

Key Stage 2

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

Throughout Key Stage 2, pupils learn about Christianity and at least two of the other principal religions, 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 Religious Education.

*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 describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;
- b describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;
- c identify and begin to describe the similarities and differences within and between religions;
- d investigate the significance of religion in the local, national and global communities;
- e consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them;
- f describe and begin to understand religious and other responses to ultimate and ethical questions;
- g use specialist vocabulary in communicating their knowledge and understanding;
- h use and interpret information about religions from a range of sources.

Learning from Religion - AT2

Pupils should be taught to:

- a reflect on what it means to belong to a faith community, communicating their own and others' responses;
- b respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways;
- c discuss their own and others' views of religious truth and belief, expressing their own ideas;
- d reflect on ideas of right and wrong and their own and others' responses to them;
- e reflect on sources of inspiration in their own and others' lives.

Breadth of study

During Key Stage 2, pupils should be taught the knowledge, skills and understanding through the following areas of study:

Religions and beliefs

- a Christianity;
- b at least two other principal religions. These will be the same other religion as studied in Key Stage 1 and another religion from the other group. One of these will be either Islam or Judaism; the other either Buddhism, Hinduism or Sikhism. (See page 4)
- c knowledge of aspects of other religions;

Themes

- d beliefs and questions: how people's beliefs about God, the world and others impact on their lives;
- e teachings and authority: what sacred texts and other sources say about God, the world and human life;
- f worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites;
- g the journey of life and death: why some occasions are sacred to believers, and what people think about life after death;
- h symbols and religious expression: how religious and spiritual ideas are expressed;
- i inspirational people: figures from whom believers find inspiration;
- j religion and the individual: what is expected of a person in following a religion or belief;
- k religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life;
- l beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment;

Experiences and opportunities

- m 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;
- n discussing religious and philosophical questions, giving reasons for their own beliefs and those of others;
- o considering a range of human experiences and feelings;
- p reflecting on their own and others' insights into life and its origin, purpose and meaning;
- q expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT;
- r developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.

Notes

Buddhism in Key Stage 2

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	<p>What Buddhists believe about:</p> <ul style="list-style-type: none">● The Three Jewels in which Buddhists seek refuge: the Buddha, the Dharma, the Sangha;● Love and compassion;● Wisdom and ignorance (fundamental confusion that misunderstands reality);● Symbols: the Wheel of Life, the Bodhi Tree, the Lotus flower, the stupa;● Ways of living within a moral code: Buddhist lifestyles, values, family and social life.
<i>Worship</i>	<ul style="list-style-type: none">● Meditation-a means to make the mind familiar with, and develop, virtuous states of mind.● The significance of the Buddhist home shrine.● Worship practices - mala (108 beads), chanting mantras; puja (prayer service), prayer flags, prayer wheels, mandalas; retreats.● The role of the monastery, priest (Japan), guru, lama, (Tibet), teacher.● Wesak: a festival which celebrates the birth, death and enlightenment of the Buddha.
<i>Deity</i>	<ul style="list-style-type: none">● The Buddha image is not worshipped as an idol; it communicates many values such as peace, purity, compassion, and wisdom.● There is no creator God in Buddhism.
<i>Authority</i>	<ul style="list-style-type: none">● Key features of the Buddha's life: birth and upbringing; the four sights and renunciation; his search for meaning; his enlightenment; his teaching of the middle way; (Dharma), his example, his death.● The authority of the Buddha: one who is looked to as an example of a way to live life.● Key teachings: the Four Noble Truths; the Eightfold Path; the Six Perfections and the Five Moral Precepts.● People with a special role to teach. The importance of spiritual teachers - Gurus.
<i>Commitment</i>	<ul style="list-style-type: none">● Buddhist community (Sangha) around the world (monks, nuns and lay) and in Britain.● The importance of self-discipline; supporting the monastic Sangha; symbols associated with lifestyle.● Living within a moral code: Buddhists promise to try not to harm living things; take what is not given; misuse the senses, e.g. over-indulgence; use wrong speech.● Stories which exemplify values, e.g. the Monkey King; Kisagotami, Jataka stories.● Ways of living to alleviate suffering: following the Buddha's teachings: developing compassion and wisdom, being kind to people and animals; giving generously; by example.

Suggested Learning Experiences in Buddhism for Key Stage 2

AT1 Learning About Religion Pupils could:

- Explore Prince Siddhartha's childhood, and discuss the reasons why he abandoned life as a prince.
 - Collect newspaper articles to create a mural about dissatisfaction and suffering in today's world.
 - Learn that Buddhists do not believe in a Creator God.
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- Explore a variety of images of Buddha as an Enlightened Being. Choose a favourite, with reasons, then use a grid to draw a Buddha's face.
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- After a quiet contemplation express reactions to a Buddha statue in prose or poetry.
 - Use texts/IT/drama to research, write or act out a 'This is Your Life' book for Buddha.
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- Imagine being a reporter alive at the time of Buddha. Write a newspaper article about his activities or record an interview.
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- Role play the discussion Prince Siddhartha had with his charioteer about not returning to the palace.
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- Read some Jataka stories. Discuss which 'Perfection' or 'Power' was being taught in each story.
 - Identify how the world would be if we all cultivated these 'Perfections' or 'Powers'.
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- Interview a Buddhist about the meaning of moral precepts in their daily life or watch a video (e.g. ClearVision Trust: 'Buddhism for Key Stage Two').
 - Design a poster suggesting ways in which a Buddhist might try to avoid selfishness and greed.
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- Visit a Buddhist temple, or use pictures, IT, or video to discover the temple's importance to Buddhists.
 - Study the features of a temple then design a new one.
 - Watch a video to see how Buddhist worship might be conducted in the temple and home. Identify what is important in daily prayer and why they meditate.
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- Talk with a Buddhist monk or nun about their lifestyle or ask questions after seeing a video about the daily life of a Buddhist in Britain (e.g. ClearVision Trust: 'Buddhism for Key Stage Two').
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- Discuss why a person might choose to take ordination and why they might find life difficult.
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- Research traditions associated with rites of passage in Buddhism - birth, naming of children, marriage and death.
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- Identify Buddhist symbols and give interpretations of the meaning of monastic symbols.
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- Find a simple version of the Four Noble Truths, and make a poster to illustrate them.
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- Write a magazine article or design a poster or web page about 'What it means to be a Buddhist'.

AT2 Learning From Religion Pupils could:

- Think about what it would be like for a famous celebratory today to give up everything they owned.
 - Consider ways in which we can respond to dissatisfaction and suffering.
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- Reflect on people in our lives, or in stories we read, who are wise. Discuss our idea of a perfect person.
 - Talk about people who guide our life and behaviour.
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- Experience periods of stillness and reflection and recognise their importance in our busy lives.
 - Discuss feelings about meditation, how we felt before and after, if possible with a practitioner.
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- Participate in a Community of Enquiry focusing on the difference between being clever and being wise e.g. some clever people make bombs, are they wise?
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- Reflect on why people want more, new or better things and whether 'things' can make us happy.
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- Write stories about animal characters that express important values.
 - Share feelings about what compassion means and how it may be demonstrated.
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- Agree on five moral precepts that we think everyone should uphold.
 - Discuss why greed, gossip, and harsh speech might be unwise actions. If we steal are we stealing our own peace of mind?
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- Discuss experiences of visiting religious buildings, and what we remember best.
 - Reflect on the importance of doing things together and sharing rituals.
 - Participate in a Community of Enquiry focusing on whether worship is important in life.
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- Consider the value of living by rules or precepts.
 - Discuss why self-discipline is important.
 - Discuss feelings about death and whether there is reincarnation or an afterlife.
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- Reflect on what it would be like to give up our possessions.
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- Consider turning points or special times in our lives and any ceremonies which mark these times.
 - Write a welcome poem or prayer to a young child.
 - Survey the responsibilities of adulthood in local culture and the emotions associated with growing up.
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- Design and make a prayer flag or a prayer wheel filled with our own written prayers.
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- Participate in a Community of Enquiry focusing on what beliefs are important in our lives.
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- Discuss what values are important in our school community and how these values are expressed.
 - Reflect on the difficulties of putting principles into practice.

Christianity in Key Stage 2

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	<p>What Christians believe about:</p> <ul style="list-style-type: none">● The Nature of God;● Significance of Jesus;● Creation and the Natural World;● Ways of living within a moral code: Christian lifestyles, values, family and social life.● Personal and corporate relationships and actions.
<i>Worship</i>	<ul style="list-style-type: none">● The Church as a community of service, fellowship and worship.● The work and role of church leaders e.g. Minister, Priest, Salvation Army Officer, Lay readers etc.● Diversity in the Christian tradition within pupils' own community.● How buildings, objects and symbols play a part in worship.● Stories, symbols and customs associated with special times in the Christian Calendar: Advent; Christmas; Lent; Easter; Ascension; Pentecost; Harvest (celebration of Creation).● How these times are related to events in Jesus' life, Christian belief and practice.● Ceremonies which mark important times in life: confirmation, adult baptism, marriage, death.● Reflection, prayer, worship and ritual in church and in the home e.g. Lord's Prayer; Holy Communion (link to events in Last Supper).
<i>Deity</i>	<ul style="list-style-type: none">● The Nature of God - the Trinity: Father, Son and Spirit.● Transcendence (the 'otherness of God') and immanence (the presence of God).● Exploration of the characteristics of God as described and expressed in stories, symbols, artefacts, art and icons.● Images of God e.g. Father, Creator, King, Saviour, Friend etc.
<i>Authority</i>	<ul style="list-style-type: none">● Introduce Christian belief in Jesus as Son of God in the context of his special status for Christians.● Key features in the life and teachings of Jesus in Gospel narratives: baptism, temptations.● The work and teachings of Jesus through miracles and parables especially his teaching on the poor.● The power of Jesus to change lives e.g. in stories, both sacred and secular.● The Bible: a special book; its importance to believers; and different translations.● The role of church leaders.● Stories about the key Disciples e.g. St Peter, St Paul, Mary.
<i>Commitment</i>	<ul style="list-style-type: none">● The worldwide nature of the church - Christian experience and practice in a range of cultures.● Christian ways of life e.g. treat others as you would want to be treated, love God and your neighbour.● Living by a moral code e.g. The Ten Commandments.● Stories of renowned Christians through the ages who exemplify the teaching and work of Jesus, e.g. St Francis, Dietrich Bonhoeffer, Mother Teresa.● Stories of Christians in the local community.● Organisations reflecting Christian values, e.g. Christian Aid, CAFOD, missionary societies● Introduce appropriate contemporary, social, moral and environmental issues and begin to relate views and responses to values in the Christian tradition.● The growth of Christianity in Cumbria, Quakers, Methodists etc. John Ruskin.● Introduce the idea of pilgrimage e.g. Walsingham, Iona, Lourdes, Rome and the meaning of pilgrimage e.g. renewal and dedication.

Suggested Learning Experiences in Christianity for Key Stage 2

AT1 Learning About Religion

Pupils could:

- Explore stories, pictures, symbols and metaphors which depict God as Father; Creator; Saviour; Judge, Shepherd, King, Friend.
- Investigate various beliefs about the person of Jesus (Son of God; saviour; prophet; teacher) and the characteristics he displayed (social revolutionary; religious reformer).
- Discover how the concept of the Trinity is central in an understanding of God for Christians.

- Explore key events in Jesus' life in the context of his cultural, political and geographical background, e.g. his Jewishness, his relationships with family and disciples, his effect on different groups, his ministry.
- Research, write or act out a 'This is Your Life' book for Jesus, Mary, Peter or Paul.
- Consider the reasons why Jesus was executed.
- Analyse pictures of how Jesus is depicted in different cultures.

- Visit at least two places of Christian worship and explore a variety of Christian places of worship using IT, videos, photos or posters.
- Research through interviews or questionnaires why and how worship is important to Christians.
- Study the features of a range of Christian places of worship then design a new church building.

- Find out how two different Christian groups worship (e.g. celebrate Holy Communion) and why they do it.
- Research the roles of church leaders.
- Explore ways various Christian groups expresses values e.g. Salvation Army, Quaker, Methodist, RC.
- Explore the life and practice of Christian communities in other continents.

- Work with a variety of artefacts and symbols used in Christian worship and consider their meaning.
- Explore Christian music and art and reflect on feelings and thoughts.

- Investigate stories, symbols, customs, colours and beliefs associated with ceremonies in the Christian calendar e.g. Pentecost and giving of the Holy Spirit.

- Research traditions associated with rites of passage, e.g. First Communion, funerals.
- Prepare questions and interview a Christian about their views on a rite of passage e.g. adult baptism.
- Explore and design appropriate greetings cards for Christian ceremonies e.g. confirmation, funeral.
- Explain a range of Christian beliefs about marriage.
- Discuss a range of Christian beliefs about death.

- Reflect on the meaning of the main concepts in the Lord's Prayer (Matthew 6:9-13 or Luke 11:2-4) e.g. kingdom of God, heaven, providence, sin, forgiveness, evil and temptation.

- Explore some Christian prayers. Talk about the feelings and beliefs they express.

AT2 Learning From Religion

Pupils could:

- Reflect on these stories and metaphors in relation to our own ideas about God and ourselves.
- Discuss what and who we feel thankful for and how we show gratitude.
- Reflect on the fact that though we are one person we behave differently at different times and in different roles.
- Share the understanding of the word 'God' which people might have.

- Compare experiences of people in biblical stories with our own experiences and feelings e.g. how did Jesus feel when he was abandoned by his friends in the Garden of Gethsemane? What guides us in the choices we make? What causes us pain? Do we speak out for others?
- Participate in a Community of Enquiry focusing on what legacy Jesus left to the world or whether Jesus deserved to be executed.

- Share experiences of periods of stillness, quiet reflection, awe and wonder in a place of worship.
- Reflect on the importance of doing things together and sharing rituals.
- Explore and express emotions of wonder, celebrations, community, contrition, personal and other concerns etc.

- Suggest what believers might experience and feel when they partake of the Eucharist.
- Interview a member of a worshipping community about their faith.
- Talk about people who guide our life and behaviour.
- Discuss the advantages and disadvantages of belonging to a group.

- Consider the significance of symbols in daily life.
- Discuss the range of reactions to reflective music, e.g. Gregorian chant, Taize. Select or create music or art which would be appropriate for Christian use.

- Reflect on why people of all faiths and none believe some things and not others.

- Consider the importance of ritual e.g. anniversaries, school celebrations, Remembrance Day.
- Suggest why life is often described as a journey.
- Discuss the responsibilities of adulthood in local culture and emotions associated with growing up.
- Discuss the value of the commitment involved in a long term relationship.
- Discuss feelings about death.

- Reflect on the question 'Who am I?' and on being special, awareness of not being perfect, destiny, purpose in life etc.

- Write a class book of special wishes and/or prayers for particular occasions.

Suggested Learning Experiences in Christianity for Key Stage 2 *(continued)*

AT1 Learning About Religion

Pupils could:

- Interview a range of people to see whether they find prayer helpful and if they do, ask why.
- Use the Bible, reference books or IT to explore the creation stories in Genesis 1 v1-2 v4 and 2 v5-v25. Link with Sunday as a special day.
- Identify beliefs about God e.g. in Genesis, Psalms, Job, hymns and prayers.
- Explore ways Christians, Jews and Muslims respond to the belief that God is responsible for order and purpose in the world e.g. work of John Ruskin.
- Research the motivation and way in which different churches support care for the natural world.

- Explore festivals which celebrate events in Jesus' life and how different Christian communities understand and celebrate them.
- Design a poster to show the meaning of either Christmas or Easter for Christians.

- Discuss some understandings of stories about Jesus' miracles, healing and upsetting authority.
- Ask questions about Jesus' teachings e.g. from Matthew 5-7
- Explore how Christians use the Bible and Jesus' teachings e.g. Bible study groups.

- Using a Bible Gateway on the internet read the same passage in two different versions of the Bible.
- Read two different Gospel accounts of the same incident or story and discuss any differences.

- Research the different types of literature in the Bible.
- Ask questions about how the Bible came to be written, compiled into one unit and translated.

- Explore the importance of the Bible to Christians e.g. Mary Jones. Listen to Christians talking about why they read the Bible.
- Explore the Bible's relevance in Judaism and Islam.

- Invite a visitor from a charitable organisation to discuss their work and motivation.

- Read stories with themes of love, fairness, courage, honesty and loyalty and talk about these with regard to values in Christianity.
- Think about what Christian teachings might mean in today's world, then write a sermon.

- Investigate the lives of some key figures in Christianity from the days of the early church (e.g. Paul) through to the present.

- Prepare questions then interview a member of a worshipping community about their faith and what being a Christian means to them.

- Explore some of the Sermon on the Mount (Matthew 5-7) and how they might affect someone's life.

- Write a magazine article or design a poster or web page about 'What it means to be a Christian'.
- Reflect on the importance of the 10 commandments.

AT2 Learning From Religion

Pupils could:

- Listen and respond to a range of views about creation.
- Find out about order and pattern in the universe.
- Begin to distinguish between scientific, mathematical and religious views.
- Share experiences of awe in the natural world.
- Explore ways in which we are responsible for the natural world.
- Make a positive contribution to the natural environment.

- Make a class book of hopes for the future and link to Advent.
- Interview a range of Christians about the commercialisation of Christmas and Easter and how it makes them feel.

- Consider feelings of being lost/found; being powerless/vulnerable; being accepted/loved.
- Use 'Freeze Frame' or 'Conscience Ally' techniques to explore forgiving, saying sorry, righteous anger, surprise, and new opportunities.
- Discuss whether Jesus' teaching is relevant today.

- Describe the same playground incident from two different points of view and reflect on the feelings of those involved. Relate this to different versions of the same story.

- Explain why we think the Bible is important to Christians.

- Examine several passages from the Bible, ask questions about them and discuss possible relevance in today's world.

- Reflect on times we have given to charity, sacrificed something or done something demanding for others.

- Identify key Christian values. Suggest why they might be important to ourselves and/or others.

- Share ideas about the part commitment and responsibility plays in our lives and experiences, e.g. with friends and family.

- Discuss people we respect, follow, or believe and identify why they should be held up as examples.

- Draw meaning from well-known rules and suggest why they are important in society. What is the difference between a rule and a law?

- Discuss what values are important in our school community and how these values are expressed.
- Reflect on the difficulties of putting principles into practice.

Notes

Hinduism in Key Stage 2

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	<p>What Hindus believe about:</p> <ul style="list-style-type: none">● God;● The Universe and the endless cycle of Creation;● The journey of life-Reincarnation (the cycle of birth and death);● Symbols of belief: OM; Lotus flower; saffron;● Ways of living within a moral code: Hindu lifestyles, values, family and social life.
<i>Worship</i>	<ul style="list-style-type: none">● Observance of faith. Worship (Puja) in the home and in the Mandir (temple); imagery, symbolism and ritual in Hindu worship. The home shrine: the Arti ceremony, the role of divine images in worship, symbols used, haven (fire), yoga and meditation.● The importance of music, dance, drama, mantras.● Ceremonies associated with samskars - naming, sacred thread (initiation), marriage, death rites.● Celebration: Divali, Raksha Bandan, Holi, the birthdays of Rama and Krishna; the food, symbolism, stories, customs, associated with celebration.
<i>Deity</i>	<ul style="list-style-type: none">● One God is worshipped in diverse forms in the Hindu tradition, e.g. Brahma, Vishnu, Shiva - collectively known as the Trimurti. What the images depict about the nature of God.● Complimentary attributes of deities as male and female, e.g. Parvati (female), Shiva (male)- male and female representations of God.● The concept of avatars. Stories about Creation.
<i>Authority</i>	<ul style="list-style-type: none">● Sacred writing, e.g. The Ramayana; stories with a moral, about good and evil used by Hindus as guidance. Stories about Rama and Krishna.● People with a special role to teach. The importance of spiritual teachers - Gurus.
<i>Commitment</i>	<ul style="list-style-type: none">● Importance of the family and home: where values and ritual are learned. Extended family responsibilities and rules. The importance of keeping links with India.● Respect for God, other people, and all forms of life; ahimsa - non violence. Food laws/vegetarianism which show respect for all forms of life.● The importance of pilgrimage in India, e.g. The Ganges and Varanasi.

Suggested Learning Experiences in Hinduism for Key Stage 2

AT1 Learning About Religion Pupils could:

- Explore statues and posters of Vishnu or Shiva etc.
 - Discuss how they show the many facets of God.
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- Use reference books and IT to find out what 'avatar' means (God in human form).
 - Read stories of some of the avatars e.g. Rama, Krishna, Buddha.
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- Visit a Hindu temple or use pictures, video or IT to discover its importance to Hindus.
 - Study the features of Hindu places of worship then design a new temple.
 - Watch a video (e.g. 'Water: Hinduism' from Channel 4 series 'Water, Moon, Candle, Tree and Sword' or 'Pathways of Belief: Hinduism' from BBC) to see how puja is conducted in the temple and in the home.
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- Explore the artefacts and symbolism associated with the Arti ceremony and consider their meaning.
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- Interpret the moral expressed in stories from the Hindu tradition e.g. Ramayana; Mahabharata, stories about Ganesh or Krishna; story of Prahlad.
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- Make a frieze to show the Ashramas (stages in life) in the Hindu tradition.
 - Design a poster to illustrate some of the symbols associated with birth ceremonies.
 - Use texts, reference books or IT to research Hindu views on, and customs connected with death.
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- Watch a video or see pictures of a Hindu wedding and be able to explain Hindu beliefs about marriage.
 - Discuss the implications of inclusion into an extended family on marriage.
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- Through puppets, role play, drama, music or IT explore stories, customs, symbols, food and colour associated with Hindu festivals e.g. Divali, Holi, Janamashtami, Navrati, Ramnavami, Mahashivaratri.
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- Consider the implications that respecting the cow and all forms of life has on some Hindu's lifestyle.
 - Research, write or act out a 'This is Your Life' book for Gandhi showing his approach to non-violence.
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- Locate places of pilgrimage in India e.g. Ganges.
 - Consider why pilgrimage is important in Hinduism.
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- Invite a Hindu visitor to school or watch a video (e.g. Pathways of Belief: 'Hinduism' from BBC) to find out about rituals, traditions, religion in the home and what family values are important to Hindus.
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- Write a magazine article or design a poster or web page about 'What it means to be a Hindu'.

AT2 Learning From Religion Pupils could:

- Talk about heroes and heroines in our lives and the qualities we admire in them.
 - Reflect on the fact that though we are one person we behave differently at different times in different roles.
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- Discuss what the story of Rama may contribute to people's understanding of good and evil.
 - Participate in a Community of Enquiry on a recent event in the world which involves 'good' and 'evil'.
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- Discuss experiences of visiting religious buildings, and what we remember best.
 - Reflect on the importance of doing things together and sharing rituals.
 - Participate in a Community of Enquiry focusing on whether worship is important in our lives.
 - Talk about the people that guide our life and behaviour.
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- Consider how rituals might help in understanding changes which occur in life.
 - Design symbols for the five senses or the elements.
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- Discuss what is meant by values and what values we regard as important.
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- Consider turning points or special times in our lives and any ceremonies which mark these times.
 - Discuss the responsibilities of adulthood in local culture and the emotions associated with growing up.
 - Discuss feelings about death and whether there is reincarnation or an afterlife.
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- Discuss the value of the commitment involved in a long term relationship.
 - Suggest reasons why people mark special occasions with rituals.
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- Reflect on the ritual and ceremony in annual celebrations in our lives.
 - Illustrate the '10 heads of Ravana' they would like to destroy.
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- Discuss why some people choose to be vegetarian.
 - Reflect on how our actions can affect environments in other parts of the world. Consider whether we treat the environment in our locality with respect.
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- Suggest reasons why some people might think of life as a journey.
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- Share our experiences of why families are important and the different roles people play e.g. grandparents and why they may be special in our lives.
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- Discuss what values are important in our school community and how these values are expressed.
 - Reflect on the difficulties of putting principles into practice.

Islam in Key Stage 2

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	<p>What Muslims believe about:</p> <ul style="list-style-type: none">● Allah;● Creation and the Natural World;● Guidance-Muhammad (p.b.u.h.) and Qur'an;● Duty (5 pillars of Islam);● Ways of living within a moral code: Muslim lifestyles, values, family and social life.
<i>Worship</i>	<ul style="list-style-type: none">● The Mosque: the role of the Imam. Friday prayer (the Jumu'ah).● Obligatory acts of worship: Wudu (washing) and Salah (prayer) - the focus on Allah as the one true God; positions within Salah and their meanings (the second pillar of Islam).● Sawm (fasting) and Id-ul-Fitr.● Celebration: Id-ul-Adha- festival following Hajj related to stories about Ibrahim (p.b.u.h.) and Muhammad (p.b.u.h.).
<i>Deity</i>	<ul style="list-style-type: none">● Muslims believe Allah is the One True God who has no partners; is the Creator (signs in nature); provides all things; gives guidance through Messengers and Books; and cannot be compared.● Shirk - regarding anything as being equal to, or a partner to, Allah is forbidden. The nature of Allah is revealed in the Qur'an. Introduction to the 99 names of Allah. Angels are created by Allah.● The Shahadah (the first pillar of Islam): the declaration of faith in the Oneness of Allah and in the Prophet Muhammad (p.b.u.h.).● Human beings as the best of Allah's creations.
<i>Authority</i>	<ul style="list-style-type: none">● Sources of guidance include: the Qur'an which is the revealed book for Muslims and is treated with respect; the Sunnah, Hadith and Sirah; stories from the life and traditions of Prophet Muhammad (p.b.u.h.).● Other Prophets associated with written revelation-Ibrahim (Abraham), Musa (Moses), Dawud (David) and Isa (Jesus) (p.b.u.h.)● How the Qur'an was revealed to Muhammad (p.b.u.h.).
<i>Commitment</i>	<ul style="list-style-type: none">● The 5 pillars: Shahadah, Salah, Sawm (fasting during Ramadan), Zakat (obligatory contribution to the community fund), Hajj (pilgrimage to Mecca).● Family life: home life for children, leadership roles of father and mother; features of living in a Muslim society; respect and kindness for elders, the wise and guests, the importance of visiting.● Social life - the role of the Mosque; the importance of honesty, good manners, cleanliness and patience.● Birth and naming of children.

Suggested Learning Experiences in Islam for Key Stage 2

AT1 Learning About Religion Pupils could:

- Learn that the Muslim name for God is 'Allah' and Allah is worshipped as the one true God with no partners.
- Listen and respond to stories about how Allah sent guidance through the Prophet Muhammad p.b.u.h.
- Consider why Muhammad p.b.u.h. is held to be an example for people to follow.
- Find out how the Prophets Muhammad p.b.u.h. and Ibrahim p.b.u.h. destroyed idols in order to demonstrate the powerlessness of idols.
- Read stories about Ibrahim (p.b.u.h.); Musa (p.b.u.h.); Dawud (p.b.u.h.) or Isa (p.b.u.h.).
- Use texts/ IT/drama to research, write or act out a 'This is Your Life' book for one of the Prophets.
- Find out how the Qur'an was revealed and how and why it is treated with respect.
- Research Surahs in the Qur'an which give advice on love and forgiveness e.g. Surah 2:177, 5:39, 28:77.
- Listen and respond to Surahs 16:1-21, 66-70, 77-83, on the wonders of Creation.
- Write a text decorated in Islamic style to illustrate the importance of the Qur'an to Muslims.
- Visit a mosque, or use pictures, video (e.g. Pathways of Belief: 'Islam' from BBC) or IT of a mosque to discover its importance to Muslims.
- Study features of a mosque then design a new one.
- Consider why mosques don't have seats or pews.
- Explain the importance for Muslims of the 5 Pillars.
- Watch a video (e.g. Pathways of Belief: 'Islam' from BBC) about Wudu and Salah. Discuss the meanings of the actions and what is important in daily prayer.
- Write the key message of the video in 30 words.
- Use texts, reference books and IT to research the Muslim calendar and in particular Ramadan.
- Explore the stories, customs, food etc. associated with the festival of Eid-ul-Fitr.
- Invite a Muslim visitor to school or watch a video (e.g. Pathways of Belief: 'Islam' from BBC) to find out about religion in the home, views what family values are important, fasting, Halal food, attitude to alcohol.
- Use texts, reference books and IT to research traditions associated with rites of passage - birth, naming of children, marriage and death in Islam.
- Learn the words Muslims use to talk about Hajj and develop the metaphor of 'life as a journey'.
- Draw meaning from the greeting 'As-salamu alaikum' (Peace be with you).
- Write a magazine article or design a poster or web page about 'What it means to be a Muslim'.

AT2 Learning From Religion Pupils could:

- Discuss what and who we feel thankful for and how we show our thanks.
- Explain an important personal belief.
- Reflect on what qualities and knowledge people have that makes us want to be guided by them.
- Participate in a Community of Enquiry on a recent event in the world which involves 'good' and 'evil'.
- Consider modern equivalents of 'idols' and how people respond to them.
- Suggest what is important about being trusted.
- Reflect on why some people are chosen to do special tasks.
- Consider why Prophets are held as examples for people to follow.
- Participate in a Community of Enquiry focusing on why people might prefer texts in an original language.
- Talk about when it is important to listen to and follow guidance.
- Share experiences of being amazed by the beauty of the natural world and consider whether we treat our local environment with respect.
- Reflect on how our actions can affect environments in other parts of the world.
- Reflect on the importance of doing things together and sharing rituals.
- Participate in a Community of Enquiry focusing on whether worship is important in our lives.
- Talk about the people that guide our behaviour.
- Consider what gives a foundation to our lives.
- Discuss 'our Makkah'-where we have promised ourselves we will go to one day.
- Participate in a Community of Enquiry focusing on the phrase 'actions speak louder than words'.
- Distinguish between doing something difficult in order to benefit ourselves or in order to help others.
- Participate in a Community of Enquiry focusing on the phrase 'it is better to give than receive'.
- Consider values that we have been taught at home and how that influences live in the wider community.
- Make lists of things we really need and things which are extra pleasures. Relate to Zakat.
- Consider turning points or special times in our lives and any ceremonies which mark these times.
- Survey the responsibilities of adulthood in local culture and the emotions associated with growing up.
- Discuss feelings about death and whether there is reincarnation or an afterlife.
- Participate in a Community of Enquiry focusing on why we should treat others with respect.
- Reflect on the difficulties of putting principles into practice.

Judaism in Key Stage 2

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	<p>What Jews believe about:</p> <ul style="list-style-type: none">● God;● The Torah;● Creation and the Natural World;● Ways of living within a moral code: Jewish lifestyles, values, family and social life.
<i>Worship</i>	<ul style="list-style-type: none">● Synagogue: as a community centre, place of worship, prayer and study; the main features; role of the Rabbi. Symbols-Magen David (Star of David), the menorah.● Ceremony: circumcision (Brit Milah); girls' naming; Bar/Bat Mitzvah, marriage, funerals.● Special places, times and occasions in Jewish life e.g. Shabbat.● Festivals: Passover (Pesach); Shavuot; Succoth; Rosh Hashanah and Yom Kippur; Hanukkah and Purim.
<i>Deity</i>	<ul style="list-style-type: none">● Jewish beliefs about God expressed through:<ul style="list-style-type: none">● The Shema (mezuzah)-God is One, the Creator;- Wearing of tefillin, tallit, kippah - God cares for all;- The first four of the Ten Commandments;- Psalms, songs and prayers;● Stories in the Tenakh illustrating the love of God.● Jewish view of Creation and response to issues with regard to creation and the natural world.
<i>Authority</i>	<ul style="list-style-type: none">● The place and significance of the Torah in the synagogue and its influence on how people should live. Importance of the Torah seen through the structure of the Sefer Torah, study of Hebrew text and the work of the scribe. Contents - rules, laws, sayings and stories showing God's love, care, goodness and power.● God giving the Torah at Mount Sinai: the Moses Tradition. Shavuot celebrates giving of the Torah.● The first five books of the Tenakh consists of Torah (law), Nevi'im (Prophets) and Ketuvim (writings).
<i>Commitment</i>	<ul style="list-style-type: none">● The Ten Commandments: a moral code.● Jewish value for the individual: love your neighbour as yourself.● Stories which exemplify commitment to God - Samuel, Esther, Ruth, Jonah, Daniel.● Family life: special marks of the Jewish home; Shabbat, Kashrut (kosher food).● Care for the world.

Suggested Learning Experiences in Judaism for Key Stage 2

AT1 Learning About Religion Pupils could:

- Explain the meaning of words used for God in Jewish literature and tradition e.g. Shaddai (Almighty); Melech (King); Yahweh (Lord); Jehovah (Lord).
- Visit a synagogue or use pictures, IT or video (e.g. Pathways of Belief: 'Judaism' from BBC) of a synagogue to research the part it plays in Jewish life.
- Study features of a synagogue. Design a new one.
- Talk to a Rabbi, or watch a video (e.g. Pathways of Belief: 'Judaism' from BBC), or use IT to ask questions about the work of a Rabbi.
- Research the books of the Torah (Genesis to Deuteronomy) and its importance to Jews.
- Explore their importance to Christians and Muslims.
- Read examples of literature in the Tenakh e.g. Proverbs 12 v15-18; 14v17-21; 15v1; 1v 22; 18v24.
- Read examples of psalms which reflect the wonders of the natural world e.g. Psalms 24; 136 v1-9; 148.
- Participate in a Community of Enquiry focusing on whether these proverbs and psalms are still relevant.
- Explore some Jewish blessing prayers.
- Research the work of a scribe and ornamentation of the Sefer Torah.
- Look at Hebrew text and write some Hebrew letters.
- Examine a mezuzah and the meaning of the Shema.
- Use texts, reference books or IT to research Jewish views on, and customs connected with, birth and death.
- Design a leaflet about how Jewish children study the Torah and prepare for Bar Mitzvah.
- Talk about the meanings expressed in greetings cards e.g. for Bar Mitzvah.
- Watch a video or see pictures of a Jewish wedding and be able to explain Jewish beliefs about marriage.
- Watch a video (e.g. Pathways of Belief: 'Judaism' from BBC) of a Jewish family preparing for Shabbat, and explore the symbolism involved.
- Find out how and why Pesach, Succoth or Hanukkah are celebrated. Write the key message in 30 words.
- Use texts/ IT/drama to research, write or act out a 'This is Your Life' book for Moses.
- Use reference books and IT to select information about Rosh Hashanah or Yom Kippur, and why repentance and forgiveness are important to Jews.
- Appreciate the importance for Jewish people of the Star of David and the Menorah.
- Reflect on the importance of the 10 Commandments.
- Explore the importance of dietary laws to Jews.
- Write a magazine article or design a poster or web page about 'What it means to be Jewish'.

AT2 Learning From Religion Pupils could:

- Discuss what and who we feel thankful for and how we show our thanks.
- Explain an important personal belief.
- Reflect on the importance of doing things together and sharing rituals.
- Consider any institutions in our lives that play similar roles.
- Reflect on the meaning of responsibility.
- Identify people who have authority, and talk about the nature of that authority.
- Compare points of view about books or stories that are special to us.
- Share experiences of being amazed by the beauty of the natural world and consider whether we treat the environment in our locality with respect.
- Reflect on how our actions can affect environments in other parts of the world.
- Write poems or prayers inspired by small things in nature.
- Consider well known school and home traditions and how we feel about them. Reflect on the care and concentration involved in a worthy task.
- Write a special thought to put in a mezuzah.
- Consider turning points or special times in our lives and any ceremonies which mark these times.
- Discuss feelings about death and an afterlife.
- Discuss the responsibilities of adulthood in local culture and emotions associated with growing up.
- Participate in a Community of Enquiry focusing on whether worship is important in our lives.
- Discuss the value of the commitment involved in a long term relationship.
- Participate in a Community of Enquiry focusing on the importance of special routines in our own lives.
- Reflect on times and ways we feel free or feel trapped.
- Reflect on how we show our care for one another.
- Share experiences of trying to make a new beginning or 'turning over a new leaf'. Consider when we need forgiveness and what it feels like to be forgiven.
- Discuss and reflect on the meanings of any familiar symbols or badges.
- Show awareness of the difference between right and wrong, with reference to events in our daily lives.
- Discuss what values are important in our school community and how these values are expressed.
- Reflect on the difficulties of putting principles into practice.

Sikhism in Key Stage 2

<i>Concept</i>	<i>Content</i>
<i>Belief</i>	<p>What Sikhs believe about:</p> <ul style="list-style-type: none">● God;● Humanity: the oneness of humanity;● Creation and the Natural World;● Symbols of belief: Ik Onkar (there is one God); khanda (symbol of Sikhism.);● Ways of living within a moral code: Sikh lifestyles, values, family and social life.
<i>Worship</i>	<ul style="list-style-type: none">● Gurdwara as a place of worship, community (sangat), and a shared meal (langar).● People with a special role, e.g. Granthi, musicians and singers.● Worship practices: remove shoes, cover head; singing, listening to hymns, prayers.● Ceremonies: naming, Amrit (initiation), turban tying, marriage.● Celebrations: Guru Nanak's birthday; Baisakhi.
<i>Deity</i>	<ul style="list-style-type: none">● Sikhs believe that God is one, creator and sustainer.● God is without image and all human beings are equal in the eyes of God.● People, therefore, should treat each other as equals and show respect for all creation.● God as described in the Mool Mantar: God is one, truth, without fear and symbolised in the Ik Onkar: the first phrase of the Mool Mantar.
<i>Authority</i>	<ul style="list-style-type: none">● Founders: the Gurus emphasising Guru Nanak and Guru Gobind Singh.● The Holy Book-the Guru Granth Sahib: how respect and reverence is shown; symbols of respect - shoes are removed, heads are covered, offerings are made.● Ceremony showing reverence for the Holy Book.
<i>Commitment</i>	<ul style="list-style-type: none">● Respect for the natural world and the environment; Sikh respect for all creation. All human beings are equal: equality of gender race or creed.● Sikh values - sharing with the less fortunate, service to all, earning a living by one's own honest efforts.● Symbols of commitment: the 5 Ks as a sign of belonging to the Khalsa (the brotherhood).● The Khanda - the emblem on the Sikh flag.● Sikh names as symbols of commitment and belonging: Singh (Lion) and Kaur (princess).● Pilgrimage to the Golden Temple at Amritsar and Guru Nanak's birthplace.

Suggested Learning Experiences in Sikhism for Key Stage 2

AT1 Learning About Religion Pupils could:

- Learn that Sikhs believe in One God who is the supreme truth, the ultimate reality, the creator of all things and without image.
- Discuss the Sikh belief that all human beings are equal in the eyes of God and therefore all people should treat each other as equals.
- Talk about the Sikh belief that people should show respect for all creation.
- Visit a Gurdwara or use pictures, IT or video (e.g. Pathways of Belief: 'Sikhism' from BBC) of a Sikh place of worship to discover its importance to Sikhs.
- Study the features of a Gurdwara then design one.
- Watch a video to see how Sikh worship is conducted in the Gurdwara and in the home. Identify what is important in daily prayer. Discuss why people worship and why it is important to them.
- Listen to a Sikh recite the Mool Mantar on video, tape, IT, or real life and discuss its meaning.
- Hear a passage read from the Guru Granth Sahib e.g. daily readings from Golden Temple on <http://www.sikhnet.com/s/GuruGranthSahib>
- Research why it is important to Sikhs.
- Talk to a Granthi or watch a video (e.g. Pathways of Belief: 'Sikhism' from BBC) about what he/she does.
- Find out where Amritsar is and why it is special. Explore pictures of the Golden Temple and why time and resources are put into making it beautiful.
- Listen to a Sikh talk about Amrit, Sikh values and how these are translated into daily life.
- Research rites of passage in Sikhism - birth, naming of children, marriage and death.
- Role play the naming of a Sikh child.
- Watch a video or see pictures of a Sikh wedding and be able to explain Sikh beliefs about marriage.
- Listen and respond to stories about the Sikh Gurus.
- Write or act out a 'This is Your Life' book for Guru Nanak or Guru Gobind Singh.
- Role play the founding of the Khalsa.
- Make a poster explaining the 5 Ks.
- Watch a Sikh tie his turban using pictures or video (e.g. Pathways of Belief: 'Sikhism' from BBC).
- Make a Nishan Sahib (Sikh flag). Find out its meaning and the ceremonies associated with it.
- Write a magazine article or design a poster or web page about 'What it means to be a Sikh'.

AT2 Learning From Religion Pupils could:

- Discuss what and who we feel thankful for and how we show our thanks.
- Explain an important personal belief.
- Explore the meaning of equality of gender and race through drama, role play, IT or stories.
- Reflect on our feelings and responses to the wonder of the natural world. Think about care for the environment as a value across religions.
- Discuss experiences of visiting religious buildings, and what we remember best.
- Reflect on the importance of doing things together and sharing rituals.
- Participate in a Community of Enquiry focusing on whether worship is important in our lives.
- Investigate the importance of meals and food in the community.
- Discuss ways in which people show respect.
- Compare points of view about books or stories that are special to us.
- Talk about the people that guide our life and behaviour.
- Discuss places that are special in our family lives and heritage.
- Consider turning points or special times in our lives and any ceremonies which mark these times.
- Write a welcome poem or prayer to a new born child. Discuss the responsibilities of adulthood in local culture and the emotions associated with growing up.
- Discuss feelings about death and whether there is reincarnation or an afterlife.
- Discuss the significance of heroes and give examples from our lives.
- Discuss if any belief is important enough to die for.
- Think about ways in which outward signs and symbols show inward belief and commitment. Design a symbol to express something about themselves.
- Reflect on ways in which people demonstrate respect and how it feels to be respected.
- Make a flag that symbolises our beliefs and values.
- Reflect on the meaning of making a personal commitment.
- Talk about groups to which we belong and what is important in life.
- Discuss what values are important in the school community and how these values are expressed.
- Reflect on the difficulties of putting principles into practice.