

RE Curriculum EYFS – Year 6



Kexborough Primary School R.E. Medium Term Plans

	FS	Y1	Y2	Y3	Y4	Y5	Y6
Term 1.1	PSE Understanding the World	Why are these words special?	Why are some times special?	Why are these words special?	Why are some times special?	Why are these words special? Why are some places special?	Beyond the questions Religion across the UK
Term 1.2		Christianity and Islam	Christianity, Islam and Hinduism	Christianity, Islam Sikh and Hinduism	Christianity, Islam, Sikhism, Hinduism, Buddhism	Christianity, Islam, Sikh, Hinduism, Buddhism and Judaism	
Term 2.1	PSE Understanding the world	Why are some places special?	How can faith contribute to community cohesion?	Why are some places special?	How can faith contribute to community cohesion?	How can faith contribute to community cohesion? Why are some times special?	Beyond the Questions Current/Global events
Term 2.2		Christianity and Islam	Christianity, Islam and Hinduism	Christianity, Islam Sikh and Hinduism	Christianity, Islam, Sikhism, Hinduism, Buddhism	Christianity, Islam, Sikh, Hinduism, Buddhism and Judaism	
Term 3.1	Building Relationships People , culture and communities	What can be learned from significant people of faith?	How do I and others feel about life and the universe around us?	What can be learned from significant people of faith?	How do I and others feel about life and the universe around us?	What can be learned from significant people of faith? How do I and others feel about life and the universe around us?	Beyond the questions Tolerance and contributing to a multi-cultural society
Term 3.2		Christianity and Islam	Christianity, Islam and Hinduism	Christianity, Islam Sikh and Hinduism	Christianity, Islam, Sikhism, Hinduism, Buddhism	Christianity, Islam, Sikh, Hinduism, Buddhism and Judaism	

Major festivals

Christian Faith

- Advent (Light festival)
- Christmas (*Jesus' birth celebration)
- Lent (Preparation)
- Holy Week and Easter (celebration of *Jesus' death and Resurrection)
- Ascension and Pentecost (the beginnings of the Church) as well as Harvest

Hindu Dharma

- Baisakhi (Harvest/New Year),
- Diwali (Light festival),
- Holi.
- Kumbh Mela happens once every 12 years

Islam

- Ramadan (Time of Fasting)
- Eidul-Fitr (Festival to break the fast).

Jewish Faith

- Pesach (Passover) (commemorating the Exodus from Egypt, around 1250 BCE)
- Rosh Hashanah (celebrating New Year and Creation)
- Yom Kippur (the Day of Atonement)
- Sukkot (Shelters, remembering the time in the desert)
- Hanukkah (Light festival)
- Shavuot (harvest festival)
- Purim (salvation from destruction by Queen Esther).
- An important remembrance is Yom Hashoah. A key to Jewish life is the weekly Shabbat (Sabbath - Holy Day) festival.

Sikh Dharam

- Balsakhi (Harvest / New Year)
- Diwali (Light festival)
- Hola Mohalia, when tests of skill and mock battles are held, as well as the birthdays of the Gurus, most notably the birthday of Guru *Nanak.

The Way of the Buddha

- Wesak (day of the *Buddha's birth, Enlightenment and death)
- Bodhi Day (Mahayana festival of the *Buddha's Enlightenment)

R.E. Programmes of Study: Key Stages 1 and 2

National Curriculum in England

Purpose of study

The Barnsley Local Agreed Syllabus (LAS) for Religious Education (RE) has five purposes, which mirror the purposes of the National Curriculum.

1. To establish an entitlement RE is for all pupils, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities. They have an entitlement to learning in RE. This contributes to their developing knowledge, understanding, skills and attitudes, which are necessary for their self-fulfillment and their development as active and responsible citizens. It is expected that few, if any, parents will wish to withdraw their children from this entitlement.
2. To establish standards, The LAS sets out expectations for learning and attainment that are explicit to pupils, parents, teachers, governors, employers and the public, and establishes standards for the performance of all pupils in RE. These standards may be used in assessment for learning, and to help pupils and teachers set targets for improvement and evaluate progress towards those targets.
3. To promote continuity and coherence The LAS seeks to contribute to a coherent curriculum that promotes continuity. It facilitates the transition of pupils between schools and phases of education and can provide foundations for further study and lifelong learning.
4. To promote Community Cohesion 'RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion in the school community, the community within which the school is located, the UK community and the global community'.*
*Religious Education in English Schools: Non-statutory guidance 2010
5. To promote public understanding The LAS aims to increase public understanding of, and confidence in, the work of schools in RE

The Aims of the Barnsley Local Agreed Syllabus

The aims of religious education in Barnsley are to enable pupils to:

- Acquire and develop knowledge and understanding of Christianity and the five other principal religions represented in Great Britain
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions
- Enhance their spiritual, moral, social and cultural development by:
 - o developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them
 - o responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
 - o reflecting on their own beliefs, values and experiences in the light of their study
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions
- Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad based curriculum, is essential to achieving these aims

Programme of Study for the Barnsley Local Agreed Syllabus:

The Six Key Questions

These questions are the product of much thought by the Agreed Syllabus Conference and the Local Agreed Syllabus Working Groups. They are designed to guide and shape pupils' learning in RE across the years of schooling.

Of course, pupils begin to handle the key questions very simply, moving on to learn about and respond to religious objects and ideas, to describe for themselves, to analyse information, and increasingly to develop the ability to draw thoughtful and balanced conclusions.

Question 1 Why are these words special?

Sacred books

Question 2 Why are some places special?

Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages

Question 3 How can faith contribute to Community Cohesion?

Beliefs, ethics, family traditions and faith in the community

Question 4 Why are some times special?

Festivals and families

Question 5 What can be learned from the lives of significant people of faith?

Role models

Question 6 How do I and others feel about life and the universe around us?

Ultimate questions

At Kexborough Primary School, we have further added before the questions for Foundation Stage ensuring a good grounding for understanding of religion to be built. In Year 6, they look beyond the questions thinking about religion in society and completing their journey through the religions of the U.K ensuring they leave as tolerant, respectful and useful members of the community.

FS1



FS1

Through continuous provision teach the following objectives:

- Develop their sense of responsibility and membership of a community.
- Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people.

Term: FS1 Term 1	
Key Concepts of the unit	
<ul style="list-style-type: none"> - To continue developing positive attitudes about the differences between people. - To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - To begin to make sense of their own life-story and family's history. - 	
Objectives	Key Knowledge and Vocabulary
To become familiar with some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	<p>The Nativity</p> <p>To have a familiarity with the first Christmas story and be able to recall key moments and names e.g. Jesus, Mary, Joseph and God</p> <p>To know this is why Christmas is celebrated and make links</p> <p>To identify modern Christmas day traditions-share how all our Christmas' are different but celebrate the same day.</p> <p>This is why we celebrate Christmas, some people put up a tree, decorations, give gifts.</p> <p>A long time ago.</p> <p>Mary was going to have a baby.</p> <p>The baby was Jesus.</p> <p>Jesus was born in a stable.</p> <p>People visited Jesus to bring him special gifts.</p> <p>Discuss times when children may receive gifts (Easter eggs, Christmas presents, birthday presents).</p>

Term: FS1 Term 2	
Key Concepts of the unit	
<ul style="list-style-type: none"> - To continue developing positive attitudes about the differences between people. - To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - To begin to make sense of their own life-story and family's history. 	
Objectives	Key Knowledge and Vocabulary
To become familiar with some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	<p>Chinese New Year We live in England/Kexborough/Barnsley. Chinese new year is celebrated in China. To understand China is a different country and has different celebrations To re-call Chinese new year traditions e.g. the animal year, red envelops, dragon/lion dance To re-call key moments and some of the animals in the great race story The emperor had a race. The animals had a race over the river. The rat was the winner of the race. Every year is named after an animal.</p> <p>Red envelopes are given as gifts with money inside. Discuss times when children may receive gifts (Easter eggs, Christmas presents, birthday presents). Lion/Dragon dances are performed by people working together in costumes.</p>

Term: FS1 Term 3	
Key Concepts of the unit	
<ul style="list-style-type: none"> - To continue developing positive attitudes about the differences between people. - To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - To begin to make sense of their own life-story and family's history. - To begin to understand the need to respect and care for the natural environment and all living things 	
Objectives	Key Knowledge and Vocabulary
To become familiar with some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	<p>Changes in Nature To understand that things change shape/size when they grow To know what plants need to grow</p>

F S 2



Term: FS2 Term 1	
Key Concepts of the unit	
To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	
Objectives	Key Knowledge and Vocabulary
<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>The Nativity, (Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words) (Understand that some places are special to members of their community) (Recognise that people have different beliefs and celebrate special times in different ways). This is why we celebrate Christmas, some people put up a tree, decorations, give gifts. A long time ago. An angel visited Mary to say that she would have a baby. The baby would be called Jesus. Mary travelled to Bethlehem on a donkey with Joseph. Jesus was born in a stable. 3 shepherds visited Jesus. 3 wise men visited Jesus and brought precious gifts.</p> <p>Diwali (Recognise that people have different beliefs and celebrate special times in different ways). Diwali is the festival of light. A great warrior, Prince Rama, had a wife named Sita. There was also a terrible king, Ravana. He had twenty arms and ten heads. Ravana wanted to make Sita his wife, and one day he kidnapped her. Rama found Sita and began their long journey back to their land, and everybody lit oil lamps to guide them on their way and welcome them back. Ever since, people light lamps at Diwali to remember that light stronger than dark and good triumphs over evil. People celebrate by giving gifts, sweets, lighting lamps, fireworks, having good food.</p> <p>Rosh Hashana (Recognise that people have different beliefs and celebrate special times in different ways). Rosh Hashana is the Jewish New Year.</p>

	<p>It is believed that this was when Adam was born. An important symbol for Rosh Hashana is the blowing of the animal horn (shofar). People eat sweet food to bring in a sweet year for example apple and honey.</p>
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Term: FS2 Term 2	
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Key Concepts of the unit	
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<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	
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Objectives	Key Knowledge and Vocabulary
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<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Noah's Ark, (Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words). Noah was a good man. He loved and obeyed God God loved Noah God told Noah to build an ark - a big boat. Noah followed God's plan and built a boat that was one-and-a-half football fields long. God told Noah that a great flood was coming. God asked Noah to collect two of all the creatures of the earth and bring them into the ark. Noah's wife, and his three sons, and their wives were also safe on the boat. Then it rained for forty days and forty nights. After it stopped raining, the water continued to rise Noah waited for the water level to go down and then sent a dove to look for land it came back with an olive branch. Altogether, Noah and his family and the animals lived on the ark for 1 year, 1 month, and 27 days! Suddenly a bright rainbow filled the sky. This was God's promise that He would never flood the earth again.</p>
<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Easter Story, (Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words). Jesus died on a cross on a Friday almost two thousand years ago (Good Friday). Christians believe that on the following Sunday, Jesus rose from the dead and proved that He is the Son of God. The following Sunday is Easter. Religious celebrations include family gatherings and special Easter church services.</p>

	<p>Chinese New Year (Recognise that people have different beliefs and celebrate special times in different ways). (Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words)</p> <p>Celebrated in January or February by people in China and around the world.</p> <p>Spring festival.</p> <p>The colour red in a lucky colour.</p> <p>Celebrated by lighting fireworks, lighting lanterns, gifting red envelopes, dragon dances, and food.</p>
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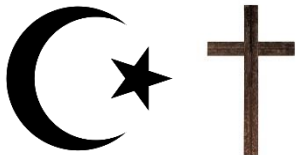
Term: FS2 Term 3	
Key Concepts of the unit	
<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	
Objectives	Key Knowledge and Vocabulary
<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Moses and the Parting of the Red Sea , (Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>A Pharaoh decided to capture people He wanted them to go to Egypt Moses said that God would save them. Moses stretched out his hand over the Red Sea and God sent a very strong wind. The water rose up and divided the people walked across the Red Sea on dry land. There was a wall of water on each side of them as they crossed. Moses stretched his hand back over the water and the water went back down. The Red Sea covered all the Egyptian men and chariots. God saved the people again. The people believed in God and trusted Moses to lead them.</p>

Year 1



Term: Y1 Term 1	Unit Title: Why are these words special?
Key Concepts of the unit	
For children to begin to have an understanding that books are special to people. The Christian religion and Islam religion have their own special books that contain stories and teachings.	
Objectives	Key Knowledge and Vocabulary
Name the holy books: Bible, Qur'an	Respect, bible, Jesus, Qur'an, Prophet Muhammad (pbuh), holy book, Muslim, Christian
Recall religious story from the Bible – Jesus' birth and from the Qur'an – The Prophet Muhammad (pbuh) and the ants.	Children to know that Christianity is the main religion worshipped in the UK and the World. That Christians believe in God and that Jesus is his son. Children to know that Islam is the second largest religion in the world and Muslims believe in one god called Allah and the Prophet Muhammad (pbuh) is his messenger. Children to see a bible and a Qur'an and understand that they are special/important books.
Children know the Qur'an must be touched with clean hands, stored on the top shelf (as high as possible), followers of Islam learn the book by heart.	Children can retell the Christmas story including: Mary, Joseph, Inn Keeper, Bethlehem, Children can retell the story of the Prophet Mohammad (pbuh) and the ants Children know how people treat these books and compare them to books which are special to them and how they treat them. The Qur'an should be kept as high as possible, read from the back and only touched with gloves on. Children know that followers of Islam learn the Qur'an off by heart.

Term: Y1 Term 2	Why are some places special?
Key Concepts of the unit	
To understand that everyone has a special place and that a church is special for Christians and a mosque is special for Muslims.	
Objectives	Key Knowledge and Vocabulary
Know that every religion has a place of worship.	Islam, Mecca, important, Christianity, Mosque, symbol, cross, crescent and star, religious, belonging, relative
Name the places of worship for Christianity and Islam (church and mosque)	Children know that followers of Christianity go to a Church to worship Children know that followers of Islam go to a Mosque
Know about the importance of	Children know that Mecca is an important place for Muslims and that they pray towards Mecca. Children demonstrate knowledge of the pilgrimage that Muslims aim to make during their lifetime.

<p>Mecca to a Muslim.</p> <p>Identify places that are special to them and why. Home, relatives' homes, clubs, school.</p> <p>Identify religious symbols for Christianity and Islam – the cross and crescent and star.</p>	<p>Children can identify places that are special to them and why they are special, including their home, relatives' homes, clubs, school.</p> <div style="text-align: center;">  </div> <p>Children can recognise the symbols of Christianity and Islam.</p>
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Term: Y1 Term 3	Unit Title: How can faith contribute to community cohesion?
Key Concepts of the unit	
To understand that society is diverse	
Objectives	Key Knowledge and Vocabulary
<p>Christianity and Islam Pupils learn about the ways being religious makes a difference in a family: going to a place of worship, prayers, celebrating special times.</p> <p>Pupils learn that our society includes many religions, and all are worth respecting.</p> <p>Know that in our area or region, they can all be seen first hand</p> <p>Know why we have rules at school</p>	<p>Ceremony, attend, worship, prayer, scripture, society, influence, religious, region, rules, church, graveyard, memorials, charity</p> <p>Children know how people follow religion and what this looks like on a day-to-day basis. This should include an awareness that Christians go to church to worship. Children should also know about Christmas and Easter and what these celebrations look like in a Christian household. Children know that Muslims pray 5 times a day, facing Mecca and attend a Mosque to worship. They should look at how Ramadan (they do not eat for 30 days during sunrise and sunset), and Eid (A large feast is held to celebrate the end of Ramadan. Eid Mubarak is said meaning Blessed Eid) are celebrated.</p> <p>Children to understand that there are 6 main religions. Christianity, Islam, Hinduism, Sikhism, Buddhism and Judaism. The diversity of people should be respected.</p> <p>Understand RRS – link to dojo points Ready, Respectful, Safe.</p>

<p>and at home.</p> <p>Show awareness of how the teachings of Jesus influence the ways in which Christians live and look for evidence of Christianity in the local community e.g. churches, charity shops, graveyards, place names, history, war memorials with scripture/prayers.</p> <p>Begin to recognise that Christians express their faith through the way they treat others: engaging in charity work.</p> <p>Begin to recognise how Christians worship God: pray, collective worship, sing, read scriptures, attend holy ceremonies.</p>	<p>Know why we need them. What rules do the children have at home? Compare them</p> <p>Salvation Army are a Christian Charity shop. Identify the churches in Wombwell. Can they see any other signs of Christianity?</p> <p>Visit a church/Mosque Interview a Christian, Find out: How do they express their faith? How do they worship God? How do they show they are a Christian?</p>
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Year 2



Term: Y2 Term 1	Unit Title: Why are some times special?
Key Concepts of the unit	
To understand that different religions have their own special way of celebrating events. Say how they celebrate special events. Do they have any similarities/differences.	
Objectives	Key Knowledge and Vocabulary
<p>Christianity</p> <p>Discuss Christmas, Easter, christenings/baptism, weddings. What traditions are followed at the above events? Can say why these times are special.</p> <p>Islam</p> <p>Discuss Eid, how a baby is welcomed and Weddings. What traditions are followed at the above events? Can say why these times are special.</p>	<p>Festival, Eid, birth, celebrate, wedding, christening, baptism, Diwali Know that different religions celebrate different events.</p> <p>Know that Christmas is one of the most important Christian celebrations. Know what Christmas looks like in different Christian homes – the Christmas story; why Christmas is celebrated – the birth of Jesus. Know Easter is a Christian festival that celebrates the resurrection of Jesus. Know the traditions that are followed – Good Friday, last supper, bread, wine – what they mean. Know Christians believe that Jesus is the son of God.</p> <p>Know that baptism is a Christian rite of passage which involves water being used as a symbol of purification and regeneration.²¹ Know in some churches babies are baptised to welcome them to the church family and in some churches, they wait until the child is old enough to decide themselves if they want to be part of the church.</p> <p>Know that time times are special because of what they mean to Christians.</p> <p>Know that Christians get married in a church. Women often wear a white dress. Know that they say vows and promises in the house of god. Understand that these are celebrated often with a party with friends and family.</p> <p>Know that Eid al Fitr follows the fasting of Ramadan. Eid stands for festival and Eid al fitr is known for breaking the fast. Know the events of Eid al Fitr. Many Muslims will attend Eid prayers at their mosque early Eid al Fitr. In the Middle East, these are held straight after the Fajr morning prayer. In the UK, it's any time from 07:00 onwards. It's a tradition to wear new clothes and on the way to the mosque, to eat something sweet, such as a date, and recite a short prayer, called a takbeer. Before Eid prayers, every Muslim is obliged to make a donation to charity called Zakat al-Fitr to help feed the poor. In many countries, Eid al-Fitr is a public holiday - many people enjoy large meals with friends and family. It's also common for elder believers to give money to children and younger members of the family. If you want to wish someone well at Eid, the greeting is "Eid Mubarak".</p>

	<p>Know how Muslims welcome babies into the world. In the Islamic faith, Muslims welcome babies in a ceremony called the Aqiqah (pronounced Ak-kee-ka) which is usually held on the seventh day after the baby is born. This is when the baby is introduced to family and friends. They celebrate and share a meal together. Know how Muslims celebrate weddings.</p> <p>The average wedding ceremony is less than an hour. Nikah, a muslim marriage ceremony is short. There are three main parts:</p> <p>Mehr is a ceremonial presentation of gifts, money or other meaningful offering to the bride, from the groom. Many times the bride’s engagement ring is considered part of the mehr. At this time, the bride and groom are not able to see each other. Next, both bride and groom need to consent to the marriage by saying qubool hai three times each when asked by the Imam (religious officiant).</p> <p>Nikah-Namah is the Muslim marriage contract that the bride and groom sign in front of their guests. It’s read aloud in Arabic during the wedding ceremony and is signed at this time as well. Verses from the Koran are read during a short sermon and the couple is officially wed.</p> <p>Savaqah is the last part of a Muslim wedding ceremony. As the couple recesses from the ceremony, the bride is showered with coins in celebration.</p> <p>Men and women are sat separately in the Mosque. Also, they will be separate during the celebration afterwards. Either on separate tables or in separate rooms.</p>
<p>Sikhism</p> <p>Discuss Diwali and Guru Nanak’s birthday</p> <p>What traditions are followed at the above events?</p> <p>Can say why these times are special.</p>	<p>Know what Diwali is – festival of lights. Know how this celebrated and the importance of this.</p> <p>Diwali, short for Deepawali, is one of the most popular celebrations in India. The word translates to “row of lights” in Sanskrit and celebrates the victory of good over evil, light over darkness. The multi-day Festival of Lights includes fireworks, food, gifts, coloured sand, and special clay lamps.</p> <ol style="list-style-type: none"> 1) Diwali is an important religious festival originating in India. People often think of Diwali as a Hindu festival, but it is also celebrated by Sikhs and Jains.* 2) Diwali takes place annually and lasts for five days, marking the start of the Hindu New Year. The exact dates change each year and are determined by the position of the moon – but it usually falls between October and November. 3) The word Diwali (or Deepavali as it’s sometimes called) means “row of lights” in an Ancient language of India, called Sanskrit. During this festival, people decorate their homes with lights and oil lamps, called diyas. 4) For many people, Diwali honours the Hindu goddess of wealth, Lakshmi. The lights and lamps are said to help Lakshmi find her way into peoples’ homes, bringing prosperity in the year to come! 5) It’s also a celebration of good triumphing over evil, and different legends based on this theme are associated with Diwali. In northern India, Hindus celebrate the return of the deities (gods) Rama and Sita to the city of Ayodhya, after defeating the evil king Ravana!

<p>Children can identify how they celebrate special times.</p>	<p>6) In the region of Bengal people worship the goddess Kali, the destroyer of evil forces, during Diwali. And in Nepal (a country bordering north-east India), people celebrate Lord Krishna’s victory over the wicked king Narakaasura.</p> <p>7) But it’s not just about lights and legends — Diwali is a time to have fun with friends and family! People exchange gifts and sweets, enjoy delicious feasts, watch firework displays and wear new clothes. It’s a time to clean and decorate your home, too.</p> <p>8) Rangoli is a popular Diwali tradition — beautiful patterns made using colourful powders and flowers. People draw rangoli on the floor by the entrance of their homes to welcome the gods and bring good luck!</p> <p>9) Today, this fascinating festival is celebrated by thousands of people in countries all around the world. During Diwali, Hindus living outside India gather at places of worship called mandirs to leave offerings to deities, watch firework displays and eat yummy food together!</p> <p>10) The city of Leicester, in the United Kingdom, holds the largest Diwali celebrations outside of India. Every year, tens of thousands of people gather in the streets to enjoy vibrant shows of light, music and dancing!</p> <p>Know who Guru Nanak is and why/how his birthday is celebrated. Guru Nanak is the founder of the Sikh faith. As a Hindu boy, he was friends with a Muslim boy, and found it frustrating that the village holy men all seemed to be so certain that their ideas and way of life were right, often causing arguments and fights.</p> <p>While bathing one day, Guru Nanak goes under the water and disappears. Three days later, he reappears out of the water, in exactly the same spot that he disappeared. He later explains that whilst he was missing, God gave him a message to share with everyone, which is what he spends the rest of his life doing: sharing the key message of Sikhism. Every year people celebrate Guru Nanak's Birth with fireworks and processions through the streets. In Sikh temples - Gurdwaras - the Sikh holy book, Guru Granth Sahib, is read aloud in full. Candles are lit in homes and in public places like offices and shops.</p> <p>Children can say how they celebrate special times. Are there any similarities?</p>
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Term: Y2 Term 2	Unit Title: What can be learned from the lives of significant people of faith?
Key Concepts of the unit	
To understand that all religions have “special” people.	
Objectives	Key Knowledge and Vocabulary
Christianity	Religious leaders, authority, role, guru, vicar, Imam, priest, minister, Granthi, God, Allah, Prophet Muhammad (pbuh), Guru Nanak, Jesus

<p>Know the name for religious leaders in Christianity: vicar and priest Know the name of God and Jesus.</p>	<p>Know that Christians believe in the Holy Trinity – The father, Son and the Holy Spirit. Understand that That God is who Christians believe in and Jesus was his representative on Earth. Understand that religious leaders in churches are vicars/priests. They share the word of God through Sermons which are delivered through the bible. Their job is very important. People (particularly Christians but not always) go to them for guidance.</p>
<p>Islam Know the names for religious leaders in Islam: Imam Know the name of Allah and Prophet Muhammad (pbuh). Be aware that Prophet Muhammad (pbuh) is a special person for Muslims</p>	<p>Muslims believe there is one true God Allah (the Arabic word for God). What do Muslims believe? Muslims believe that Islam was revealed over 1,400 years ago in Mekkah, Arabia through a man called Muhammad. Muhammad is so respected that it is usual for Muslims to say 'peace be upon him' whenever they mention his name. Muhammad is believed by Muslims to be the last prophet sent by God (Allah). They believe God sent prophets to mankind to teach them how to live according to His law. Muslims have to follow the five pillars of Islam. Shahadah is the Muslim declaration of faith – the belief in one god (ALLAH) Salah is prayer. It is compulsory for Muslims to pray five times a day. Zakah (also spelt Zakat), or charitable giving, encourages generosity and compassion. Sawm is the obligation to fast during Ramadan, which teaches Muslims self-discipline. This self-discipline brings them closer to Allah. Hajj is the pilgrimage to Makkah. It is compulsory for Muslims to make the trip at least once in their lifetime, as long as they are fit and healthy and can afford to go. Know that an Imam is the religious leader of Muslims and leads prayer in the Mosques.</p>
<p>Sikhism Know the name for the religious leader in Sikhism: Granthi Know the name of Guru Nanak. Show awareness that, for Sikhs, the Gurus are special Begin to recognise the effect the ten Gurus have on the way that Sikhs live their lives: Guru Nanak, Guru Angad, Guru Amar Das, Guru Ram Das, Guru Arjan, Guru Hargobind, Guru Har Krishan, Guru Teg Bahadur, Guru Gobing Singh</p>	<p>Know that Sikhism is a newer religion (approx. 500 year old) started by Guru Nanak. Sikhs believe in one God who guides and protects them. They believe everyone is equal before God. Sikhs believe that your actions are important and you should lead a good life. They do this by: Keep God in your heart and mind at all times Live honestly and work hard Treat everyone equally Be generous to those less fortunate than you Serve others Guru Nanak is the founder of Sikhism. Guru means ‘Teacher’. Sikhism is still based on his teachings and those of the nine Sikh Gurus who followed him. Guru Granth Sahib is seen as the 11th Guru – it is all the teachings written down. A granthi is a person responsible for reading the Sikh holy book, the Guru Granth Sahib, in the proper intoned manner during public worship in the gurdwara or temple.</p>

<p>Know that we learn from special people including religious leaders, friends, family, people in positions of authority. Recognise that some roles give people an important place in a group</p>	<p>Discussion lesson – discuss religious leaders, positions people have in society (e.g police, teachers, fire brigade etc). Why are those people important?</p>
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Term: Y2 Term 3	Unit Title: How do I and others feel about life and the universe around us?
Key Concepts of the unit	
To know how religions believe the world was created and why this makes the world special.	
Objectives	Key Knowledge and Vocabulary
<p>Christianity Retell the creation story of Christianity</p> <p>Respond sensitively to Christian ideas about God as creator Suggest what the Genesis creation stories might mean for Christians caring for the environment</p> <p>Islam Retell the creation story of Islam Identify the role of a Muslim in protecting creation</p>	<p>Creation, similarities, differences, sensitively, creator, genesis, protecting, values, helpless Understand that different religions have different stories explaining how the world was made Know that in many religions, creation is the making of the universe, Earth, and creatures by God</p> <p>Know that, according to Christian, God created the world from nothing. Know the creation story came from the book of Genesis. Know that the bible is the holy book which Christian religions are based. Know the Christian creation story.</p> <p>Creation story First day - God created light and dark Second day - God created sky and the heavens Third day - God separated land and water then created the plants Fourth day - God made the sun, moon and stars Fifth day - God created the animals in the sea and the birds Six day - God created animals on land and humans Seventh day - God rested</p> <p>Know that, Islam is very clear about the belief that Allah was responsible for the creation of the universe. There is no single story of creation, but there are references to it in many places in the Qur'an. From these it is possible to build a picture. Know that: Allah is eternal, and so not bound by the constraints of time. Allah decided to create the universe. Allah, with unlimited power and authority, commanded things to come into being. Allah then made all living creatures, the angels, the planets and the rain to allow vegetation to</p>

<p>Sikhism Retell the creation story of Sikhism Show awareness of some values which are central to a Sikh worldview: defending the faith and the helpless.</p> <p>Discuss the similarities and differences between creation stories of Christianity, Islam and Sikhism. Ask questions about the wonder of the natural world and about what makes living things – including themselves – special Show awareness of the importance of remembering the words of significant people</p>	<p>grow. Allah sent angels to Earth to collect seven handfuls of soil, all of different colours. With that soil Allah made the first man, Adam, breathing life and power into him. Eve, the first woman, was created from the side of Adam and lived with him in paradise. Adam and Eve disobeyed Allah. They were forgiven, but were sent from paradise to the Earth which Allah had created. The Earth was created to allow Adam and Eve and their descendants (the human race) to live and thrive. It took Allah six days to complete the creation of the universe.</p> <p>There is no creation story in the Sikh tradition. Guru Nanak states that as no-one was present when creation occurred, no-one can know exactly what took place.</p> <p>Know that Sikhs believe that rather than focusing on when creation started, the Sikh Gurus teach the importance of helping to ensure that creation is sustained. The Sikh Gurus emphasise the oneness of humanity and the oneness of creation. Since all aspects of creation are linked, humans must respect all of creation.</p>
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Year 3



Term: Y3 Term 1	Unit Title: Why are these words special?
Key Concepts of the unit	
To look deeper into Holy books and what they teach. Understand some lessons that are taught.	
Objectives	Key Knowledge and Vocabulary
<p>Islam Know that Allāh is the Islāmic name for God in the Arabic language. Understand that Allāh is the ‘one God’ – the creator/provider who sends humankind guidance through the words of the Qur’ān.</p> <p>Develop understanding about the importance of respecting other people’s holy books by reflecting on how they would wish their own special book to be treated</p> <p>Discover the following names from the 99 names of Allāh and their meanings: Al-Haqq (The Absolute Truth), Ar-ra’oof (The Most Kind), Al-Lateef (The Most Gentle), Al Haseeb (The Sufficient), Al Mujeeb (The Responsive One), Al Hafeedh (The Preserver).</p> <p>Know the importance of the Qur’ān to Muslims</p> <p>Know the importance of holy books to any religion</p> <p>Describe why a book is holy and regarded as a sacred text.</p>	<p>Allah, Arabic, God, creator, scared, Sikh, Guru Granth Sahib, good conduct, responsive, preserver, sufficiency, scripture</p> <p>Know the first Pillar of Islam – Saladah Know that Muslims worship 1 god and they call the god Allah. That the Prophet Muhammad (PBUH) is the messenger of Allah and those messages are written in the Qur’an. (recap from Y1 learning how should the Qur’an be treated?)</p> <p>Discuss how they would want a special book of their own to be treated.</p> <p>Know there are 99 names of Allah. Each with a different meaning. Learn the following names: Al-Haqq (The Absolute Truth), Ar-ra’oof (The Most Kind), Al-Lateef (The Most Gentle), Al Haseeb (The Sufficient), Al Mujeeb (The Responsive One), Al Hafeedh (The Preserver).</p> <p>Understand the Qur’an is important to Muslim people and how to demonstrate it. Discuss the importance of holy books to any religion. Know that inside the holy books are sacred texts, teachings and stories. These books are sacred.</p>

<p>Christianity Suggest how stories from the Bible might be used by Christians to explain some of life's questions: Temptation of Christ (Not giving in to temptation), The Feeding of the 5000 (The importance of sharing and being selfless), Good Samaritan and the Lost Sheep (about being a good Samaritan).</p> <p>Describe where the Bible comes from.</p> <p>Describe the impact of the Bible on Christians</p>	<p>Share the story: The temptation of Christ What does this teach us?</p> <p>Share the story: The Feeding of the 5000 What does this teach us?</p> <p>Share the story: The Good Samaritan and the lost sheep. What does this teach us?</p> <p>The Bible began as stories that were told by word of mouth. These were then collated and put together as the bible we know today.</p> <p>Know that the Bible is used for special events in the Christian calendar. Know that the bible shares lessons and teachings helping Christians live a good Christian life.</p>
<p>Sikh Recognise that Guru Granth Sahib (collection of Sikh scriptures) are the sacred 'words' for Sikhs</p>	<p>Know that the Guru Granth Sahib is the 11th Guru. It is the Holy Book that all Sikhs follow. The Guru Granth Sahib is a collation of many hymns, poems, shabads and other writings from many different scholars, including the Gurus and Hindu and Muslim writers. Every Guru Granth Sahib has 1,430 pages, and every copy is identical. These are the sacred words for Sikhs.</p>
<p>Hinduism Describe the impact of sacred stories on Hindus. Apply the ideas found in Hindu stories to their own life: Importance of Good Conduct (being moral and virtuous for good things to happen to you) and The Story of Rama and Sita (bringing peace to the Earth).</p>	<p>The ancient sacred texts of Hinduism are called the Veda, which means "knowledge." Hindus composed these texts in what is now India over hundreds of years, beginning in about 1500 bce. For a long time they passed down the texts of the Veda by reciting them. Eventually they wrote the texts down. Hindus today still study the Veda.</p> <p>https://www.hindujagruti.org/hinduism-for-kids/8008.html Read the story of Good Conduct and discuss the lessons learnt.</p> <p>Read the story of Rama and Sita with the children. Near Diwali 24th November https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-hinduism-rama-and-sita/ztpyp4j</p>

Term: Y3 Term 2	Why are some places special?
Key Concepts of the unit	
To understand different places of worship, why these places of worship are special and the features that are found in places of worship	
Objectives	Key Knowledge and Vocabulary
<p>Islam</p> <p>Recognise and respond thoughtfully by being respectful to the Mosque as a place where Muslims worship Allāh</p> <p>Demonstrate some awareness of Muslims' worship activities – use of prayer mats, called to prayer five times a day, face ka'bah to ensure facing Mecca, take shoes off to pray, cover heads, clean before prayer, men and women pray separately, women don't attend mosque but still follow other practises.</p> <p>Make links between prayer times and places of worship in Islām</p> <p>Know that the Ka'bah is a very special place for Muslims and that each Mosque is linked to Makkah (Mecca) by facing the Ka'bah (cube)</p> <p>Understand the significance of the Hajj for Muslims</p> <p>Understand the Hajj pilgrimage as an annual 'time out' or 'a visit of a lifetime'</p>	<p>sacred, pilgrimage and holy site - to explain why these places are special for Christians and show understanding of some of the artefacts – lectern, font, pew, altar, pulpit, cross and Bible - used in Christian worship</p> <p>Recognise and respond thoughtfully by being respectful to the Mosque as a place where Muslims worship Allāh. https://www.truetube.co.uk/resource/holy-cribs-the-mosque/</p> <p>Recognise how a mosque looks from the outside and demonstrate some awareness of Muslims' worship activities – use of prayer mats, called to prayer five times a day, face ka'bah to ensure facing Mecca, take shoes off to pray, cover heads, clean before prayer, men and women pray separately, women don't attend mosque but still follow other practices.</p> <p>Recap 5 Pillars of Islam. W.I.S.K</p> <p>Shahadah is the Muslim declaration of faith – the belief in one god (Allāh)</p> <p>Salah is prayer. It is compulsory for Muslims to pray five times a day.</p> <p>Zakah (also spelt Zakat), or charitable giving, encourages generosity and compassion.</p> <p>Sawm is the obligation to fast during Ramadan, which teaches Muslims self-discipline. This self-discipline brings them closer to Allah.</p> <p>Hajj is the pilgrimage to Makkah.</p> <p>Make links between prayer times and places of worship in Islām</p> <p>Islam enjoins Muslims to offer five prayers throughout the day at dawn, noon, mid-afternoon, sunset and night.</p> <p>Know that the Ka'bah is a very special place for Muslims and that each Mosque is linked to Makkah (Mecca) by facing the Ka'bah (cube)</p> <p>Understand the significance of the Hajj for Muslims</p> <p>Understand the Hajj pilgrimage as an annual 'time out' or 'a visit of a lifetime' All muslims should complete the Hajj if they are fit and financially able to do so.</p> <p>The hajj is the pilgrimage, or religious journey, every adult Muslim must make to the holy city of Mecca in Saudi Arabia. It must be performed at least once in a Muslim's lifetime. It begins on the 8th day of Dhu al-Hijjah (the last month of the Islamic year) and ends on the 13th day. About 2 million people perform the hajj each year.</p> <p>The Fifth Pillar</p>

The Five Pillars of Islam are five duties that are expected of every Muslim. The hajj is the fifth pillar. Every Muslim who is financially and physically able must make the pilgrimage. If it is not possible, a friend or relative who is going on the hajj may stand in for the person who is unable to go.

The Rites

When pilgrims are about 6 miles (10 kilometers) from Mecca, they enter a state of holiness and purity known as ihram. While in ihram, men wear two white sheets that are wrapped around their bodies. Women traditionally wear long white robes, but their faces and hands must remain covered. Pilgrims do not cut their hair or nails while they are in a state of ihram.

Upon entering Mecca, pilgrims walk seven times around the sacred shrine call the Ka'bah in the Great Mosque. They try to kiss or touch the Black Stone in the Ka'bah and then pray. They run seven times between two hills, Mount Safa and Mount Marwah.

The pilgrims then leave Mecca and spend the night at Mina. The following day they go to Mount Arafat, the site of the prophet Muhammad's last sermon. This is where pilgrims ask God's forgiveness. It is the most important part of the hajj.

On the third day of the hajj, the 'Id al-Adha festival begins for Muslims not on the pilgrimage. For pilgrims on the hajj, they spend the time of 'Id al-Adha stoning pillars that represent the devil. Pilgrims then return to Mecca to circle the Ka'bah seven more times before leaving the city.

Christianity

Suggest why:

- Some places are special (Jerusalem, Bethlehem and Nazareth)

- The Christian place of worship is a special place for Christians

Describe the impact of special places on Christians and what inspires and influences Christians as they gather together to worship and celebrate

<https://www.truetube.co.uk/resource/holy-cribs-the-church/>

the altar – a table where the bread and wine are blessed during the Eucharist

the lectern – a stand where the Bible is read from

the pulpit – where the priest delivers sermons

a crucifix – a cross with Jesus on

There is a rail which acts to separate the sanctuary from the place where the congregations sits, known as the nave. In the nave there are often rows of pews where the congregation sit in rows on benches.

a font – a large stone bowl containing holy water used to baptise babies

a stoup – usually a small basin containing holy water, which Catholics dip their hand in to make the sign of the cross to renew their baptism promises

statues of religious figures, eg Christ, Mary or saints

stained glass windows – often depicting biblical stories or religious teachings

candles – often lit by Catholics when they are praying

an organ to be played during hymn singing
a confessional – a small enclosed cupboard or cabinet, where Catholics can confess their sins to the priest

For Christians, Jerusalem is also the place where Jesus preached, died and was resurrected. Many also see the city as central to an imminent Second Coming of Jesus. Jerusalem is now a major pilgrimage site for Christians from around the world.

The main significance of Bethlehem is that it is the birthplace of Jesus Christ Nazareth, or Natsrat as its name is pronounced in Hebrew, is the cradle of Christianity, the city where, according to tradition, the angel Gabriel told Mary that she would conceive by the power of the Holy Spirit, and the place where Jesus spent his childhood and youth.

For Christians gathering together as a community for worship is key and based on the Gospel of Matthew. Jesus taught that when people gathered together to worship him, then he would be present. This is one reason why the Catholic faith teaches that Jesus is truly present in the Mass.

Sikh

Recognise the importance of the Gurdwara in the life of the Sikh community

Use religious language to describe some Sikh worship activities and artefacts – Gurdwara, Guru Granth Sahib, four doors into Gurdwara: Door of Peace, Door of Grace, Door of Livelihood, and Door of Learning, fly flags outside to show it is a special place which contain the Sikh symbol, Anyone is welcome in a gurdwara, but there are certain rules to follow: you must cover your head, take off your shoes, and wash your hands and feet before entering. You must also bow in front of the holy book upon entering the main prayer hall,

<https://www.truetube.co.uk/resource/holy-cribs-the-gurdwara/>

The gurdwara is not only a place for meditation and prayer. It is the main place for the Sikh community (the sangat) to gather together and it is also a place where Sikhs and the wider community can learn about the faith.

Use religious language to describe some Sikh worship activities and artefacts – Gurdwara, Guru Granth Sahib, four doors into Gurdwara: Door of Peace, Door of Grace, Door of Livelihood, and Door of Learning, fly flags outside to show it is a special place which contain the Sikh symbol, Anyone is welcome in a gurdwara, but there are certain rules to follow: you must cover your head, take off your shoes, and wash your hands and feet before entering. You must also bow in front of the holy book upon entering the main prayer hall, touching the floor with your forehead.

What Is the Golden Temple? The Golden Temple is the most famous Sikh temple in the world. It is also known as God's Temple or Harmandir Sahib. Where Is the Golden Temple? The Golden Temple is in Amritsar which is in the far North of India.

Who Worships at the Golden Temple? The Golden Temple is a sacred place for Sikhs. Sikhs follow the teachings of ten Gurus or special religious leaders. They believe in one God and that all people are equal. The Guru Granth Sahib is the Sikh holy book which is a central point inside the Golden Temple. What Will You Find at the Golden Temple? How Do Sikhs Behave at the Golden Temple? The Golden Temple is made mostly from marble but is covered by gold plate, which makes it beautiful to look at.

touching the floor with your forehead.

Begin to recognise why some places are special: The Golden Temple in Amritsar and the five Takhts, which are linked with the Gurus, to the world-wide Sikh community and why

Recognise and describe how Sikhs aspire to make a pilgrimage to the Golden Temple and/or one of the five Takhts, at least once in their lifetime

Hinduism

Describe the impact of a Mandir (Hindu temple) as a special place for Hindus

Use their senses to reflect on a Hindu's experience of worship known as puja – touch, smell, taste, sight and hearing.

Use religious **Vocabulary** – sacred, pilgrimage, holy site - to describe some sacred Hindu sites – Kumbh Mela and Sapta Puri - and their history and importance to Hindus.

Many Sikhs make a pilgrimage or yatra, which is a special religious journey, to the Golden Temple, but you don't have to be a Sikh to visit. In front of the Golden Temple is the Amrit Saras Kund, the Pool of Immortality. Sikhs believe that the waters here have miraculous healing powers.

The Golden Temple is in Amritsar, North India. It is a well-known Sikh temple famous for the gold plate that covers its outer walls. A Guru is a spiritual guide or leader. The Golden Temple is a sacred place for Sikhs who call it Harmandir Sahib, meaning God's Temple. There are four entrances to the Golden Temple - doors to the north, south, east and west. This is because Sikhs believe in welcoming everyone from the four corners of the world. Many Sikhs make a pilgrimage, or yatra, to the Golden Temple. They do this for two main reasons: To pay their respect to the Guru Granth Sahib, the Sikh holy book. The Guru Granth Sahib gives Sikhs rules on morals, ethics and for living a good life. To bathe in the Amrit Saras Kund (Pool of Immortality) for spiritual purification. It is believed to have miraculous healing powers.

Golden Temple Glossary

gurdwara a Sikh temple sacred yatra Amrit Saras Kund dedicated to God, with a religious purpose pilgrimage or special journey made by Sikhs the Pool of Immortality at the Golden Temple, believed to have healing powers vegetarian langar pangat sewadar someone who does not eat meat a free, communal meal held at a gurdwara sitting in rows at the langar to show that everyone is equal a volunteer who cooks, serves or clears away at the langar.

<https://www.truetube.co.uk/resource/holy-cribs-the-mandir/>

Mandirs are centres for the community and worship, with many murtis to pray to Vraj rings a bell to awaken god when he enters, then bows and prays to the statues ask for help or to thank them. His family mainly worships Shiv or Shiva, the creator, but he can ask other gods if he needs particular help.

Hindu temple or Mandir is referred to a place where Hindus go to worship gods in the form of various deities. Many Hindu temples are filled with wooden and stone arts like pashupatinath temple. A mandir is a spiritual place for Hindus. It is the landmarks around which ancient arts, community celebrations and economy were developed. as well as this the mandir has been recognised for

It is believed that the Murtis are stone or wooden images of idols ceremonially infused with the divine presence of God. They worship with arts and other ceremonies.

Each morning, one member of the family, usually the father or the mother, will perform a short puja at the altar. This may include saying prayers, lighting a lamp, burning incense, making offerings of fruit and flowers, and ringing a bell. The goal in this worship is to please the gods through all five senses.

According to the holy scripts of Hindus, there are seven sacred cities called as Sapta Puri, which you

must visit to attain Moksh (Salvation). Moksha means that you can skip the circle of life and death and attain Nirvana. One can visit these cities to get the utmost peace.

<https://www.bbc.co.uk/newsround/46892623>

Millions of people will bathe in India's sacred Ganges and Yamuna rivers as part of the Hindu festival of Kumbh Mela.

It's the biggest peaceful gathering in the world with over 120 million people expected over the next 49 days.

Hindus believe the water from the river will rid them of sin and save them from any future evil.

The location of the festival is chosen solely by the position of the sun, moon and Jupiter according to Hindu astrology.

120 million Hindus and tourists will visit the north Indian city of Prayagraj over the next few weeks.

The festival is held at Sangam, the point at which India's two mega rivers, the Ganges and Yamuna, come together.

The festival moves between the four locations, with Prayagraj being the largest. The other locations are Haridwar, Nashik district, and Ujjain.


Kumbh Mela is held every 12 years. Every six years a half Khumb is held. The most recent full Kumbh was held in 2013 in Allahabad and over 100 million people visited. 2019's festival is a half Khumb. Prayagraj is chosen because it's supposed to be one of four places where the drops of eternal life were spilled from an urn being fought over by Hindu gods and demons.

People travel from all over India, in order to bathe in this symbolic water. In a lot of cases they have to wait a long time for the opportunity and only get to bathe for a few seconds.

It's really important because Hindus believe the water gets rid of any sin and helps them avoid evil in the future. Some also believe that the water can cure illness and disease.

The 'Sadhus' are the biggest attraction of the festival. They are very private Hindu holy men who normally live away from people in camps. They come to the festival to perform prayers, give blessings and lecture on Hindu teachings.

Key Concepts of the unit	
To understand the importance of community cohesion and how this refers to the aspect of togetherness and bonding exhibited by members of a community/culture/religion, the "glue" that holds a community together.	
Objectives	Key Knowledge and Vocabulary
<p>Islam</p> <p>Recognise and describe the Five Pillars of Islām:</p> <ul style="list-style-type: none"> - Shahādah (declaration of faith) - Salāh (prayer) - Zakāh (alms giving) - Sawm (fasting) - Hajj (pilgrimage to Makkah) <p>Describe how faith/ belief plays an important role at major points in a Muslim’s life: birth, coming of age, marriage, death.</p> <p>Understand that Britain is a society of many religions, and Barnsley is in a region where many Muslims live</p> <p>Describe some positive things and some challenging things for Muslims living in Barnsley.</p> <p>Make links between the experiences of being bullied, being a victim and being an outsider</p> <p>Describe the work of Muslim charitable organisations such as Muslim Aid</p> <p>Understand some contributions of Islamic society to global society</p> <p>Christianity</p> <p>Describe the impact of some of</p>	<p>Five pillars, Shahādah, Salāh, Zakāh, Sawm, Hajj, declaration, faith, belief, importance, role, impact, demonstrate, denominations, Church of England, Catholic, Methodist, Pentecost, Evangelical, Jehovah’s Witness, society, death, charitable, global, contribution, birth, coming of age, marriage, milestone, thread initiation ceremony, Ik Onkar, symbol, supreme, Kara, Kirpan, Kesh and Kanga, Kachera, Khlasa, equality, gender, race, creed.</p> <p>Use google maps to find the nearest mosques to Barnsley – Research - “Mosques in Barnsley UK”</p> <p>Refer to how Muslims may sometimes feel like “outsiders” where we live. Link this to the previous objective of some of the challenging things Muslims may experience living in Barnsley.</p> <p>Research the website: Muslim Aid Donations Appeals Charity Muslim Aid</p>

<p>Jesus' teaching on Christians today and how Christians demonstrate their belief in God.</p> <p>Suggest how Christian places of worship care for people in need.</p> <p>Describe ways in which Christianity reaches beyond home and Christian places of worship into the community: through charity work – raising money, donating items of aid.</p> <p>Make reference to the way different Christian denominations in their area express themselves: Church of England, Catholic, Methodist, Pentecost, Evangelical, Jehovah's Witness</p> <p>Sikh Recognise the Sikh statement of belief – 'Ik Onkar'.</p> <p>Describe the outward signs and symbols used to express belonging to the Sikh faith: The 5 Ks - Kara, Kirpan, Kesh and Kanga, Kachera, Khlasa.</p> <p>Know about the Sikh values of: sharing; service; earning one's living by honest means (Kirat Karna); acceptance of God's will; equality of gender, race and creed.</p> <p>Begin to recognise that community gatherings can be an expression of</p>	<p>Main teachings are being caring and kind to others. The impact is that to follow in Jesus' teachings Christians are caring and kind to others.</p> <p>Look at the website - Help The Persecuted HTP.org – Discuss how this is a group that helps Christian converts into a growing Safe House network, granting them refuge to heal after their lives were threatened by persecution. Discuss how it has restored the livelihoods of hundreds of Christians who lost financial stability to persecution, providing Enduring Livelihood grants that supply their families with steady income and lasting hope.</p> <p>Look at Christian Aid - UK charity fighting global poverty - Christian Aid Christian Aid exists to create a world where everyone can live a full life, free from poverty.</p> <div style="display: flex; align-items: center; margin-top: 20px;">  <p>'Ik Onkar' - there is only one God, Supreme Truth, Creator of all things'. The Ik Onkar, also written as Ek Onkar, is a phrase outlining one of the most important tenets of Sikhism. It can be seen on Sikh temples and even features as the first words of the Mul Mantar, the opening words of the holy scripture of the Sikh faith. The Ik Onkar is a revered Sikh symbol and phrase. The Ik Onkar wasn't originally a symbol. It became a symbol over time as a representation of a major fundamental belief within the Sikh religion. It originated and became the first words of the Mui Mantar, which is credited to Guru Nanak, the founder of Sikhism. See webpage for further information: Ik Onkar Symbol – Why Is It Important? - Symbol Sage</p> </div> <p>BBC - Religions - Sikhism: Sikh Beliefs Sikhism - Values for living - BBC Teach</p>
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<p>faith</p> <p>Hinduism</p> <p>Describe the Hindu belief of one God in many forms</p> <p>Make links between the above belief and how Hindus behave towards each other.</p> <p>Apply examples of Hindu behaviour to their own lives. Thinking about Karma and the belief that Brahman is in all living things, all living things should be treated with kindness, gentleness, respect and care.</p> <p>Describe some Hindu milestones: Naming a child; a child's first outing; first solid food; first haircut; thread initiation ceremony; and marriage.</p> <p>Describe the points on their own journey of life which might be marked by milestones</p>	<p>Hindus recognise one God, Brahman, the eternal origin who is the cause and foundation of all existence. The gods of the Hindu faith represent different expressions of Brahman.</p> <p>Hindus recognise three principal gods: Brahma, who creates the universe Vishnu, who preserves the universe Shiva, who destroys the universe.</p> <p>Hinduism: The Six Milestones by Lianna Mathew (prezi.com) – look at PP which details the Hindu milestones.</p> <p>The children to reflect on the milestones they have achieved in life. Discuss baby milestones then milestones you may encounter as you get older.</p>

Year 4



Term: Y4 Term 1	Unit Title: Why are some times special?
Key Concepts of the unit	
Building on from KS1 why are some times special.	
Objectives	Key Knowledge and Vocabulary
<p>Islam Further their understanding of the fourth pillar of Islām that fasting in Ramadān is an important duty for Muslims and can affect all areas of their daily life: sleep patterns, physical activity, intellectual performance.</p> <p>Understand that Muslims obedience to Allāh is expressed by observing the fast of Ramadān</p> <p>Ask questions about their own lives and the value of self- discipline, obedience, abstinence or remembrance</p> <p>Christianity Develop their understanding of major Christian festivals (listed below)</p> <p>Know there is a pattern to the Church's year and identify the major Christian festivals: Good Friday, Easter Sunday, Mothering Sunday, Advent, Lent, Ash Wednesday, Christmas.</p> <p>Know and comment on different ways in which Christians celebrate</p>	<p>Ramadan, Eid ul-Fitr, fasting, obedience, intellectual, physical, performance, abstinence, self-discipline, remembrance, Shrove Tuesday, Ash Wednesday, Lent, Mothering Sunday, Good Friday, Palm, Sunday, Holy Monday, Holy Tuesday, Spy Wednesday, Maundy Thursday, Black Saturday, Easter Sunday, Gurpurab, Melas, Holi, Dharma, Parnirvana, Wesak</p> <p>To study the fourth pillar of Islam more in-depth. Recap on Ramadan and Eid-al-Fitr from Key Stage 1. Understand that fasting is an important duty for muslims. They fast from sunrise -sunset – discuss the affect the lack of food would have. Less energy for physical activity and struggle with intellectual performance. Think about how it may affect sleep patterns.</p> <p>Fasting is important to Muslims as it demonstrates their obedience and willingness to follow Allahs teaching. It also gives them time to reflect on those less fortunate.</p> <p>Is there anytime that the pupils show self-discipline, obedience, abstinence or remembrance. Think about lent, rule/law following, remembrance day.</p> <p>Recap on the Christian festivals that are observed. Which do they follow and why? Do they know the true meaning of Easter? Christmas?</p> <p>Study Festivals in Detail. Maundy Thursday, Good Friday, Easter Sunday, Mothering Sunday, Advent, Lent, Shrove Tuesday, Ash Wednesday, Christmas.</p> <p>What happens on each of these occasions? Why are they celebrated? Understand why some of these festivals are on different dates each year.</p> <p>Thinking of Christmas understand advent, the four candles and what they represent. The services leading to Christmas – including advent and midnight mass. The Christmas Story How Christians celebrate Christmas.</p> <p>Sequence the events of Holy Week – Palm Sunday, Holy Monday, Holy Tuesday, Spy Wednesday, Maundy Thursday, Good Friday, Black Saturday and Easter Sunday.</p>

<p>the above important festivals.</p> <p>Sequence the events of Holy Week – Palm Sunday, Holy Monday, Holy Tuesday, Spy Wednesday, Maundy Thursday, Good Friday, Black Saturday and Easter Sunday.</p> <p><u>Sikh</u></p> <p>Recognise and describe some ‘special’ Sikh ceremonies – Naming Ceremony, Turban tying ceremony, baptism, Sikh marriage, death ceremony.</p> <p>Recognise and describe the Sikh holy days – Gurburabs and Melas</p>	<p>Understand why Easter is so important to Christians. Reflect on Shrove Tuesday, Ash Wednesday and Lent. Compare this to Ramadan. Are there any similarities?</p> <p>Know Sikh Ceremonies</p> <p><u>Naam Karan</u></p> <p>Sikhs celebrate the birth of a child through a naming ceremony called Naam Karan. This is a special ceremony that happens at the gurdwara around two weeks after the birth of the child. Elements of the ceremony include: everyone makes an offering to the Guru Granth Sahib the parents make Karah Parshad or give a donation for it to be made the family offer the gurdwara something special, such as a rumalla the Mool Mantar is said to thank God for the precious gift of life the sangat say prayers of thanks the baby is given a spoonful of amrit mixture</p> <p><u>Naming the child</u></p> <p>The granthi then opens the Guru Granth Sahib at random. This is known as Hukam. As the page opens at random, the granthi reads the first line of the page. The first letter of the first word on that page decides the first letter of the child’s name. The parents then choose the name, which is announced by the granthi to the congregation.</p> <p>Although many Sikhs use their family name, some decide to use the names Kaur or Singh. This is to follow Guru Gobind Singh's practice of calling all men Singh and all women Kaur to remind Sikhs of the oneness of humanity. Many Sikhs choose to give their children these names at the naming ceremony. Children who are not given these names may adopt them later if they choose to undergo the Amrit Sanskar ceremony as adults.</p> <p><u>Turban Tying Ceremony</u></p> <p>Dastar Bandhi: A very important and exciting event in the life of a Sikh boy is when he starts tying the turban. In a Sikh family this ceremony is held normally when the boy is between 11 to 16 years old. It is usually held in a Gurudwara before the Guru Granth Sahib and following Ardas. It is called Dastar Bandi.</p>
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Sometimes the family will have a special function inviting close friends and relatives to celebrate the occasion. The boy is seated in front of Guru Granth Sahib. An elder relation ties the turban on his head. The Granthi (the reader of Guru Granth Sahib) explains to the boy why he must keep long hair and wear a turban. Prayers are said to invoke Guru's blessing on the boy. The turban tied in this ceremony can be of any color; however baby pink is the most popular of all these days.

Baptism (Amrit)

The ceremony

Amrit is a mixture of sugar and water that has been stirred with a double-edged sword. The candidates for initiation drink some of the amrit from the same iron bowl, and have it sprinkled on their eyes and hair. Each then recites the Mool Mantra (the fundamentals of Sikhism)

Sikh Marriage

Pre-Wedding Rituals

Roka And Thaka

A Fundamental Element Of A Sikh Wedding Is Parental Consent The Blessings Of The Parents Are Considered To Be Of Utmost Importance. The Consent Of The Parents Is Required In Order For The Union Of The Bride And Groom To Progress. The Roka And Thaka, Form Two Of The Most Important Pre-Wedding Rituals, They Both Celebrates The Involvement Of Parents And Their Wholehearted Support. The Father Of The Bride Visits The Groom's Home In Order To Expresses His Approval Of The Union By Applying A Tilak On The Groom's Forehead And Presenting Him With Gifts Of Sweets, Clothes Etc. The Same Rituals Are Conducted By The Groom's Parents At The Bride's Home.

Kurmai

The Formal Engagement Ceremony That Takes Place At The Groom's House Or The Gurdwara. Prior To The Engagement Proceedings Kicking Off, The Priest Or Granthi Offers A Short Prayer. The Groom Presents The Bride With A Ring The Bride's Family In Turn Presents Him With A Kara (Steel Bangle) And A Kripan, A Small Knife A Symbol Of The Sikh's Heroic Heritage.

A Red Scarf Is Placed Around The Groom's Neck Onto His Shoulders, And A Few Dried Dates Are Placed In His Hands The Bride's Grandfather Then Feeds The Groom Dates, Once The Formalities Are Completed The Family Present Their Guest With A Meal And Drinks.

Shagan

The Bride's Family Sends Gifts To The Groom's Family Home Before The Wedding Ceremony. The Gifts Are Presented In Exquisitely Decorated Trays Carried By The Bride's Relatives. The Gifts Generally Tend To Be A Combination Of Fruits, Dry Fruits, Sweets, Coconuts And Clothes.

Chunni Chadana

A Few Days Prior To The Anand Karaj, Female Relatives Of The Groom Visit The Bride's Home To Present Her With An Outfit To Wear On The Wedding Day Along With Jewellery And Makeup. The Groom's Mother Covers The Bride's Head With A Chunni (Blessed Headscarf). This Signifies She Has Accepted The Bride As Part Of Her Family.

Maiya

The Cleansing Ceremony. This Ceremony Can Take Place On Any Of The Five Days Leading Up To The Wedding. Both The Bride And Groom Have Oil Applied To Their Hair And Turmeric Paste Applied On Their Body This Occurs In Their Respective Homes. The Bride And Groom's Female Relatives Hold Up Each Corner Of A Red Cloth Held Above The Bride And Groom. All The Female Relatives And Guests Sing Traditional Wedding Songs Throughout The Ceremony.

Vatnaa

The Married Women In The Family Massage The Bride And Groom With A Specially Prepared Paste Made Of Turmeric, Barley And Mustard. The Women Sing Wedding Songs And There Is A General Sense Of Happiness At The Ceremony.

Karahi Chadana

This Is Observed Five Days Before The Wedding. A Huge Wok (Karahi) Is Used To Cook A Meal To Be Served To Guest Visiting The House During The Remaining Days Leading Up To The Wedding. Food Can Be Either Savoury Or Sweet And It Must Be Severed From The Karahi During The Five Days.

Warna

Money Is Waved Around The Bride's And Groom's Head In A Clockwise Motion And Dropped On The Couple The Money Is Donated To Charity. This Is Ritual Is Done To Cast Away All Evil Energy That May Surround The Bride And Groom.

Gaana

A Red Thread Is Tied On The Left Wrist Of The Bride And On The Groom's Right Wrist. It Is Believed The Thread Will Protect Them From Negative Premonitions.

Mehndi

Occurs Two To Three Days Before The Wedding. Henna Paste Is Applied Decoratively To The Bride's Hands And Feet. The Gathered Women Of The Family Also Have Henna Applied To Their Hands.

Chura And Kalire

The Bride's Uncle(S) Gives Her A Set Of 21 Red And White Bangles (Chura) That Have Been Blessed By Washing Them With Curd And Rosewater. Once The Bride Wears The Bangles, They Are Covered With A Silk Shawl To Conceal Them From Her.

On Completion Of The Chura Ceremony, Bride Relatives Tie Umbrella-Shaped Metallic Ornaments Known As Kalire Onto Her Bangles And Offer Their Blessings. All Unmarried Female Friends And Relatives Of The Bride Are Gathered And She Moves The Kalire Over Each Of Their Heads. It Is Believed That On The Head A Kalire Falls, She Will Be The Next One To Wed.

Wedding Attire

Traditional Sikh Grooms Prefer Wearing Kurta, Generally White In Color, Over Which They Don An Achkan Or Long Overcoat. The Achkan Is Often Made Of Premium Fabrics Like Silk Or Brocade. Nowadays Grooms Also Wear Sherwanis Over The Kurta Instead Of A Traditional Achkan. The Achkan Or The Sherwani Are Highly Embellished With Threadwork, Beadwork And Even With Precious Stone Setting Sometimes. He Pairs Either The Achkan Or The Sherwani With A Churidar Pajama. The Groom Also Sports A Traditional 'Mojri' As Part Of His Wedding Outfit Which Is An

Embellished Slipper. The Groom Is Required To Sport A Beard As A Symbol Of Adherence To The Sikh Faith And He Is Supposed To Wear A Turban Around His Head, Typically Of Pink Cloth.

Sikh Brides Tend To Wear Ornate, Decorative And Exquisitely Embroidered Set Of Salwar Kameez. The Traditional Wedding Dress Colour Is Red. In Modern Times Brides Choose To Wear Many Different Colours. The Brides Head Must Be Covered With The Dupatta.

Lehengas Are Popularly Worn As Wedding Dresses By Sikh Brides. The Wedding Dress Is Complimented With Traditional Jewellery In The Form Of Necklaces, Earrings, Bangles, Panja, Payal And Mangtika.

Wedding Rituals

Sehra Bandi

Before The Wedding Party Departs From The Groom's Home, His Turban Is Tied For Him By His Father. The Groom Is Handed A Sword By His Father That He Carry's During The Wedding Ceremonies. The Sister Of The Groom Ties The Sehra, Made Of Golden Ribbons, Flowers Or A String Of Pearls, Around His Turban Covering The Groom's Face.

Soorma And Kalgi

The Groom's Sister-In-Law Puts A Dot Of Kohl (Surma) Onto The Side Of His Forehead To Defend Against Any Negative Energy Around Him. The Groom's Sister Ties A Piece Of Jewellery Onto His Turban Then Stands Between Him And The Front Door. She Demands He Gives Her Gifts In Return She Will Allow Her To Leave The House To Attend His Wedding.

Baraat

By Tradition The Groom Travels To The Bride's House Or Gurdwara On A Horse Decorated With Golden Ribbons And Other Accessories. His Family And Friends Follow Behind Him On The Mare To The Wedding Venue Playing Music, Singing And Dancing.

Milni

The Baraat Is Welcomed At The Gate Of The Gurdwara, By The Bride's Family And Friends Sing Hymns And Utter Their Faith In God's Workings. In The Main It Is The Men Of The Families Who Participate In The Milni. As Each Member Of The Baraat Is Introduced, A Member Of The Family From The Bride's Side Offers Them A Garland And A Warm Hug.

Anand Karaj – The 'Blissful Union' Takes Place At The Gurdwara During The Day Time.

The Wedding Ceremony Is Centred Around The Guru Granth Sahib (Holy Book). The Groom Enters The Ceremony Hall First Once The Bride Arrives The Couple Sit Next To Each Other On The Floor With The Bride Sitting To The Left Side Of The Groom, Facing The Guru Granth Sahib. The Marriage Is Conducted By A Amritdhari (Amrit Initiation In Sikhism) Sikh.

The Couple And Their Respective Parents Stand To Offer Ardaas To 'Waheguru', Followed By Singing Of Shabads. The Priest Tells The Couple About The Importance Of The Marriage And Their Union Their Responsibilities To Each Other The General Idea Of Leading A Spiritual Life According To Sikh Tenets.

The Couple Then Bows Down Before The Guru Granth Sahib. The Father Of The Bride Places A Saffron Coloured Scarf On The Groom's Shoulder And The Other End In Bride's Hand. This Symbol

They Now Joined And Ready To Take The Lavaas (Wedding Vows)

Lavan Pheras

The Priest Conducting The Marriage Performs The Four Lavan Or Stanzas From The Guru Granth Sahib. Upon Completing The Reading Of The First Stanza, The Couple Walk Slowly Around The Guru Granth Sahib In Clockwise Direction, With The Groom Leading The Bride.

At The Completion Of The Round The Couple Return To Their Positions Yet Remain Standing For The Remaining Three Hymns. The Process Of Circumambulation Is Repeated Three More Times After Each Lavan. The Raagis Sing The Lavans In The Background While The Couple Performs The Pheras.

Anand Sahib

The Raagis Sing Hymns Of Anand Sahib. An Ardaas Is Offered As An Indication That The Wedding Ceremony Is Complete. A Random Hymn From The Guru Granth Sahib Is Chosen To Be Recited While Khatah Prasad Is Distributed Among The Congregation.

Langar

The Guests Are Served A Vegetarian Lunch At The Gurdwara. Subsequently, A Ceremony Called Roti Follows, It Signifies The Bride's First Meal As A Married Woman. Her In-Laws Cover The Platter With A Cloth And Present It To The Bride Along With Some Cash And Other Gift. The Bride Shares This Meal With The Groom.

Post-Wedding Rituals

Sadaa Suhagan

The Bride Changes Into An Outfit Presented To Her By The Groom's Family And Accessories With Jewellery Also Gifted To Her By The Groom's Family. The Bride Is Blessed By The Elders Of The Family With Monetary Gifts And Wishes Of Sada Suhagan (Blessings To Never Experience Widowhood).

Reception

A Reception Party Is Hosted By The Groom's Family To Honour The Newly-Wed Couple, They Invite Family And Friends To Enjoy And Share An Extravagant Meal And Engage In A Celebration Filled With Singing And Dancing.

Death Ceremony

They believe that cremation will let the soul detach from the body and reunite with God or Waheguru. Only close family members will attend the cremation itself. In the days after the cremation, Sikhs scatter the ashes into a flowing water source, like a river or the sea. According to Sikhism, death is a natural process, it's only the physical body that dies, and the soul lives on through transmigration and reincarnation. For them, the purpose of life is to move closer to Waheguru, the Sikh name for God, and that death will help break the cycle of reincarnation. They believe that through good deeds, honesty and Waheguru's grace (nadar), the soul will eventually leave this earth to be united with the 'Wondrous Giver of Knowledge'.

Know the Sikh holy days.

Sikh New Year – The Sikh new year falls on the first of Chet, the first month in the Nanakshahi calendar.

Hola Mohalla is a three day festival that begins on the first full moon of March. They demonstrate their martial skills in simulated battle.

Vaisakhi (also spelled Baisakhi), the first day of the month of Vaisakh, is a major harvest festival and religious observance for Hindus and Sikhs. For Sikhs, the day commemorates Guru Gobind Singh's founding of the Khalsa warrior community.

First Parkash (opening ceremony) of the Sri Guru Granth Sahib, the main Sikh scripture, is observed on September 1. The Granth, or Adi Granth, is a collection of prayers and hymns. The fifth Sikh guru, Arjan Dev Ji, compiled words and verses from all the Sikh Gurus and other saints to create the Granth.

Guru Nanak Jayanti
November 8, 2022 This day celebrates the birth of Guru Nanak Dev Ji, founder and first Guru of Sikhism. It is considered one of the most important Sikh holy days. Most Sikhs have traditionally celebrated Guru Nanak Jayanti in November, following the Nanakshahi calendar,

Bandi Chhor Divas ("Day of Liberation") is a holiday that coincides with the Hindu festival of Diwali. Sikhs have historically celebrated Diwali and Vaisakhi with Hindus. In the late 20th century, Sikh religious leaders began calling the day Bandi Chhor Divas. In 2003, the Shiromani Gurdwara Parbandhak Committee, the Sikh elected leaders, adopted the name along with the Nanakshahi calendar.

Hinduism

Describe the ways in which Hindu festivals are celebrated and the impact they have on Hindu believers – Holi and Diwali.

Know the festival of Holi

Holi

Holi is a Hindu festival that celebrates spring, love, and new life.

Some families hold religious ceremonies, but for many Holi is more a time for fun. It's a colourful festival, with dancing, singing and throwing of powder paint and coloured water.

Holi is also known as the "festival of colours".

Holi marks the arrival of spring and the end of winter. It is usually celebrated in March.

Diwali

Diwali is the five-day Festival of Lights, celebrated by millions of Hindus, Sikhs and Jains across the world.

Diwali, which for some also coincides with harvest and new year celebrations, is a festival of new beginnings and the triumph of good over evil and light over darkness.

The festival is usually some time between October and November, with the date changing each year.

Buddhism

Describe the ways in which some Buddhist festivals are celebrated and the impact they have on Buddhism followers – Dharma day, Parnivarna day, Wesak

Buddhism

Dharma Day

Dharma Day is celebrated in Theravada countries on the full moon day of July. It marks the beginning of the Buddha's teaching. Soon after the Buddha's enlightenment, he went to find his disciples and tell them about his experience.

Parinirvana

Parinirvana Day is an annual festival, observed in some Mahayana countries, that remembers the death of the Buddha when he reached the age of 80. When the Buddha died, Buddhists believe that he entered a state called Parinirvana which means Nirvana without end.

When a Buddhist achieves Nirvana, he or she will not be reborn again. The Buddhist has achieved a state of complete understanding, when no more suffering can be experienced. Mahayana Buddhism teaches that Nirvana can be achieved by anyone, when all desire and suffering is gone.

Buddhists may celebrate Parinirvana Day with meditation or going to Buddhist temples or monasteries.

In monasteries, Parinirvana Day is treated as a social occasion. Food is prepared and some people bring presents such as money, household goods or clothes.

Parinirvana Day is significant to Buddhists today as they think about their lives and how they can work towards gaining Nirvana. They remember friends or relations who have recently died and reflect on the fact that death is a part of life for everyone.

Wesak

Wesak celebrates the Buddha's birthday and, for some Buddhists, also marks his enlightenment and death. It is also called Buddha Day. Wesak is the most important of the Buddhist festivals and is celebrated on the full moon in May.

Wesak is a very colourful and happy celebration. Homes may be cleaned and decorated.

In many countries, Buddhists will visit their local temple for services and teaching. They will give offerings to the monks of food, candles and flowers. Chanting and praying are an important part of Wesak.

The 'Bathing the Buddha' ceremony is also often included. Water is poured over the shoulders of the Buddha as a reminder to purify their own minds from greed, hatred and ignorance.

Gifts are taken to an altar to be offered to the Buddha statues. This shows respect and gratitude to the Buddha for his life and teachings.

Giving to others is an important Buddhist tradition. Buddhists make a special effort to give to people in need at Wesak.

Apply these examples of celebration to their own lives and describe what

Discuss: Why do you celebrate?
What do you celebrate?

inspires them to celebrate.	
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Term: Y4 Term 2	Unit Title: What can be learned from the lives of significant people of faith?
Key Concepts of the unit	
To know and describe the impact that key figures/people have in different religions	
Objectives	Key Knowledge and Vocabulary
<p>Islam</p> <p>Know about the significance for Muslims of The Prophet Muhammad (pbuh) as Allāh’s final messenger and founder of the Muslim faith.</p> <p>Consider questions about the ideas of revelation, guidance and Allāh as the one who ‘shows humanity the straight path’</p> <p>Suggest answers to the questions: - Where do I find guidance in my life? - What traditions have an impact on me?</p> <p>Christianity</p> <p>Describe the impact of key figures in Christianity: Jesus, Mary, disciples, apostles.</p>	<p>Mohandas Ghandi, Jesus, Mary, Joseph, Apostles, Disciples, Pope, Archbishop, Significant, Messenger, founder, inspiring, humanity</p> <p>Know about the significance for Muslims of The Prophet Muhammad (pbuh) as Allāh’s final messenger and founder of the Muslim faith.</p> <p>At the core of Islam is this idea: “There is no God but Allah, and Muhammad is the prophet of Allah.” Muslims believe that Allah created the universe and that humans must submit to his will. The content of the Koran, the holy book of Islam, is believed by Muslims to be the word of Allah as told to Muhammad.</p> <p>Muhammad</p> <p>According to Muslims, in 610 an angel told Muhammad that Allah had chosen him as a prophet. Throughout his life, Muhammad continued to receive messages that he believed came from God. This idea that there is only one God was unusual for Arabs at the time. Many people in Muhammad’s hometown of Mecca disliked the new religion because of that belief. To avoid their hostility, Muhammad encouraged his followers to move to the nearby city of Medina. Muhammad’s journey to Medina ended on September 24, 622, which is considered the starting point of Islamic history.</p> <p>Consider questions about the ideas of revelation, guidance and Allāh as the one who ‘shows humanity the straight path’ to follow The Straight Path is to avoid crimes against equality, family, humanity, fairness and integrity. These moral criteria, also known as "The Ten Commandments" are shared among the three monotheistic religions; Judaism, Christianity and Islam.</p> <p>Suggest answers to the questions: - Where do I find guidance in my life? - What traditions have an impact on me?</p> <p>How did Jesus affect Christianity?</p> <p>Image result for Describe the impact of key figures in Christianity: Jesus, He is believed to be the Jewish messiah (the Christ) who is prophesied in the Hebrew Bible, which is called the Old Testament in Christianity. Through his crucifixion and subsequent resurrection, God offered humans salvation and eternal life, that Jesus died to atone for sin to make humanity right</p>

with God.
Mary as the Mother of the Church and God
Mother of God
Mary is often described as the Mother of God. This title refers to her as the mother of Jesus.
Mary also serves as an example of a mother to the rest of humanity. She supported Christ throughout his ministry and she was also there at the time of his death and resurrection.

Mother of the Church

This title is directly linked to Mary as the Mother of God.
Christ is described as the Head of the Church and followers are described as the Body of the Church.
As Mary is the Mother of Christ, and Christ is head of the Church, then Mary is the Mother of the Church.

Mary is also seen as the model of the Church. In all of her actions she exemplifies the mission of the Church. She agreed to God's will to give birth to Jesus and supported and displayed her faith in her son throughout his ministry. She was with him at every stage of his work on Earth and fully supported and followed his teachings.

The disciples began their missionary work in spreading the good news about Jesus and obeying his instructions from the Great Commission.

Christians are also called to follow these instructions as disciples of Jesus. Some people do this by:
carrying out missionary work across the globe
giving themselves to religious life (perhaps by becoming a priest or a minister)
living a Christian life as an example to others

Make links between these people and good leadership today: inspirational, good listener, promotes change, wants good for all people.

Make links between these people and good leadership today: inspirational, good listener, promotes change, wants good for all people.

Sikh

Recognise some of the stories about the ten Gurus: Guru Gobind Singh and the Lesson of Seva, Guru Nanak and the Boulder, Guru Teg Bahadur and the Magical Land, Guru Har Rai and the Pot

<https://www.sikhnet.com/stories/guru-gobind-singh-and-lesson-seva#:~:text=There%20is%20nothing%20that%20could,you%20become%20filled%20with%20dirt.>

<https://www.sikhnet.com/stories/audio/guru-nanak-and-boulder>

<https://www.sikhnet.com/stories/audio/guru-tegh-bahadur-and-magical-land>

<p>Describe why the Gurus are important to Sikhs and what kind of examples they set</p> <p>Make links with people they find inspiring.</p> <p>Hinduism Describe some aspects of the life and teachings of Mohandas Gandhi and describe his impact on Hindus today (non-violent protests, standing up for what he believes in, equal treatment for all, India's independence)</p> <p>Apply the above aspects of Mohandas Gandhi's teaching to their own lives and talk about why it might be inspiring</p> <p>Buddhism Know about the significance for his followers, of the Buddha as an enlightened person, who saw the truth and showed the path to live by.</p> <p>Consider questions about the teachings of the Buddha, in the simplest possible ways</p> <p>Think about the Buddha as the one who shows humanity - the path by</p>	<p>https://www.sikhnet.com/stories/audio/guru-har-rai-and-pot</p> <p>Describe some aspects of the life and teachings of Mohandas Gandhi and describe his impact on Hindus today (non-violent protests, standing up for what he believes in, equal treatment for all, India's independence)</p> <p>https://www.ducksters.com/biography/mohandas_gandhi.php</p> <p>Apply the above aspects of Mohandas Gandhi's teaching to their own lives and talk about why it might be inspiring</p> <p>Know about the significance for his followers, of the Buddha as an enlightened person, who saw the truth and showed the path to live by.</p> <p>Consider questions about the teachings of the Buddha, in the simplest possible ways</p> <p>Think about the Buddha as the one who shows humanity - the path by which suffering can end</p>
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<p>which suffering can end</p> <p>Suggest answers to the questions: What path will I follow? What do I think is the meaning or the point of our lives</p>	
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Term: Y4 Term 3	Unit Title: How do I and others feel about life and the universe around us?
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Key Concepts of the unit	
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To understand the importance of looking after the world and what responsibilities we have as citizens.	
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Objectives	Key Knowledge and Vocabulary
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<p>Answer the ultimate question: What is our responsibility for looking after our world? (Global warming).</p> <p>Make links between this question and some Muslim, Christian, Sikh, Hindu, Buddhist beliefs that offer a response</p> <p>Notice that religions can offer answers to questions that we find puzzling</p> <p>Sikh Describe some Sikh beliefs and teachings about equality, tolerance and service</p> <p>Be aware of shared rights and responsibilities: men and women are equal and have the same rights and responsibilities and apply this to a school context.</p> <p>Be aware of injustice between nations by investigating equality and</p>	<p>Global warming, equality, tolerance, service, rights, responsibility, unjust</p> <p>The focus of Sikh life is to establish a firm relationship with God. There are many aspects of Sikh life, but the primary focus is equality and the oneness of humanity. This belief forms the basis of Sikh worship and practice.</p> <p>Make links to school council and discuss how everyone has a right to education, voice their opinion and be listened and heard to regardless of race, gender etc. Everyone must follow school rules All children have the right o participate in all activities e.g sports.</p>
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<p>inequality and discuss how a Sikh would respond to the issues. Look at global events and campaigns: Climate Change Campaign, Make Poverty History Campaign or The Trade Justice Movement.</p>	<p>https://www.tjm.org.uk/ - Trade Justice Movement</p> <p>https://www.tuc.org.uk/research-analysis/reports/make-poverty-history - Make Poverty History Campaign information</p> <p>https://www.campaigncc.org/ - Climate Change Campaign information</p>
<p>Hinduism</p> <p>Demonstrate an awareness of key Hindu beliefs: Karma - Dharma, reincarnation, Moksha through an understanding of the story of the Mahabharata</p> <p>Describe the impact these beliefs might have on people today for both themselves and others</p>	<p>https://www.learnreligions.com/the-story-of-the-mahabharata-1770167 - an overview of the story</p> <p>Karma - (in Hinduism and Buddhism) the sum of a person's actions in this and previous states of existence, viewed as deciding their fate in future existences.</p> <p>Dharma - the eternal and inherent nature of reality, regarded in Hinduism as a cosmic law underlying right behaviour and social order.</p> <p>Reincarnation - the rebirth of a soul in another body.</p>
<p>Buddhism</p> <p>Suggest some questions which are difficult to answer, especially those that arise when we think of suffering.</p> <p>Develop their own thinking about what makes these questions hard to handle, but interesting</p>	<p>What is suffering?</p> <p>What can we learn from suffering?</p> <p>How can we reduce suffering?</p> <p>What is our responsibility for looking after our world?</p> <p>What is the purpose of life?</p> <p>Why do bad things happen to good people?</p> <p>Read some stories which address some of these questions and talk about how they feel eg:</p> <ul style="list-style-type: none"> - Badger's Parting Gifts by Susan Varley (death and bereavement) - The Next Place by Warren Hanson (the afterlife) - The Goodbye Boat by Mary Joslin (the afterlife) - When the World was New by Alicia Garcia de Lynam (beginnings) <p>Use an apply understanding of the teaching of Buddhism to answer the questions.</p>

Year 5



Note: By the time children finish Year 4, all the questions have been covered on all the religions except Buddhism and Judaism. In Year 5 there needs to be an emphasis and **planned** quick quizzes, retrieval and revision exercises for Christianity, Islam, Sikhism and Hinduism.

Term: Y5 Term 1	Unit Title: Why are these words special? Why are some places special?
Key Concepts of the unit	
To understand the holy books and places of worship of Buddhism and Judaism and taking a more in depth look at the stories and teachings.	
Objectives	Key Knowledge and Vocabulary
<p>Buddhism Know that the writings of the Buddha teach about finding happiness and freedom from suffering.</p> <p>Think about some sayings from the writings of the Buddha (you cannot travel the path until you have become the path itself; what we think, we become; radiate boundless love to the entire world; and give, even if you only have little) and relate them to their own lives and think about some stories of the Buddha and his life (The Free Bird and Buddha: A Story of Enlightenment)</p> <p>Judaism Describe how stories from the Jewish scriptures can be used to explain some of life's questions: Abraham's Story and Adam and Eve Link this to the special place of the Torah in Jewish worship. Understand the care and effect in</p>	<p>Buddha, Buddhism, Judaism, Jew, Jewish, Torah, radiate, boundless, enlightenment</p> <p>Children to know the 4 noble truths. The Four Noble Truths comprise the essence of Buddha's teachings, though they leave much left unexplained. They are the truth of suffering, the truth of the cause of suffering, the truth of the end of suffering, and the truth of the path that leads to the end of suffering.</p> <p>Children to think about some sayings from the writings of the Buddha: you cannot travel the path until you have become the path itself; what we think, we become; radiate boundless love to the entire world; give, even if you only have little Children to relate them to their own lives. Children to read the story: The Free Bird and Buddha: A Story of Enlightenment Discuss the teachings in the story. What is the lesson?</p> <p>Read Abraham's story. What question does this help us with? What does it show about a Jewish person's faith in god?</p> <p>Read the story of Adam and Eve – what does this teach? What is the lesson? What is the Torah? Link back to the Qur'an, Bible, Vedas, Guru Granth Sahib, What do we already know about holy books.</p>

<p>making something special. Suggest what they think the most important book in the world should say.</p> <p>Buddhism Understand the significance for many followers of the Buddha of the Four Sites: - Lumbini, Siddhartha's birthplace – Bodh Gaya, the place of his Enlightenment – The Deer Park at Sarnath, where he first preached the Dhamma – Kushinagara, where he passed away.</p> <p>Describe how some followers of the Buddha visit these special places, what their journeys mean, and how they might feel</p> <p>Demonstrate some awareness of community activities for followers of the Buddha: donate to monastery and temple, making offerings of food and new robes, help with cleaning of building work. Make links between meditation practice and places of worship for those seeking the Way of the Buddha</p>	<p>Understand the care and effect in making something special. Suggest what they think the most important book in the world should say.</p> <p>Know the significance for many followers of the Buddha of the Four Sites: - Lumbini, Siddhartha's birthplace Bodh Gaya, the place of his Enlightenment The Deer Park at Sarnath, where he first preached the Dhamma Kushinagara, where he passed away.</p> <p>Know that Buddhists make pilgrimages for the following reasons. The purpose of pilgrimage is to foster a spiritual discipline, to fulfil a vow or simply to travel. It is an important Buddhist practice. Pilgrimage also helps to express feelings of devotion and creates a relationship with the historical figures associated with the pilgrimage site.</p> <p>Know the community activities for followers of the Buddha: donate to monastery and temple, making offerings of food and new robes, help with cleaning of building work.</p> <p>Children make links between meditation practice and places of worship for those seeking the Way of the Buddha. They understand how to meditate and the importance of meditation to Buddhists. Meditation involves the body and the mind. For Buddhists this is particularly important as they want to avoid what they call 'duality' and so their way of meditating must involve the body and the mind as a single entity. In the most general definition, meditation is a way of taking control of the mind so that it becomes peaceful and focused, and the meditator becomes more aware. The purpose of meditation is to stop the mind rushing about in an aimless (or even a purposeful) stream of thoughts. People often say that the aim of meditation is to still the mind. There are many formulations of the Buddhist path to spiritual awakening but the threefold path is generally seen as the most basic one. The first training, and the indispensable basis for spiritual development, according to the Buddha, is ethics (shila). Buddhism does not have laws or commandments but its five ethical precepts are guidelines for how</p>
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<p>Judaism</p> <p>Recognise the importance of the synagogue in Jewish life and use religious language to describe some rituals – Shabbat, Bat Mitzvah and Bar Mitzvah - and artefacts connected with a synagogue – Menorah, Kippah, Yad, Tallit, Torah.</p>	<p>to live in a way that avoids harming others or oneself.</p> <p>Meditation (samadhi) is the second training. Acting ethically gives rise to a simpler life and a clear conscience, which are a sound basis for meditation practice.</p> <p>Meditation clarifies and concentrates the mind in preparation for the third training: developing wisdom (prajna). The real aim of all Buddhist practice is to understand the true nature of our lives and experience.</p> <p>Children know the synagogue is an important centre for Jewish communities where meetings take place and social gatherings happen. It is a place of education with classes where people can learn Hebrew . Synagogues often hold charity events and have various activities for young people, such as youth clubs.</p> <p>Know the following rituals</p> <p>Shabbat: (Saturday – the seventh day and day of rest)No work is to be done on Shabbat. This includes tasks such as cooking and driving. Orthodox Jews stick closely to tradition and try to observe Shabbat wherever they are in the world by not working and not lighting candles after sunset on Friday</p> <p>At age 13 a boy becomes a Bar Mitzvah (a son of the commandments) and at age 12 a girl becomes a Bat Mitzvah (a daughter of the commandments). Bar and Bat Mitzvah ceremonies are significant because they are seen as the time of coming of age, when a child becomes an adult.</p> <p>Bar Mitzvah ceremony</p> <p>A Bar Mitzvah happens around a boy’s 13th birthday and is part of a service in the synagogue. The boy prepares by spending a lot of time studying the Torah, and then reads from the Torah during the ceremony. The boy also puts on the tefillin for the first time.</p> <p>The rabbi gives a talk, speaking to both the boy and his family and to the rest of the community. The boy might also give a talk to the people gathered.</p> <p>It is traditional for the boy’s father to recite a prayer of thanks to God for bringing his son to maturity. The boy receives gifts and there is a celebratory meal.</p> <p>Bat Mitzvah ceremony</p> <p>The Bat Mitzvah is only practised by Reform and liberal Jewish communities. The ceremony follows a similar pattern to the Bar Mitzvah and happens around a girl’s 12th birthday.</p> <p>During her Bat Mitzvah, a girl may read from the Torah or she may instead read a prayer from the siddur. Traditionally, within Judaism, males and females are not thought to have the same responsibilities. As a result, in some Jewish communities, some rules (such as the requirement to read from the Torah) are less strict for girls than they are for boys.</p> <p>Know the following artefacts:</p> <p>Menorah - a candelabra with seven or nine lights that is used in Jewish worship.</p> <p>Kippah - A kippah, yarmulke, or koppel is a brimless cap, usually made of cloth, traditionally worn by</p>
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<p>Recognise that some people have special roles. Describe the role of the rabbi in the synagogue.</p> <p>Understand the importance of history in the value of a place.</p> <p>Describe the impact of Jerusalem on Jewish people today to understand why Jerusalem is a special place to Jewish people: where the faith began, Holy City, core of their faith and their world.</p> <p>Explore their feelings with the way they feel about a special place of their own</p>	<p>Jewish males.</p> <p>Yad- A yad is a Jewish ritual pointer, popularly known as a Torah pointer, used by the reader to follow the text during the Torah reading.</p> <p>Tallit - A tallit is a fringed garment worn as a prayer shawl by religious Jews and Samaritans.</p> <p>Torah - The Torah is the compilation of the first five books of the Hebrew Bible, namely the books of Genesis, Exodus, Leviticus, Numbers and Deuteronomy.</p> <p>rabbi, (Hebrew: “my teacher” or “my master”) in Judaism, a person qualified by academic studies of the Hebrew Bible and the Talmud to act as spiritual leader and religious teacher of a Jewish community or congregation.</p> <p>Discuss why history is important in the value of a place? What could it’s significance be?</p> <p>Children know that Jerusalem is a special place to Jewish people: where the faith began, Holy City, core of their faith and their world.</p> <p>Discuss a special place. What makes it special? Why is it special to you?</p>
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Term: Y5 Term 2	Unit Title: How can faith contribute to community cohesion? Why are sometimes special?
Key Concepts of the unit	
To understand Buddhism and Judaism as part of the Barnsley, the UK and the wider world, their places of worship and how they contribute to their community.	
Objectives	Key Knowledge and Vocabulary
	<p>Karuna Trust, Angulimala Prison Chaplaincy, peace, five precepts of Buddha, Harmlessness, Fidelity, Loyalty to friends, Truthfulness and honesty, Sharing wealth, Respect for the body, intoxicants commitment, synagogue, spiritual</p> <p>Hannukah, Passover, Yom Kippur, multi-faith</p>

Buddhism

Understand that Britain is a society of many religions, and Barnsley is in a region where some followers of the Buddha live

Describe how some followers of the Buddha work for a better world: through the Karuna Trust, the Angulimala Prison Chaplaincy (the Buddhist Hospice Trust) or in peace making

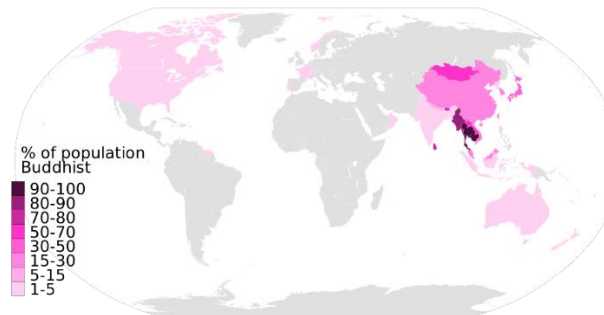
Recognise and describe the Five Precepts of the Buddha: - Harmlessness (no killing) – Fidelity (no sexual misconduct) – Loyalty to friends – Truthfulness and honesty (no lying) – Sharing wealth (no stealing) – Respect for the body (no intoxicants)

Begin to use the word 'commitment' and give simple examples of how followers of the Buddha are committed to their ideas, their community and their teaching.

Think and talk about their own commitments, in the light of studying the Way of the Buddha

Judaism

Describe ways in which Jewish



Buddhist charitable organisations are working to ensure the world is a better place - Karuna Trust, the Angulimala Prison Chaplaincy (the Buddhist Hospice Trust)

Talk about the gifts to the world from the Way of the Buddha:
- ideas about harmlessness
- compassion
- enlightenment

Design and make a 'peace lantern' to float on a pond at dusk which includes pupil's wishes and commitments for a more peaceful world – this is a custom some British followers of the Buddha follow on Hiroshima Day

Use some sayings of the writings of the Buddha to think about peacefulness e.g. better than a speech of a thousand empty words is one thoughtful word which brings peace to the mind'.

List our own commitments – clubs, family, school, ambitions, friends, hobbies.

<p>people show their belief in God: - at home - at the Synagogue</p> <p>Recognise the impact of being Jewish on beliefs, values, and lifestyle.</p> <p>Suggest their own beliefs and values and describe how this might affect how they live</p>	<p>https://www.truetube.co.uk/resource/a-day-in-the-life-of-a-jewish-rabbi/ - A day in the life of a Rabbi.</p> <p>https://www.truetube.co.uk/resource/holy-cribs-the-synagogue/ - Link to synagogue</p> <ul style="list-style-type: none"> - Set a Shabbat table (prat of lifestyle) and hear about the symbolic rituals connected with Shabbat - Find out what a Mezuzah is and how it helps Jews to express their faith - Make a Mezuzah and create their own text about what is important in their home to go inside it - Look at pictures of a Sefer Torah and find out how this is treated in a special way by Jews at the synagogue. <p>Watch this video about Moses (linking to beliefs of Jews) – https://www.youtube.com/watch?v=oeEHT6dCKbl</p>
<p>Describe the Synagogue as a place of worship and understand the Synagogue as a spiritual centre of community</p>	<p>Read this children’s version of the Ten Commandments and draw pictures with simple sentences about what they mean, creating a mural for the classroom wall - https://www.google.com/search?q=moses+and+the+ten+commandments+for+kids&rlz=1C1VDKB_en-GBGB953GB953&oq=moses+and+the+ten+commandments&aqs=chrome.o.0i512j69i57joi512l8.6854j0j1&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:88692555,vid:yHKFvxgQOFl</p> <p>Talk about and taste some favourite foods and some unpopular foods, moving on to look at some examples of what Jews can and cannot eat</p> <ul style="list-style-type: none"> - Set up a Jewish home or kitchen corner
<p>Recognise that faiths have ‘coming of age’ rituals and describe such rituals of their own.</p>	<p>The Bar and Bat Mitzvah ceremonies mark the transition into adulthood for young Jews. At age 13 a boy becomes a Bar Mitzvah (a son of the commandments) and at age 12 a girl becomes a Bat Mitzvah (a daughter of the commandments). Follow the link for further information https://www.bbc.co.uk/bitesize/guides/z4w8jty/revision/11</p>
<p>Understand the importance of learning history and stories in understanding faith.</p>	<p>The story of Moses and Abraham recap Watch Jonah and the Whale https://www.youtube.com/watch?v=Jrh375bd LA</p> <p>Find out why Jewish children attend Jewish school - to learn about the Jewish faith, read and write in Hebrew, hear about why Jewish people, help within the community, Mitzvah (religious duty).</p>

<p>Suggest answers to questions about why being part of a community is important</p> <p>Judaism</p> <p>Think about how we all celebrate on special occasions.</p> <p>Describe why some times are special for Jews: Rosh Hashanah, Yom Kippur, Hanukah and Passover</p>	<p>Link this with how they feel when they do something for the common good, such as something good for someone else and something which lots of people will benefit from.</p> <p>How does this help people to develop a sense of belonging? What would their Barnsley be like if no one ever did anything for others?</p> <p>Watch Hanukah video - https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zj446v4 Watch video of Rosh Hashanah? https://www.youtube.com/watch?v=_D49u-Epq44 Watch video of Passover - https://www.youtube.com/watch?v=QF84WxodGTg What is Yom Kippur information - https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/z4vvjhw Rewatch Jonah and the Whale video from above as this is a story usually told in Yom Kippur about obedience https://www.youtube.com/watch?v=Jrh375bd_LA</p>
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Term: Y5 Term 3	Unit Title: What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?
Key Concepts of the unit	
To recognise the qualities of inspirational leadership and to contemplate some unanswerable questions	
Objectives	Key Knowledge and Vocabulary
<p>Judaism</p> <p>Describe the impact of Abraham on Jewish people (First point of contact between Jews and God, gave the idea of the Promised Land, was the recipient of the first covenant, all Jews try to follow his example)</p> <p>Make links between the concept of 'covenant' and agreements and relationships of their own</p> <p>Understand the importance of promises and life's hopes and</p>	<p>Abraham, covenant, promises, Experiences, links</p> <p>Watch a video or read about the story of Abraham and role play parts of it</p> <p>Children to describe the life of Abraham, and his legacy - Explore the idea of a family tree. Link Abraham with Isaac, Jacob, Joseph, the 12 tribes of Israel and Moses, on a timeline.</p> <p>Make links between the covenant, between God and Abraham and the special relationships and agreements which they have with people. Explore the meaning of 'covenant' and talk about</p>

<p>dreams</p>	<p>agreements they make with people, and relationships they have which involve 'give and take'. Find out about some modern Jewish role models - Anne Frank (diarist), Sir Alan Sugar (businessman and TV personality), Maureen Lipman (actor), Sir Yehudi Menuhin (musician), Rose Heilbron (judge), Michael Marks (co-founder of Marks & Spencer chain), Benjamin Disraeli (Prime Minister).</p>
<p>Describe what inspires them in the people they follow or respect</p>	<p>Describe the qualities they would look for in an inspiring leader or role model. Create a hall of fame, with pictures of people they admire and respect. Talk about the qualities they look for in a leader.</p>
<p>Identify some ultimate questions</p> <p>Identify questions that are difficult to answer which might arise from some stories in the Jewish sacred texts and historic experience</p>	<p>Does God exist? Why do bad things happen to good people? What happens when we die? What is the purpose of life? What is our responsibility for looking after our world? (Global warming).</p> <p>Make links between this question and some Muslim, Christian, Sikh, Hindu, Buddhist beliefs that offer a response</p>
<p>Relate lessons from sacred stories with modern contexts</p>	<p>Recap the story Jonah and the Whale (Judaism) and link to modern life and how we can learn from this https://www.youtube.com/watch?v=Jrh375bd_LA</p> <p>Recap the story The Good Samaritan and the lost sheep (Christianity) What does this teach us?</p> <p>Recap the story of Good Conduct and discuss the lessons learnt (Hinduism) https://www.hindujagruti.org/hinduism-for-kids/8008.html</p>
<p>Respond sensitively to difficult questions, recognising that there may not be answers, but relating to their own experiences and those of others</p>	<p>Look at the tensions in the modern state of Israel with Palestine and her neighbours, relating this to the stories of Joshua.</p> <p>The Shoah and its commemoration on Yom Hashoah (Holocaust Memorial Day) relating the context with Esther (Book of Esther), the fiery Furnace: (Daniel 3) and the historical contexts in the 20th century CE.</p>

Year 6



Note: By the time children finish Year 5, all the questions have been covered on all the religions. In Year 6 there needs to be an emphasis and **planned** quick quizzes, retrieval and revision exercises for Christianity, Islam, Sikhism, Judaism, Buddhism and Hinduism.

Term: Y6 Term 1	Unit Title: Religion across UK
Key Concepts of the unit	
To understand religion in the modern UK	
Objectives	Key Knowledge and Vocabulary
<p>Show an understanding of religion across the UK and what this looks like in everyday life.</p> <p>Acknowledge that not everyone has a religion.</p> <p>Understand how religion is brought into everyday life especially in today's society: full time jobs, weekend work and shifts; men and women working. Begin to discuss how priorities might change over time.</p> <p>Know what it means to be religious and non-religious.</p> <p>Understand the terms atheist, agnostic, spiritual and humanism.</p>	<p>Humanism, atheism, spiritual, agnostic, global events, media, propaganda, extreme, extremism, views, positive, characteristics, impact, selflessness,</p> <p>Look at the breakdown of religions across the UK. What does this tell us? Does it show the number of people that are not religious? Is the picture the same as 100 years ago? What's changed? Why do you think that is? Look at the breakdown of religions in Barnsley? What does this tell us?</p> <p>Understand how religion is brought into everyday life especially in today's society: full time jobs, weekend work and shifts; men and women working. Begin to discuss how priorities might change over time. Why do you think numbers attending church has fallen?</p> <p>Know the terms atheist, agnostic, spiritual and humanism. Know what it means to be non-religious. Discuss the festivals that are followed i.e. Christmas, Easter - If a person is non-religious should they celebrate religious festivals.</p> <p>What does it mean to be a humanist? Humanism is a philosophy or a way of thinking about the world. Humanism is a set of ethics or ideas about how people should live and act. People who hold this set of ethics are called humanists. Humanists prefer critical thinking and evidence (rationalism and empiricism) over acceptance of dogma or superstition.</p> <p>In modern times, humanism is close to secularism. It refers to a non-theistic approach to life, looking to science instead of religious dogma in order to understand the world. The term was made widely known by scientists in the mid-20th century. Many wanted to recognise human values, but without depending on religion as the main source of values.</p>

	<p>Views held by many humanists include:</p> <p>Humans deserve respect. Every human should be treated with respect and allowed to have dignity. If all people act with respect for others, then people will live in peace and trust. People should all be able to decide how they want to live their lives. They should use reasoning to make decisions and solve problems.</p> <p>Humanists decide what choices are good by whether those choices will help make human life better and the world around them.</p>
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Term: Y6 Term 2	Unit Title: Current events across the globe (Adapt yearly)
Key Concepts of the unit	
To explore current events across the globe and how the media has an impact on people's views	
Objectives	Key Knowledge and Vocabulary
<p>Know current global events and the effect on people's opinions.</p> <p>Understand how religions responds to global events when people are in need: sending aid, offering prayers.</p> <p>Know that media can affect people's views of current events and religions. (link to history)</p>	Humanism, atheism, spiritual, agnostic, global events, media, propaganda, extreme, extremism, views, positive, characteristics, impact, selflessness

Term: Y6 Term 3	Unit Title: Tolerance and contributing to a multi-cultural society
Key Concepts of the unit	
To understand how to become a well rounded member of society who contributes positively	
Objectives	Key Knowledge and Vocabulary
<p>Suggest what key teachings can be taken from each of the six main religions and humanism.</p> <p>Identify the key themes of all religions:</p>	<p>Humanism, atheism, spiritual, agnostic, global events, media, propaganda, extreme, extremism, views, positive, characteristics, impact, selflessness.</p> <p>Key themes include - belief, peace, charity, love, faith, hope, interconnectedness, prayer and meditation, tolerance of all, forgiveness and kindness. Golden rule for all religions (Treat others how you wish to be treated).</p>

<p>Can make comparisons about religious teachings from different religions.</p> <p>Say how these can have a positive impact on the world</p> <p>Understand the importance of positively contributing to society.</p>	<p>Discuss charity work through different religions. Follow the links to understand how religions respond to global events when people are in need:</p> <p>https://sewauk.org/</p> <p>https://islamicaid.com/</p> <p>https://www.worldjewishrelief.org/</p> <p>https://sikhrelief.org/</p> <p>https://www.christianaid.org.uk/</p> <p>https://www.buddhistglobalrelief.org/</p> <p>Local (litter picking, helping within the community) and global impacts (global warming, recycling)</p>
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