat on special occasions.

- Conduct a survey of places that are special in our lives and why they are special.