

CHRISTIANITY

BELIEFS, TEACHINGS AND SOURCES AT1	PRACTICES AND WAYS OF LIFE AT1	EXPRESSING MEANING AT1	IDENTITY, DIVERSITY & BELONGING AT 1	MEANING, PURPOSE & TRUTH AT1	VALUES & COMMITMENTS AT1
<p><u>STEP 1</u> God as a loving father and creator. The birth of Jesus, Jesus' life, death and resurrection and the theme of 'new life' Jesus is special for Christians. Jesus' teaching on love and forgiveness</p>	<p>Sunday as a special holy day Worshipping together, including reading the Bible, listening to stories, singing and praying</p>	<p>Symbols of Christmas e.g. crib Symbols of Easter e.g. Easter garden, paschal candle, cross, egg, lamb Stories, songs, poems and sayings from the Bible which describe God as the Creator and a loving parent</p>	<p><u>STEP 1</u> Christians believe everyone is important and of equal value</p>	<p>How Christians respond to experiences of awe, wonder and mystery How the Christian stories relate to experiences and feelings in peoples' lives Puzzling questions Quiet reflection.</p>	<p>Attitudes and responses to family, friends and the natural world Beliefs related to experiences of awe, wonder and mystery Some questions can be answered in different ways The two greatest commandments 'love God' and 'Love your neighbour'</p>

AT2 Pupils should reflect, ask their own questions and suggest answers to questions such as What 'big questions' puzzle you? If you were to talk about your own rules for life, what would they be? What do you celebrate in your family, and why are these things important? Why do you think Christians think Jesus is a special person? Why do you think Christians do special things when a baby is born? Or when people get married? Why do you think Christians believe that the world is important?

JUDAISM

BELIEFS, TEACHINGS AND SOURCES AT1	PRACTICES AND WAYS OF LIFE AT1	EXPRESSING MEANING AT1	IDENTITY, DIVERSITY & BELONGING AT 1	MEANING, PURPOSE & TRUTH AT1	VALUES & COMMITMENTS AT1
<p><u>STEP 1</u> Beliefs about God as a creator. God cares for all people Beginning of the world Noah,</p>	<p>Celebrations and important events: Hanukkah/ Purim</p>		<p><u>STEP 1</u></p>	<p>What does the Torah teach about wonder and beauty of creation How Jewish special occasions reflect meaning of life</p>	

AT2 pupils should reflect, ask their own questions and answer questions such as: Who is close to you? Why is it important for families to spend time together? How do you feel when you see a rainbow? Where is your special place?

YEAR 1

YEAR 2

CHRISTIANITY

IDENTITY, DIVERSITY & BELONGING AT 1	MEANING, PURPOSE & TRUTH AT1	VALUES & COMMITMENTS AT1	IDENTITY, DIVERSITY & BELONGING AT 1	MEANING, PURPOSE & TRUTH AT1	VALUES & COMMITMENTS AT1
<p><u>STEP 1</u></p> <p>The birth of Jesus, Jesus' life, death and resurrection and the theme of 'new life'</p> <p>The Bible as a special book for Christians which is treated with respect and is used for preaching and teaching. It has authority for Christians.</p> <p>The lives of Christians who followed the example of Jesus</p>	<p>The church as the Christian community which takes Jesus as its example</p> <p>Special leaders, e.g. priests, ministers, elders</p> <p>Important ceremonies e.g. baptisms and wedding</p>	<p>Symbols of Christmas e.g. crib</p> <p>Symbols of Easter e.g. Easter garden, paschal candle, cross, egg, lamb</p> <p>Church buildings e.g. their atmosphere and why people might like to go there</p>	<p><u>STEP 1</u></p> <p>What it means to belong to a Christian community</p> <p>Signs of the Christian religion in your own community, buildings, parishes, street and place names</p>	<p>How Christians respond to experiences of awe, wonder and mystery</p> <p>How the Christian stories relate to experiences and feelings in peoples' lives</p>	<p>Beliefs related to experiences of awe, wonder and mystery</p> <p>Christian values e.g. fairness, honesty, forgiveness, kindness</p> <p>How Christians show concern for others</p>

AT2 Pupils should reflect, ask their own questions and suggest answers to questions such as What 'big questions' puzzle you? If you were to talk about your own rules for life, what would they be? What do you celebrate in your family, and why are these things important? Why do you think Christians think Jesus is a special person? Why do you think Christians do special things when a baby is born? Or when people get married? Why do you think Christians believe that the world is important?

JUDAISM

<p><u>STEP 1</u></p> <p>Stories about people of Israel</p> <p>Moses</p> <p>The 10 Commandments.</p>	<p>Family life and Jewish homes:</p> <p>Mezuzah, Shabbat and Friday night meal, eating special bread, (challah)</p>	<p>Worship, prayer</p> <p>Reading the Torah</p> <p>Laws and rules</p> <p>Mitzvot</p>	<p><u>STEP 1</u></p> <p>The Synagogue as a community</p> <p>People with special roles-Rabbi</p> <p>Family life</p> <p>Values in 10 Commandments</p> <p>Israel as a special place for Jews</p>	<p>Jewish people have special objects in the home</p>	<p>Jewish family life and the role of each family member</p> <p>Jewish people treat people equally</p>
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YEAR 3	<p>Christian beliefs about God, life after death, the purpose of life</p> <p>His teachings, the parables of Jesus, the Sermon on the Mount, the Beatitudes</p> <p>Jesus' disciples and followers</p> <p>The Life of Jesus in an historical context. His birth, baptism and temptations.</p>	<p>Worship in various forms e.g. music, prayer, dance, silence.</p> <p>Shared times of reflection, including Advent and Lent</p>	<p>Beliefs expressed in hymns, prayers and art.</p>		<p>The meaning of Easter for Christians</p>	<p>Values expressed through Christmas and Easter and values expressed through ritual and ceremony.</p>
<p>AT2 Pupils should reflect, ask their own questions and suggest answers to questions such as: Who or what guides or influences you? How does this affect the things that you value? Why do you think the Bible is the most widely printed book of all time? What are your favourite stories/ characters in the Bible? Why? Is Jesus the ultimate super-hero? Compare the experiences of people in Biblical stories with pupils own experiences and feelings about identity and belonging.</p>						

ISLAM

BELIEFS,TEACHINGS AND SOURCES AT1	PRACTICES AND WAYS OF LIFE AT1	EXPRESSING MEANING AT1	IDENTITY, DIVERSITY & BELONGING AT 1	MEANING, PURPOSE & TRUTH AT1	VALUES &COMMITMENTS AT1
<u>STEP 1</u>		Islamic belief in angels e.g everyone has two angels looking after them.	Family life The naming of a child	Allah is the one true God, the creator and provider of all good things Belief in the hereafter	Islamic values expressed in everyday life. Respect for each other, parents, elders and children and guests Honesty and good manners Responsibility for all creation Importance of visiting

AT2 pupils should reflect, ask their own questions and suggest answers to questions such as e.g. How do you learn good manners/ how to welcome guests? Do you believe in angels? Which other religions feature angels? What do you think is the role of angels?

<u>STEP 2</u> Belief in Allah as the one true God Sources of guidance include: The Qur'an, Stories from the life and traditions of Prophet Muhammad Qur'an is treated with respect. Stories about the Prophet Ibrahim.	Worship of Allah. Shahadah and acts of worship -Salah and wudu, the meaning of the actions. Sawm and Id-ul-Fitr Zakah and Khums - Hajj and Il-ud-Adha Birth rituals	Read Surahs 16:1-21, 66-70, 77-83 on the wonders of creation. Features of Mosques, why are Mosques special places for Muslims?	The meaning of Ummah in Islam Islamic greetings, and their meaning. Human beings are the best of His creation.	The future- belief in the hereafter	Respect for teachers, elders, the learned and wise Concern for the poor
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AT2 pupils should reflect, ask their own questions and suggest answers to questions such as: - What does Islam teach us about treating others with respect? Consider 'idols' in Islam and how people respond to them. Consider why Muslims may prefer to keep their traditions and texts in their original language. What are the meanings of certain names in Islam and why might people choose them for their children? How was your name chosen? Discuss the importance for Muslims of putting Islamic principles and beliefs into practice. Talk about self-discipline in Islam – why it is important and how it might be achieved?

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<p>The Life of Jesus in an historical context. His birth, baptism and temptations.</p> <p>The Bible – a source for Christian belief and teaching, different translations, the Bible books, the Old and New Testament.</p>	<p>STEP 2</p> <p>Worship in various forms e.g. music, prayer, dance, silence</p> <p>How the Bible is read in church services and privately as a guide and source of teaching and inspiration</p> <p>Shared celebrations including Ascension and Pentecost</p> <p>Shared times of reflection including Advent and Lent</p> <p>The Sacraments- Baptism, Confirmation the Eucharist</p>	<p>Beliefs expressed in hymns, prayers and art.</p>		<p>The meaning of Easter for Christians</p>	<p>Values expressed through Easter and Christmas.</p> <p>Values expressed through ritual and ceremony</p>

AT2 Pupils should reflect, ask their own questions and suggest answers to questions such as: Who or what guides or influences you? How does this affect the things that you value? Why do you think the Bible is the most widely printed book of all time? What are your favourite stories/ characters in the Bible? Why? Is Jesus the ultimate super-hero? Compare the experiences of people in Biblical stories with pupils own experiences and feelings about identity and belonging.

YEAR 4

HINDUISM

BELIEFS,TEACHINGS AND SOURCES AT1	PRACTICES AND WAYS OF LIFE AT1	EXPRESSING MEANING AT1	IDENTITY, DIVERSITY & BELONGING AT 1	MEANING, PURPOSE & TRUTH AT1	VALUES &COMMITMENTS AT1
<p><u>STEP 1</u></p> <p>Hindus believe in One God represented through many different names and images e.g. Krishna, Ganesha, Rama and Shiva</p> <p>Beliefs expressed in stories from the Ramayana about Rama and Krishna</p>	<p>Worship e.g Hindu shrine</p> <p>the Arti ceremony.</p> <p>Special food (Prashad)</p> <p>Diwali, Holi,the birthdays of Rama and Krishna</p>				<p>Respect for family including ancestors</p> <p>Respect and care for other people and all living things. e.g. sacred cows</p>

AT2 pupils should reflect, ask their own questions and suggest answers to questions such as:- Who are you named after? What does your name mean? Talk about someone you respect and what they do to make you feel special
Find out about the similarities and difference between a Hindu family and other families.

<p><u>STEP 2</u></p> <p>God is worshipped in diverse forms and/or believed to be formless. Some forms include Vishnu, Lakshmi, Shiva, Ganesha, Brahma (L)</p> <p>The beliefs and values expressed through Ramnavami and Janmashtami. (U)</p>	<p>The rituals and traditions in a Hindu home. (L) Hindu birth ceremonies. (L) Hindu wedding. (L) Pilgrimage for Hindus e.g. Varanasi, Gangotri, Ayodhya. (U)</p> <p>The Mandir, puja, Festivals -Holi, Divali, Raksha, Bandhan. (L)</p> <p>Ceremonies linked with initiation and death. (U)</p>	<p>Statues/ artefacts associated with Vishnu, Lakshmi etc.(L)</p> <p>Aum, The lotus flower, the swastika(mark of good fortune) The colour saffron</p> <p>'Avatar' with reference to Rama and Krishna. (L)</p> <p>The purpose and function of important objects, and symbols in Hindu worship. (L)</p>	<p>How people have different roles in their lives. (L)</p> <p>The importance of family life – especially the role of grandparents in the family. (L)</p> <p>How religion is transmitted in the home. (L)</p>	<p>Beliefs about the nature of good and evil and what the story of Rama may contribute to people's understanding of this. (L) Hindu understanding of 'soul' (U) Hindus views associated with growing up and death. (U)</p> <p>Reincarnation and karma</p>	<p>Devotion to God respect for all living things, vegetarianism.</p> <p>The importance of honesty and truthfulness</p> <p>Ahimsa (non-violence) (U)</p>
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AT2 pupils should reflect, ask their own questions and suggest answers to questions such as: - what/who are you committed to? Identify the importance of turning points or special times in their own lives. Discuss what is meant by 'values' and what values they regard as important. (L)Talk about the heroes and heroines in their own lives, and the qualities they admire in them. (L) How do you use all your senses? Would sounds help you to understand God? (L) Can you identify an event in your life which has affected your life in a good or bad way? What might happen to your lifestyle if you followed the Hindu views about respecting all creatures? Would a Hindu fight in a war? Do you agree with their stance? (U) Suggest reasons why many peoples mark special occasions with rituals and compare with a Hindu rite of passage. Talk about recent events in the world which could be placed under the headings of 'good' and 'evil'. (U) Identify reasons why some people think life is a pilgrimage. (U) Relate the Ashramas to their own experience of growing up and to other people at different stages in life.

SIKHISM

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<p><u>STEP 1</u></p>	<p>The Gurdwara e.g. the place that houses the Guru Granth Sahib.</p> <p>Where Sikhs worship God Where Sikhs share a meal together. The Langar</p> <p>Holy Days e.g. Birthday of Guru Nanak Festival of Baisakhi Ceremonies e.g. Naming , Marriage</p>	<p>Worship, reading the Guru Granth Sahib.</p> <p>Pictures of the Gurus Music and ritual dancing.</p>	<p>Believing the same thing.</p> <p>People with a special role e.g. the Granthi – reader of the Guru Granth Sahib.</p>	<p>God as creator – his teachings as a guide for life.</p>	

AT2 pupils should reflect, ask their own questions and suggest answers to questions such as:-Why is it important to be kind and honest to others? Why is sharing food important? Why should we treat people equally? Why is it important to have a special place for the Guru Granth Sahib? (Link to other holy books)

<p><u>STEP 2</u></p> <p>Beliefs about God, one God , the supreme reality, creator of all things</p> <p>Sikh teaching expressed in the lives of the Gurus e.g. Guru Nanak – the first Guru Guru Arjan – the first martyr.</p> <p>The Guru Granth Sahib- as outlining the principles and practices of Sikhism; its guidance treated as a living Guru.</p>	<p>The symbols of Sikhism worn by the Sikhs (the 5Ks) e.g. uncut hair (kesh) comb worn in hair (kanga) steel band on right wrist (kara) traditional clothing (kachera) sword (kirpan)</p>	<p>. Khanda – the Sikh symbol</p>	<p>The 5Ks as a means of identity and a symbol of belonging.</p>	<p>Exploring the concept of giving to charity.</p>	<p>The expression of values in everyday life -earning by honest means</p> <p>-sharing</p> <p>-service to all human beings</p> <p>-meditation based on the scriptures.</p> <p>-equality.</p>
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AT2 pupils should reflect, ask their own questions and suggest answers to questions such as:
Design/draw a symbol for your family. Why have you chosen the images you have? Why is it important for a Sikh to help those in need/give to charity?
Response to a guided story. Why is being quiet/still important? (Link to worship, Buddhism)

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<p>The Life of Jesus in an historical context. His birth, baptism and temptations.</p>	<p>Worship in various forms e.g. music, prayer, dance , silence.</p> <p>Shared times of reflection, including Advent and Lent</p>	<p>STEP 2</p> <p>Beliefs expressed in hymns, prayers and art.</p> <p>How buildings, religious objects and symbols play a part in the worship, rituals, festivals and ceremonies of the community.</p>	<p>The effect of Jesus on the lives of individuals inspirational Christians</p>	<p>The meaning of Easter for Christians</p>	<p>Values expressed through Easter and Christmas.</p> <p>Values expressed through ritual and ceremony</p>

AT2 Pupils should reflect, ask their own questions and suggest answers to questions such as: Who or what guides or influences you? How does this affect the things that you value? Why do you think the Bible is the most widely printed book of all time? What are your favourite stories/ character s in the Bible? Why? Is Jesus the ultimate super-hero? Compare the experiences of people in Biblical stories with pupils own experiences and feelings about identity and belonging.

BUDDHISM

BELIEFS, TEACHINGS AND SOURCES AT1	PRACTICES AND WAYS OF LIFE AT1	EXPRESSING MEANING AT1	IDENTITY, DIVERSITY AND BELONGING AT1	MEANING, PURPOSE AND TRUTH AT1	VALUES AND COMMITMENTS AT1
<p><u>STEP 1</u></p>	<p>How the Buddhist community lives out the teachings of the Buddha</p> <p>Buddhist nuns, monks and priests choose a way of life</p> <p>Living by the five moral precepts</p>	<p>Buddhist worship at shrines and temples</p>		<p>The Four Noble truths Meditation The search for Enlightenment</p>	<p>Buddhists respect and compassion for all living things.</p>

AT2 pupils should reflect, ask their own questions and answer questions such as:
 Why do we look after each other in school?
 Which stories are important to you and why?
 In the story of the Buddha what did you find interesting and why?
 What did you find difficult to understand in the story of the Buddha? Why?
 If someone does something bad to you how do you feel? What makes you feel better?
 If you had to give up something which you would find difficult what would it be?

<p><u>STEP 2</u></p> <p>Stories from the life of Siddharta Gautama and how he found an answer to suffering. The Buddha as an enlightened human being The Four Noble Truths Introduction to the Eightfold Path</p>	<p>Festivals –Wesak and others celebrating events in the life of the Buddha Celebrations of important events in life The Dhamma Taking refuge in the three Treasures</p>	<p>Identifying Buddhist symbolism and meaning – wheel, lotus, Bodhi tree, mandala Investigating the use of the image of Buddha Symbolism within the life of an ordained member of the Sangha</p>	<p>How lay people are involved in the Buddhist community</p> <p>The Buddhist community of the ordained and the lay people</p> <p>The life of a nun, monk and priest – teaching through leading by example The Sangha</p>	<p>Buddhist understanding of how selfishness and greed might cause suffering</p> <p>How living by the teaching of the Buddha gives meaning and purpose to life</p>	<p>What self-discipline means to a Buddhist and why it is important Giving generously of time , food and abilities</p> <p>Buddhist involvement in the community. Contribute positively to society</p>
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AT2 – pupils should reflect, ask their own questions and answer questions such as:
 What things we do as individuals may upset someone in our class?
 Which person do you look up to in your life and why?
 Is the symbol of Buddha a good one for Buddhism?
 How might someone in our class find it difficult following the teachings of Buddhism?
 What four rules do you think we should all follow together?

YEAR 5

CHRISTIANITY

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<p>The Life of Jesus in an historical context. His birth, baptism and temptations.</p>	<p>Worship in various forms e.g. music, prayer, dance , silence</p> <p>Shared times of reflection, including Advent and Lent</p>	<p>Beliefs expressed in hymns, prayers and art.</p>	<p>The church as an international fellowship for Christians, members of all races and nationalities</p>	<p>STEP 2 Answers offered by Christianity to questions of meaning and purpose in life</p> <p>Christian beliefs about God, life after death, the purpose of life.</p> <p>The meaning of Easter for Christians</p>	<p>Values expressed through Easter and Christmas.</p> <p>Values expressed through ritual and ceremony</p> <p>Values expressed through fasting and giving to charity</p> <p>How the church follows the example of Jesus e.g. concern for the poor Salvation Army, Christian aid</p> <p>Personal responsibility to personal, social and global issues, guided by the teachings of Christianity</p>

AT2 Pupils should reflect, ask their own questions and suggest answers to questions such as:- Who or what guides or influences you? How does this affect the things that you value? Why do you think the Bible is the most widely printed book of all time? What are your favourite stories/ characters in the Bible? Why? Is Jesus the ultimate super-hero? Compare the experiences of people in Biblical stories with pupils own experiences and feelings about identity and belonging.

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<p><u>STEP 2</u></p> <p>The Shema</p> <p>First 4 of 10 Commandments</p> <p>Tefillin and Kippah</p> <p>Stories from the lives of Jacob, Joseph and Moses</p> <p>Tenakh</p> <p>Torah given at Mount Sinai</p>	<p>The Synagogue as community centre</p> <p>Mishkan. Ark, Temple, The role of the Rabbi</p> <p>Bar/Bat mitzvah</p> <p>Weddings</p> <p>Shabbat and Friday night meal</p> <p>Pesach</p> <p>Sukkot</p> <p>Jewish home – food laws and the kitchen</p>	<p>Study and prayer</p> <p>Torah – respect and work of the scribe</p> <p>Symbols – Magen mezuzah, tallit David (star of David), Menorah</p>	<p>Importance of community rules</p> <p>Significant points in Jewish lives – ceremonies and rituals</p> <p>Why Jews come together to worship</p> <p>Living in accordance with 10 Commandments</p>	<p>Jewish beliefs about God</p> <p>Jewish teaching about death, judgement and forgiveness through: Yom kippur/ Rosh Hashannah</p>	<p>How Jews show respect for the Torah</p> <p>Proverbs in Tenakh – Jewish ideas of Freedom</p> <p>God’s protection of Jewish people / chosen people</p>

AT2 pupils should reflect, ask their own questions and answer questions such as:
 What lessons can we learn from a particular story (i.e. Story of Joseph, how does good come out of bad?) Write down five questions you would ask a Rabbi (write down five things you want to know about a Rabbi). What do you wear that makes you feel special or reminds you of somewhere? Talk about how you show respect to your parents or family member.

YEAR 6