

# Religious Education

## Knowledge Progression Map



The Religious Education curriculum enables pupils to learn in depth from different religious and spiritual ways of life through exploring three important ideas from three different religions in ways that relate to commitment. The investigations implement the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

### F1

What stories are special and why?	What times are special and why?	What is special about our world?
<ul style="list-style-type: none"> <li>• Explore stories pupils like, re-telling stories to others and sharing features of the story they like.</li> <li>• Talk about the Bible being the Christians’ holy book which helps them to understand more about God, and how people and the world work. Look at a range of children’s Bibles to see how they are similar/different. Share a Bible story from a suitable children’s Bible, e.g. ‘Butterworth and Inkpen’ series; Scripture Union The Big Bible Storybook.</li> <li>• Hear and explore stories from the Bible, stories Jesus told, stories from the life of Jesus (e.g David the Shepherd Boy (1 Samuel 17); the story of Ruth (book of Ruth in the Bible); Jesus as friend to the friendless (Zacchaeus, Luke 19); making promises (Matthew 21:28–32); saying ‘thank you’ (Ten Lepers Luke 17:11–19).</li> <li>• Hear a selection of stories taken from major faith traditions and cultures, including stories about leaders or founders within faiths, e.g. Prophet Muhammad and the night of power.</li> <li>• Explore stories through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the importance and value of celebration in children’s own lives</li> <li>• Look at reminders (cards, invitations, photos, wrapping paper) of special days</li> <li>• Consider major religious festivals and celebrations: Christmas, Sukkot/Sukkoth and Diwali NB Sukkot and Sukkoth are both correct spellings.</li> <li>• Use a variety of media to explore ways of celebrating, and how religious believers celebrate festivals and special times.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience and explore the wonders and beauty of the natural world and life cycles of new life, growth and decay; explore the idea that the world is special and that some people believe it was created by God.</li> <li>• Use art and creative activities to explore natural objects – shapes, pattern, or listening walk and other activities to find out more about the natural world; grow and look after some plants and creatures.</li> <li>• Use stories to talk about creation, acting out stories etc; link with ideas of how special children are (marvel at moving toes, wiggling fingers, listening ears, clever thoughts).</li> <li>• Use a simple child-friendly, but authentic version of the biblical creation story, explore in a range of ways; reflect on ways in which the world is ‘very good’.</li> <li>• Hear/role-play stories from faiths about care for animals and the world.</li> </ul>

## F2

Which people are special and why?	What places are special and why?	Being special: Where do we belong?
<ul style="list-style-type: none"> <li>• Talk about people who are special to us, whom we admire.</li> <li>• Meet a special person that helps them, e.g. crossing guide. 'Hot seat' the invited guest. Question the guest about likes and dislikes of their job. Ask how they cope with the difficult aspects.</li> <li>• Meet a person with a religious faith, e.g. vicar or a parent. 'Hot seat' the invited guest. Ask why he/she believes and what is important in his/her life.</li> <li>• Discuss the benefits and responsibilities of friendship and the ways that people care for others.</li> <li>• Tell stories from the Bible about friendship and care for others, with a focus on what Jesus did and said, e.g. Zacchaeus (Luke 19); Jesus choosing the twelve disciples (his special friends and helpers) (Matthew 4.17–22);</li> <li>• Discuss stories of a key religious leader from another religion and how these are important to people today (e.g. Guru Nanak).</li> </ul>	<ul style="list-style-type: none"> <li>• Meet visitors to find out about places that are spiritually significant to them and say why they are special. (e.g. this might be visiting an art gallery and looking at a wonderful picture and how this makes them feel; the memories this brings back or encouragement for the future. Alternatively this could be the local park where they meet together and play. This should build learning towards understanding special places for religious people).</li> <li>• Share and record their own special places in a variety of ways, drawing on all their senses, in a way that is meaningful to them.</li> <li>• Discuss why some places are special and what makes them significant.</li> <li>• Discuss when people like to go there and what they like to do there.</li> <li>• Consider the church building as a special place for Christians and/or a mosque as a special place for Muslims.             <ul style="list-style-type: none"> <li>• Visit a local place of worship.</li> </ul> </li> <li>• Create a special place in the inside/outside area or wider school grounds. A space for quiet reflection. This will work well for schools who have a forest schools focus.</li> </ul>	<p>Discuss the idea that each person is unique and valuable.</p> <ul style="list-style-type: none"> <li>• Discuss religious beliefs that each person is unique and valuable.</li> <li>• Consider religious beliefs about God loving each person, e.g. Jewish and Christian ideas that God loves people even from before they are born (Psalm 139); Christian beliefs about Jesus believing children to be very special. Tell story of children wanting to see Jesus and disciples stopping them (Mark 10 v.13–16).</li> <li>• Discuss how God's love for children is shown in Christianity through infant baptism and dedication.</li> <li>• Discuss how children are welcomed into Islam Aqiqah ceremony, whispering of the Shahdah and cutting of hair.</li> <li>• Consider signs and symbols used in the welcoming of children into the faith community e.g. baptismal candle.</li> <li>• Consider ways of showing that people are special from other religions e.g. Hinduism: Stories about Hindus celebrating Rakshan Bandhan – which celebrates the special bond between brothers and sisters. The sister ties a band of Rakhi of gold or red threads around the right hand of a brother.</li> </ul>

## Year 1

Who is a Christian and what do they believe? (Christianity)	How and why do we celebrate special and sacred times? (Idul fitr)	How should we care for others and the world, and why does it matter? (love—marriage)
<ul style="list-style-type: none"> <li>• Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the lost son (Luke 15:11–32)</li> <li>• Describe some of the beliefs that Christians hold about God e.g. all-powerful, loving, close to every person, forgiving.</li> <li>• Look at art and recognise some symbols and images used to express ideas about God.</li> <li>• Talk to Christians about what they believe about God. • Give opportunities for children to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g responding to the question ‘Where is God?’ through art.</li> <li>• Using a suitable children’s Bible (e.g. The Lion Storyteller Bible or New International Children’s Version), share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus.</li> <li>• Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives.</li> <li>• Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use.</li> <li>• Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. • Explore what the idea of God means for the children themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the importance and value of celebration and remembrance in children’s own lives.</li> <li>• Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.</li> <li>• For example, from Easter: <ul style="list-style-type: none"> <li>o Explore stories of Jesus in Holy Week</li> <li>• Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God).</li> </ul> </li> <li>• Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr.</li> <li>• Talk about what the stories and events means for the children themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the idea that each person is unique and important,</li> <li>• Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus’ special friends (Luke 5 v.1–11), four friends take the paralysed man to Jesus (Luke 5 v 17–26), ‘The good Samaritan’ (Luke 10: 25– 37). • Consider the idea that we all have special gifts we can use to benefit others.</li> <li>• Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam; tzedekah (charity) in Judaism.</li> <li>• Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo; people known in the local area.</li> <li>• Look carefully at some texts from different religious scriptures about the ‘Golden Rule’ and see if the children can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Make cartoons to show their ideas.</li> <li>• Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it).</li> <li>• Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making</li> </ul>

connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it, as a gardener tends a garden).

## Year 2

<p>Who is Jewish and what do they believe? (Judaism)</p>	<p>What makes some places sacred? (Christianity/Islam and Judaism)</p>	<p>How and why do we celebrate sacred times? (Jewish/Muslims)</p>
<ul style="list-style-type: none"> <li>• Discuss what precious items they have in their home. Why are they important?</li> <li>• Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful.</li> <li>• Talk about remembering what really matters: how do people make a special time to remember?</li> <li>• Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema i.e. God is one, creator and cares for all people.</li> <li>• Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home?</li> <li>• Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home?</li> <li>• Consider the importance and value of celebration and remembrance in children's own lives; learn about the festival of Chanukah the stories and meanings associated with it; find out about how the 9-branched Chanukiah links to the story of Chanukah.</li> <li>• Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred?</li> <li>• Talk about why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways).</li> <li>• Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship.</li> <li>• Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives.</li> <li>• Notice some similarities and differences between places of worship and how they are used.</li> <li>• Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. o church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool; pulpit o synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkah, bimah o mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the importance and value of celebration and remembrance in children's own lives.</li> <li>• Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.</li> <li>• Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God).</li> <li>• Explore the meaning and significance of Jewish rituals and practices during each festival.</li> <li>• Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr. • Talk about what the stories and events means for the children themselves.</li> </ul>

Year 3

What does it mean to be a Hindu in Britain today? (Hinduism)	Why do people pray? (Hindus, Christians and Muslims)	What do different people believe about God? (Christians, Hindus/Muslims)
<p>Find out about how Hindus show their faith within their families.</p> <ul style="list-style-type: none"> <li>• Learn that ‘Hinduism’ is incredibly diverse as a whole way of life rather than a set of beliefs.</li> <li>• Find out about the objects involved in puja at home and at the mandir; murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles;</li> <li>• Learn about an important sacred text; the Bhagavad Gita</li> <li>• Learn about Hindu religious ritual; the OM, blessing food, the aarti ceremony, singing hymns (bhajans).</li> <li>• Explore Hindu ideas about the four aims of life (punusharthas) dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation.</li> <li>• Explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why ‘snakes and ladders’ links with Hindu ideas of karma.</li> <li>• Explore what Hindus do to show their tradition within their faith</li> <li>• Find out about the deities and how they help Hindus achieve moral aims</li> <li>• Find out about moral aims for others and moral aims for self; karma and dharma</li> <li>• See what Hindu moral teachings in action look like. Mahatma Gandhi, Pandurang Shastri Athavale.</li> </ul>	<ul style="list-style-type: none"> <li>• Discover and think about the meanings of the words of key prayers in three religions – e.g. the Muslim First Surah of the Qur’an, the Christian Lord’s Prayer and the Hindu Gayatri Mantra.</li> <li>• Learn that Hindus, Muslims and Christians pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers.</li> <li>• Consider the idea that some people are spiritual but not religious and like to pray in their own way.</li> <li>• Consider the idea that some people are atheists who believe it is more use to be kind or to help someone than to pray for them.</li> <li>• Find out about some symbols used in prayers in different religions.</li> <li>• Explore connections between prayer in three different religions.</li> <li>• Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspired, close to God or challenged? How?</li> <li>• Ask good questions about answered and unanswered prayer and find out some answers to these questions.</li> <li>• Discuss and consider the impact of praying in some stories from inside the religions, e.g. stories of answered prayer, or of the origin of a prayer in ancient India, in Jesus’ teaching or in the Holy Qur’an.</li> <li>• Make links between beliefs and practice of prayer in different religions.</li> <li>• Weigh up the value and impact of these key ideas for themselves.</li> </ul>	<p>Talk about ways in which we exercise trust and faith in our everyday lives, linking to the idea of believing in God.</p> <ul style="list-style-type: none"> <li>• Find some examples of how we know about something we have not seen or experienced for ourselves.</li> <li>• Consider the question: What do people believe about God?</li> <li>• Explore some of the ways in which Christianity expresses ideas about God, including how Christians think of God as Trinity – Father, Son and Holy Spirit; how Christian create art expressing ideas about God, how Christians reflect on biblical stories to develop ideas about God and how religious experiences help believers to understand God. Examples will include Moses and the Burning Bush (Exodus 3.1–15), and Paul’s conversion (Acts 9. 1–19).</li> <li>• Explore some of the ways in which Islam expresses ideas about Allah / God including how Muslims use the 99 Names of Allah; calligraphy to express ideas, stories which help Muslims understand the nature of God e.g. the story of first revelation of the Qur’an to Prophet Muhammad [PBUH].</li> <li>• Explore some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses including beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer);</li> <li>• Examine similarities and differences between varied ideas about God.</li> <li>• Explore the influence believing in God has on the lives of believers.</li> <li>• Explore the fact that many people do not believe in God.</li> <li>• Reflect on pupils’ own questions and ideas about God in light of their learning</li> </ul>

## Year 4

<p>What matters most to Christians and Humanists? (Christianity and non-religionist)</p>	<p>Why do some people think that life is a journey and what significant experiences mark this? (Christianity, Hindu and/or Jewish)</p>	<p>What can we learn from religions about deciding what is right and wrong? (Christianity, Jewish/non-religious people e.g. Humanist)</p>
<p>Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why?</p> <ul style="list-style-type: none"> <li>• Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils’ answers. • Talk about how having a ‘code for living’ might help people to be good.</li> <li>• Look at a Humanist ‘code for living’, e.g. Be honest; Use your mind; Tell the truth; Do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like?</li> <li>• Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life?</li> <li>• Find out about Christian codes for living, which can be summed up in Jesus’ two great commandments: ‘Love God and love your neighbour’.</li> <li>• Discuss what matters most, e.g. by ranking, sorting and ordering a list of ‘valuable things’: family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings.</li> <li>• Get pupils to consider why they hold the values which they do, and how these values make a difference to their lives.</li> <li>• Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them? • Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves?</li> </ul>	<p>Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life?</p> <ul style="list-style-type: none"> <li>• Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community: in Christianity, confirmation and ‘believers’ baptism’ or adult baptism, first communion and confession (Roman Catholic); sacred thread ceremony in Hinduism; bar/bat mitzvah/chayil in Judaism. Explore the symbols and rituals used, and the promises made. Do non-religious people e.g. Humanists mark these moments?</li> <li>• What meaning do these ceremonies have to the individual, their family and their communities?</li> <li>• Rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves.</li> <li>• Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions. What promises are made? Why are they important? Compare with non-religious ceremonies.</li> <li>• Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life?</li> <li>• Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life’s journey?</li> <li>• Create a ‘map of life’ for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life’s journey. Can anyone learn from another person’s ‘map of life’? Is a religion like a ‘map of life’?</li> <li>• Reflect on their own ideas about community, belonging and belief.</li> </ul>	<p>Explore teachings which act as guides for living within Judaism, Christianity, and a non-religious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists. What difference would it make if people keep these guides for living?</p> <ul style="list-style-type: none"> <li>• Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad, e.g. in Christianity, use Genesis 3 and the ‘Fall’, and Jesus resisting temptation in Matthew 4.</li> <li>• Share teachings from different religions that give examples of how to live ‘a good life’, e.g. Christian teaching from Jesus on the Beatitudes (Matthew 5: 2– 13).</li> <li>• Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is. Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance? If religions say that God inspires their rules for living, where do Humanists look for guidance?</li> <li>• Explore the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr). Consider how their religious faith inspired and guided them in their lives.</li> </ul>



## Year 5

What does it mean to be a Muslim in Britain today? (Islam)	If God is everywhere, why go to a place of worship? (Christianity, Hindus and Jews).	What does it mean to be a Christian in Britain today? (Christianity)
<ul style="list-style-type: none"> <li>• Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime?</li> <li>• Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (Ummah). Investigate how they are practised by Muslims in Britain today. Consider what beliefs, practices and values are significant in pupils' lives.</li> <li>• Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17, the Prophet's Night Journey. Find out about people who memorise the Qur'an and why (hafiz, hafiza).</li> <li>• Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad).</li> <li>• Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims.             <ul style="list-style-type: none"> <li>• Investigate the design and purpose of a mosque/masjid and explain how and why the a</li> </ul> </li> </ul>	<p>Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue.</p> <ul style="list-style-type: none"> <li>• Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be seen by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places?</li> <li>• Can pupils talk about a place where people might say or feel God is somehow more 'present'? What is special about these places?</li> <li>• Consider these definitions: 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn). Answer the key question in light of these definitions.</li> <li>• What different ways of worshipping can they find within Christianity? Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the 'body of Christ', mutual support through prayer and encouragement, music vs meditation, silence, simplicity, nature; some don't like institutions, hierarchies, crowds! Why do Christians worship in different ways?</li> <li>• Find out about alternative forms of Christian communities, e.g. <a href="http://www.freshexpressions.org.uk">www.freshexpressions.org.uk</a> Consider the appeal of these to some Christians.</li> </ul>	<p>Find out about how Christians show their faith within their families. What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. What kinds of things would Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class?</p> <ul style="list-style-type: none"> <li>• Explore what Christians do to show their faith within their church communities. What do they do together and why? Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, 'Messy Church', Girls Brigade, Boys' Brigade, Sunday services, different types of worship music, home groups. Ask some teenagers from two churches about how they show their faith.</li> <li>• Find out what Christians do to show their faith in how they help their local community. Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need. Obviously, Christians are not the only people who do these things, but find out why Christians and others do work hard to help people in their communities. What kinds of things do pupils at your school do to help others, and why?</li> <li>• Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid). See if th</li> </ul>

## Year 6

<p>What do religions say to us when life gets too hard? (Death—Islam, Judaism &amp; Christianity)</p>	<p>Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christianity, Muslims and non-religious e.g. Humanist).</p>	<p>What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)? (Christians, Muslims and Hindus)</p>
<p>Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life.</p> <ul style="list-style-type: none"> <li>Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc.</li> <li>Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too.</li> <li>Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that some people believe that death is the end of life, and that there is no afterlife.</li> <li>Learn some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also one non-religious view about what happens after death, e.g. Humanism.</li> <li>Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs.</li> <li>Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address.</li> <li>Reflect on and express clearly their own ideas, concerns and possibly worries about death and the idea of life beyond.</li> </ul>	<p>Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive;</p> <ul style="list-style-type: none"> <li>Work in a small group and present to the class an example of the most impressive religious art or architecture.</li> <li>Notice, list and explain similarities and differences between Christian and Muslim sacred buildings.</li> <li>Discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity.</li> <li>Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive.</li> <li>Compare Christian and Muslim ideas about art (e.g. contrasting views on presenting or not presenting God or people in art; use of calligraphy/ geometrical art vs representational art).</li> <li>Connect ways in which art and actions can reveal what people believe about God (e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might suggest that God is concerned with justice).</li> <li>Suggest reasons why some people may be critical of religious art/ architecture, and why some would defend it as important.</li> <li>Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?</li> </ul>	<ul style="list-style-type: none"> <li>Discover and think about the meanings of some key ideas in three religions, building on prior learning:             <ul style="list-style-type: none"> <li>Learn that for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather; find out how ahimsa links to ideas of karma and reincarnation.</li> <li>Find out about how Gandhi practised ahimsa in the liberation of India; if people believed in ahimsa, what difference would it make to farming, supermarkets, your meals, community relations, international relations? Why doesn't everybody believe in being harmless?</li> <li>Learn that for Christians the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything. Find out how this is illustrated by the story of the forgiving father/lost son (Luke 15: 11–32).</li> <li>Make links between the idea of grace, Christian belief in Jesus' death and resurrection as an expression of God's love, and Christian forgiveness today (Luke 23:34, John 3:16, 1 John 1:7–9).</li> <li>Ask some Christians about what they understand by grace from God, and find out what difference it makes to their lives. If they believe God forgives them for anything, does that mean that it doesn't matter if they do bad things?</li> </ul> </li> <li>Learn that for Muslims, the worldwide Muslim community is called the Ummah, and being part of the Ummah is expressed, e.g. in pilgrimage to Makkah and in shared welfare through zakat.</li> <li>Explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally.</li> <li>Ask good questions about these three key concepts and find out some answers to them.</li> <li>Discuss and consider the impact of ahimsa, grace and Ummah: if we all followed these ideas, how would life change?</li> <li>Make links between the three concepts: how are they similar and how different? Which has most impact and why? Weigh up the value and impact of these key ideas for themselves.</li> </ul>