

Islamia Religious Education – RE Long Term Overview

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	What makes people special to us?	What can we learn from special stories?	What times are special to us?	How should we look after our world?	What makes a place special?	What things are special to us?
YEAR 1	Transition from reception	What do Christians believe about God? P21	What can we learn from creation stories? (Hinduism) P22	Why is prayer important for people? P26	What does it mean to be a member of the Jewish community? P28	What role do festivals and holy days play in the life of faith? (Sikhism) p30
YEAR 2	What is Buddhism? P32	What is the place of the church in Christianity? P34	What does it mean to be a Hindu? P40	What is Islam? P24	How do we mark stages in the human journey? P38	What does it mean to be a Sikh? P42
YEAR 3	Why is pilgrimage important in some religious traditions P49	How do sacred scriptures inform religious beliefs? P47	What do Muslims believe? P57 Trip to Mosque	What is the significance of Easter within Christianity? P45	Why are festivals and celebrations so important in religious traditions? (Judaism) P55	What happens in a mosque? P89
YEAR 4	What does it mean to follow the Buddha? p63	How can significant figures inspire us? P61	What do sacred texts within Hinduism say about God? P65 Trip to temple – Synagogue	What does it mean to be a Muslim? P79	What do Jewish people believe about God? P59	What does Sikhism teach us about self-service? P51
YEAR 5	What does Buddhism teach us about human experience? P69	What is significant to Christians about Jesus' life and teaching? P71 Trip to Church – St Annes	What place do festivals, and celebrations have within Hinduism? P75	In what ways can the art and design express different beliefs? P73	How is human identity and belonging shaped by faith and belief? (Judaism) P77	What can we learn from symbols? P53
YEAR 6	How can religion promote peace and justice in our society? P87	Why is the Torah so important within Judaism? P83 Trip to Church – Synagogue	What contribution can religion make to our society?	What can we learn from Humanism? P81	What happens in the Gurdwara? P91	

Foundation Stage TEACHING UNITS AUTUMN 1: What makes people special to us?

This unit provides an opportunity for children to reflect upon the question of why people are special. Pupils are invited to consider those people who are special, including themselves, family members, their peers and those within the wider community. They are also able to explore those people who are special in religious communities today. Religious stories provide an ideal way of highlighting the special qualities of particular individuals who people of faith may hold to be special. Children will be able to see in the lives of such people those attributes that mark them out as special, including qualities such as vision, obedience, leadership, courage, kindness, wisdom and compassion. By investigating the notion of specialness in people, in both common life and in the world's religions, pupils will begin to engage with one of the significant issues that underpins good Religious and Worldviews Education, namely the question of what it is to be human.

Questions to explore	Learning objectives	Learning outcomes
<ul style="list-style-type: none"> • What makes a person special to us? • Which people are special to us? • Which people do we look up to? • What special jobs do some people do? • Who is special in the world today? • Which special people have there been in the past? • Why was Jesus a special person? • Which other religious figures are special? • Which Humanist figures are special? 	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> • Recognise that all people are unique, special and should be treated with respect. • Understand that people of faith will believe that all people are loved by God. • Appreciate the important qualities that characterised the lives of founding figures and leaders within the world's principal religious and Humanist traditions. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Talk about people who are special to them, including themselves, other children in their class and people within the wider community. • Say what qualities make other people special to them. • Identify and speak about the qualities that make people associated with religious origins special, for example Abraham, Mary, Jesus, the Prophet Muhammad, Gautama Buddha and Guru Nanak Nehru, Albert Einstein. • Talk about the attributes that made these religious figures so special.
Possible teaching activities	Key vocabulary	Early Learning Goals
<ul style="list-style-type: none"> • Learn about and discuss the importance of religious figures, including Moses, King David, Jesus, Mary, the Apostle Paul, the Prophet Muhammad, Gautama Buddha and Guru Nanak. • Listen to biblical parables that highlight how special people are in the eyes of God (for example, the Lost Sheep, the Prodigal Son). • Draw pictures of special people. • Each child can make a zigzag book about themselves and those who are special in their lives, such as family members. • Discuss the special people who care and look after us, for example doctors, the emergency services and leaders in local religious communities. 	<p>Unique, special, courageous, kind, wise, visionary, protective, loving, thoughtful, generous, thoughtful, considerate, the Bible, the Qur'an, parable, Mary, Jesus, the Prophet Muhammad, Gautama Buddha, Guru Nanak, Bertrand Russell, Nehru.</p>	<ul style="list-style-type: none"> • Communication and language: Listening and attention; Understanding; Speaking. • Personal, social and emotional development: Self-confidence and self-awareness; Making relationships. • Literacy: Reading; Writing. • Understanding the world: People and communities. • Expressive arts and design: Exploring and using media and materials; Being imaginative.

Recommended resources

- Leila Azzam (1985) *The Life of the Prophet Muhammad*, The Islamic Texts Society.
- Lisa Bullard (2002) *Marvelous Me: Inside and Out*, Picture Window Books.
- Nick Butterworth (2005) *Stories Jesus Told: Favourite Stories from the Bible*, Candle Books.
- Barbara Hume and Annie Sevier (1991) *Starting with Me: Topic Ideas for the Teaching of History, Geography and Religious Education to Children from Five to Seven*, Belair Publications.
- Jennie Lindon (1999) *Understanding World Religions in Early Years Practice*, Hodder & Stoughton.
- Humera Malik (2017) *The Story of the Holy Prophet Muhammad*, Green Key Press.
- Diana Mayo (2008) *My Little Picture Bible*, DK Children.
- Elaine McCreary (2008) *Teaching Religious Education: Primary and Early Years (Achieving QTS Series)*, Learning Matters: Chapter 7, pp. 81-93.
- Rungeen Singh (2009) *The Charismatic Guru Nanak*, Young Learner Publications.
- Whitney Stewart (2009) *Becoming Buddha: The Story of Siddhartha*, Stone Bridge Press.
- All of Us Campaign: <http://allofuscampaign.com/>
- My Prophet Muhammad PBUH – Published by Learning (www.learningroots.com)
- The Prophet Muhammad stories for children (published by Goodword, author Saniyasnain Khan available from Darussalam <https://darussalam.com/>)
- 356 Prophet Muhammad Stories (Author Saniyasnain Khan, published by Goodword, available from Darussalam book store) <http://www.goodwordbooks.com/>

Animation / Video clips

- What is Islam? <https://youtu.be/R241JF7zHwY>
- What happens in a mosque? <https://www.youtube.com/watch?v=GWi7pIHFJl8>
- The Quran <https://youtu.be/7zLz7YHqHp4>

Foundation Stage TEACHING UNITS AUTUMN 2: What can we learn from special stories?

In this unit, pupils will explore the importance of stories as bearers of truth about the human condition. They will be invited to hear and think about a variety of religious stories as well as non-religious stories that may open up questions and themes that overlap with the beliefs and practices that are associated with the world's religious traditions. Stories may be used as a way of stimulating the imagination and curiosity of children and in provoking reflection on questions of meaning, purpose and value in their lives. They often open up big, and sometimes unanswerable, questions about the human experience and can provide the starting point for a variety of expressive activities. These may include creative writing, artistic endeavours and discussion about the underlying concerns within each story

Questions to explore	Learning objectives	Learning outcomes
<ul style="list-style-type: none"> • Why do we love stories? • What are our favourite stories? • Can fiction tell us what is true? • What do stories tell us about God? • Why did Jesus teach using stories (parables)? • What can we learn from religious stories? • Why are religious stories regarded as sacred? • What can we learn from non-religious stories? 	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> • Recognise that we all have a favourite story or stories. • Understand that some stories have particular importance to people of faith. These include those within the Bible (for Jews and Christians), the Qur'an (for Muslims) and the Ramayana (for Hindus). • Appreciate the significance of the stories that tell of the lives of important religious figures, such as the Buddha, Moses, Jesus, the Prophet Muhammad and Guru Nanak. • Learn that sacred scriptures are to be treated with special respect. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Talk about the stories that are most special to them. • Know that books of religious stories have a special status as Holy Scripture for people of faith. • Acknowledge that stories from different religions will teach different things about the nature of God and about humanity. • Recall and respond to several important religious stories, such as those associated with the Creation (Judaism, Christianity and Islam), Exodus (Judaism), Christmas and Easter (Christianity), the revelation of the Qur'an (Islam) and Rama and Sita (Hinduism).
Possible teaching activities	Key vocabulary	Early Learning Goals
<ul style="list-style-type: none"> • Discuss why stories are special. • Listen and respond to stories about the life of Jesus, the Prophet Muhammad, Gautama Buddha and Guru Nanak. • Listen to the story of Rama and Sita from the Ramayana and learn about how this is recalled at Diwali. • Explore the objects used that are associated with sacred scriptures, for example a Yad (the Torah), a lectern (Christianity), a stand (the Qur'an) and the Guru Granth Sahib's takht or throne (Sikhism). • Hear some non-religious stories (e.g. Dogger, Hansel and Gretel, and the Elves and the Shoemakers) and discuss the spiritual themes (e.g. loss and retrieval, sacrifice, pilgrimage and compassion) that they contain. 	<p>Story, fiction, truth, fable, parable, Holy Scripture, sacred texts, Bible, Qur'an, Torah, meaning, character, meaning, spiritual, love, memory.</p>	<ul style="list-style-type: none"> • Communication and language: Listening and attention; Understanding; Speaking. • Personal, social and emotional development: Managing feelings and behaviour. • Literacy: Reading; Writing. • Understanding the world: People and communities. • Expressive arts and design: Being imaginative

Recommended resources

- Shoshana Boyd Gelfand (2017) *Jewish Tales*, Barefoot Books.
- Nick Butterworth (2005) *Stories Jesus Told: Favourite Stories from the Bible*, CandleBooks.
- Frasier Cox (2017) *There's a Boy Just Like Me*, Little Tiger Press.
- Yahiya Emerick (2014) *My First Holy Qur'an for Little Children*, CreateSpace Independent Publishing Platform.
- Anita Ganeri (2013) *Buddhist Stories*, Tulip Books.
- Anita Ganeri (2013) *Hindu Stories*, Tulip Books.
- Anita Ganeri (2013) *Islamic Stories*, Tulip Books.
- Anita Ganeri (2013) *Jewish Stories*, Tulip Books.
- Anita Ganeri (2013) *Sikh Stories*, Tulip Books.
- Anita Ganeri (2017) *The Divali Story*, Tulip Books.
- Shirley Hugues (2009) *Dogger*, Red Fox.
- Sara Khan (2017) *My First Book about the Qur'an*, The Islamic Foundation.
- CS Lewis (2009) *The Lion, the Witch and the Wardrobe*, HarperCollins Children's Books.
- Elaine McCreary (2008) *Teaching Religious Education: Primary and Early Years* (Achieving QTS Series), Learning Matters: Chapter 7, pp. 81-93.
- Maggie Pearson (1995) *A Treasury of Stories from the Old Testament*, Larousse Kingfisher Chambers.
- Charlotte Ryton (2008) *The Lion Book of Five-Minute Parables*, Lion Hudson.
- Shahada Sharelle Abdul Haqq (2008) *Stories of the Prophets in the Holy Qur'an*, The Light Inc (US).
- *Understanding Humanism*: <https://understandinghumanism.org.uk/>
- The Prophet Muhammad story book (Author Saniyasnain Khan, published by Goodword, available from Darussalam book store)
- School Muslim Pack – available for FREE from Discover Islam (www.discoverislam.co.uk/school)

YEAR 1 TEACHING UNITS AUTUMN 1: What do Christians believe about God?

The unit will provide an opportunity for pupils to engage with and consider the significance of the central beliefs of Christianity as they relate to belief about the nature of God. It will introduce the Christian doctrines of God's indivisible yet triune nature, the concept of revelation, the importance of the Bible and the place of Jesus within the Christian faith.

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> Where do Christians derive their understanding of God from? What does the Bible say about God? How does Jesus represent God? For Christians, what are the main attributes of God? What do Christians mean by the Trinity? For Christians, how does God show his love for humanity? 	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> Understand that Bible is the principal source for Christians in their understanding of God. Recognise the central place of Jesus as the revelation of God. Understand that Christians believe in God as Creator, redeemer and sustainer. Appreciate the likeness of human beings to God and the love of God for humanity. Recognise the role of worship in shaping the Christian understanding of God (for example, baptism, eucharist, prayer, confession). 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> Talk about the importance of belief in God for Christians. Articulate the significance of Jesus as the image of the invisible God and the sign of God's love. Identify and discuss the distinctive attributes of the three persons of the Holy Trinity: Father, Son and Holy Spirit (for example, Creator, Saviour, Sustainer). Retell a Bible story that underlines the Christian doctrine of God. Say how Christian worship reflects belief in God.
Possible teaching activities	Key vocabulary	Learning outcomes (AT2)
<ul style="list-style-type: none"> Listen to Bible stories that present the Christian belief about God (for example, the parables of the Prodigal Son and the lost sheep, the stories of the feeding of the 5,000 and the raising of Lazarus). Invite a leader from a local church to speak to the children about their understanding of God and to take questions from the class. Examine and reflect upon the stories of Jesus' birth and his passion, death and resurrection. Invite children to consider their underlying meaning. Study the beliefs and actions associated with the sacraments of baptism and eucharist. Encourage children to identify the way in which these rites highlight Christian belief in God. Reflect upon artistic representations of Jesus. Lead children in a study of the Lord's Prayer and discuss how this shows Christian belief. Reflect upon the different names of Jesus or God (for example, Good Shepherd, King, Saviour, eternal High Priest, Creator, Redeemer, protector, judge, Lord, friend). 	<p>God, Jesus, revelation, Trinity, Father, Son, Holy Spirit, incarnation, Creator, love, Bible, church, parable, story, love, baptism, Eucharist</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> Discuss the similarities and differences between the Christian belief in God and the beliefs about God held by members of other religious traditions. Articulate the meaning of the statement 'God is love' and discuss how belief in this principle shapes the lives and actions of Christians today. Identify the different features of, and artefacts contained within, a church and point to the way in which these highlight different aspects of the Christian understanding of God. Describe how, in Christianity, as in other religions, God is essentially mysterious. Speak about the relationship between God and peace and, in particular, the notion of Jesus as the Prince of Peace.

Recommended resources

- Derek Bastide (2007) *Teaching Religious Education 4-11*, Routledge (pages 62-92, 171-177).
- Lat Blaylock (2012) *Opening up Christianity*, RE Today Services.
- Alan Brown (2006) *World of Faiths: Christianity*, QED.
- Anita Ganeri (2017) *Christianity*, Raintree.
- Anne Geldart (1999) *Examining Religions: Christianity*, Heinemann.
- Honor Head (2009) *Christianity*, Wayland.
- Susie Hodge (2009) *Christianity*, Heinemann.
- Ruth Holmwood (1996) *Living Religions: Christianity (Parts One and Two)*, Nelson.
- Elaine McCreery (1995) *Ideas Bank Religious Education: Christianity*, Folens.
- Fiona Moss (2014) *RE Ideas: Christmas*, RE Today Services.
- Sue Penney (2008) *Christianity*, Heinemann.
- Kathryn Walker (2007) *World Religions Today: Christianity*, Wayland.
- RE:Online – Christianity subject knowledge: <https://www.reonline.org.uk/subject-knowledge/christianity/>
- RE:Online – teaching resources (select Christianity from the RELIGION/WORLDVIEW dropdown menu): <https://www.reonline.org.uk/teaching-resources/>

YEAR 1 TEACHING UNITS AUTUMN 2: What can we learn from Creation stories?

This unit will explore the religious notion of God as Creator and ultimate source of all that there is. The unit will examine the idea of Creation as both a primal event and as an ongoing process. The study of Creation stories and reflection about the way in which people of faith seek to respond to a belief in God as Creator will provide a way to explore this theme. Pupils will also examine and reflect upon contemporary issues associated with the natural world and the responsibility we all share for looking after the Earth.

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> • What does religion teach us about origins? • Where does our idea of beauty come from? • How does the Bible help Jews and Christians to understand Creation? • What do other religious traditions believe about Creation? • How can religious and scientific views about Creation be harmonised? • Is Creation an ongoing process? • What makes our world so special and how do faith communities seek to look after it? 	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> • Understand the key elements of the biblical account of the Creation. • Talk about the significance of Creation stories within other religious traditions. • Appreciate the ethical responsibilities associated with looking after our planet. • Understand the importance of importance of the Harvest and Sukkot festivals. • Recognise the contribution of science and its compatibility with religious conceptions. • Speak about the imperative to care for the Earth within all religious traditions. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Retell more than one Creation story and identify the religious traditions that they belong to. • Identify the most important aspects of the Creation accounts in different religious belief systems. • They should be able to speak about the ongoing processes involved in creation. • Articulate an understanding of what the notion of God as Creator means to people of faith. • Highlight the responses that faith communities make to a belief in divine Creation, in both worship and practical contexts.
Possible teaching activities	Key vocabulary	Learning outcomes (AT2)
<ul style="list-style-type: none"> • Read, reflect upon and discuss Creation stories, in either book or video format. • Read some of the Creation Psalms (e.g. Psalms 8, 19, 22, 33, 65, 100 and 102) and use these as the basis for responses in poetry or art. • Discuss the status of these stories as mythopoetic statements. • Compose prayers or other statements of thanksgiving for the natural world. • Study the ceremonies and actions involved in the festivals of Harvest and Sukkot. • Examine the role of Brahma, the god of creation, within the Hindu religious tradition. • Create artwork on the theme of Creation. • Discuss the ways in which the natural world is being damaged by human activities. 	<p>Creation, Creator, faith communities, religious traditions, Bible, Genesis, sacred scriptures, story, myth, science, Harvest, Sukkot, responsibility, stewardship, environment, beauty.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Reflect on the importance of Creation stories. • Speak about the similarities and differences between different religious understandings of Creation. • Consider the sense of beauty, awe and wonder that accompany some facets of the natural world. • Express their ideas about how we all share a responsibility for looking after our planet and how this expectation is understood within different religious traditions. • Identify activities in their own lives where they are creative. • Recognise the importance of scientific advances, particularly following the theory developed by Charles Darwin, in relation to evolution and acknowledge that, for many religious believes, there is no conflict between religion and science.

Recommended resources

- Rasamandala Das and Ananta Shakti (2005) *Creation: A Story from Ancient India*, Iskcon Educational Services.
- Rachel Elliot (2017) *In the Beginning: The Story of Creation*, Parragon.
- David Haidle (2009) *The Creation Story for Children*, New Leaf Publishing.
- Mindy MacDonald (2007) *The 7 Days of Creation*, Multnomah Press.
- Margaret Mayo (1995) *The Orchard Book of Creation Stories*, Orchard.
- Jane Ray (1996) *The Story of Creation*, The O'Brien Press.
- Ruth Samuels (1973) *Bible Stories for Jewish Children: From Creation to Joshua*, Ktav Pub & Distributors Inc.
- Paul Turner (2018) *When God Made Light*, Waterbrook Press.
- Desmond Tutu (2014) *Let There Be Light*, Zonderkidz.
- Jeanna Zivalich (2014) *A Children's Bible Story about Creation*, CreateSpace Independent Publishing Platform.
- Buddhist Understanding of the Universe: https://www.bbc.co.uk/religion/religions/buddhism/beliefs/universe_1.shtml
- Hindu Creation Story: <https://www.youtube.com/watch?v=Y9yWwFWpbRo>
- Islam Creation Story: <http://www2.nau.edu/~gaud/bio301/content/isrst.htm>
- Islamic Mythology: https://en.wikipedia.org/wiki/Islamic_mythology#Creation_of_humanity
- Sikh Beliefs about Creation: <https://www.learnreligions.com/sikhs-believe-about-god-and-creation-2993486>
- Sikh Creation Stories: <https://creationstoriesmyths.weebly.com/sikhism.html> (see also <https://www.basicsofsikhi.com/> and <https://www.sikhnet.com/>)

YEAR 2 TEACHING UNITS AUTUMN 1: What is Buddhism?

In this unit, pupils will engage with the ancient non-theistic religious tradition of Buddhism. They will learn about the life, sayings and teachings of the Siddhartha Gautama (the Buddha); the Buddhist understanding of the human cycle of birth, death and rebirth; the central principles of Buddhism, including the Four Noble Truths, the Eightfold Path, the Three Jewels, the Three Poisons and the Five Moral Precepts; the expression of Buddhism encountered in Buddhist communities of monks and nuns (the Sangha); and the practices associated with contemporary Buddhism.

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> • What is Buddhism? • Where and when did Buddhism begin? • What does it mean to be a Buddhist? • Who was Siddhartha Gautama (the Buddha)? • What are the most important elements in the Buddha's life? • How did the Buddha achieve enlightenment? • What does Buddhism teach us about the human condition? • How are Buddhists guided to live today? • What is the Sangha? 	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> • Appreciate the distinctive place of Buddhism as a non-theistic religious tradition. • Recognise that the principal role of Buddhism is about diagnosing the human condition and offering a path for all to follow. • Understand the Buddha's teaching about suffering (Dukkha) and the role of meditation in promoting enlightenment. • Appreciate the importance of compassion, wisdom and ethical conduct. • Be sensitive to the primary place of practice within the Buddhist tradition. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Speak about who the Buddha was, what he taught and how he achieved enlightenment. • Describe the main events in the life of the Buddha. • Recall and discuss the Four Noble Truths as they related to human suffering. • Identify and talk about the elements of the Eightfold Path. • Identify the Three Jewels (or Three Refuges): the Buddha, the dharma and the Sangha. • Explain why Buddhism is growing within the world today.
Possible teaching activities	Key vocabulary	Learning outcomes (AT2)
<ul style="list-style-type: none"> • Discuss the question of human suffering and the origins of this aspect of our experience. • Read stories about the Buddha and discuss the lessons that may be learned from these. • Discuss the sacrifices that the Buddha made and how we may learn from these in our own lives. • Create artwork based on the wheel of life (or the Eightfold Path). • Visit a Buddhist temple or vihara and listen to a member of the community describe the nature of life within the Sangha. • Invite a Buddhist into the classroom to speak to pupils about Buddhist beliefs and practices. • Engage children in drama or role-play based on the forbidden acts within the Five Moral Precepts. 	<p>Buddha, Buddhism, bodhisattva, dharma, Four Noble Truths, Eightfold Path, Five Moral Precepts, enlightenment, Four Sights, Three Jewels, Three Poisons, Sangha, Sa s ra, puja, stupa, nirvana, anicca, anatta, karma, dukkha, meditation, lotus flower, eight-spoked wheel symbol, monastery, vihara.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Make connections between the Dharma (the Buddha's teachings) and their experience of life. • Acknowledge the importance of meditation within Buddhist practice and be able to discuss the benefits of this. • Discuss how the Five Moral Precepts (that harming living things, sexual misconduct, intoxication, theft and wrong speech) relate to human life in contemporary society. • Discuss how karma (the law of cause and effect) is applicable to their own circumstances and experiences of life. • Identify the challenges and benefits of letting go of one's possessions, which is required of Buddhist monks and nuns.

Recommended resources

- Steve Clarke (2005) *Buddhism: A New Approach*, Hodder & Stoughton.
- Anita Ganeri (2018) *Buddhism*, Raintree.
- Anne Geldart (2002) *Buddhism Today*, Heinemann.
- Thich Nhat Hanh (2012) *A Handful of Quiet: Happiness in Four Pebbles*, Parallax Press.
- Bradley Hawkins (1999) *Religions of the World: Buddhism*, Routledge.
- Deborah Hopkinson (2018) *Under the Bodhi Tree: A Story of the Buddha*, Sounds True.
- Dharmachari Nagaraja (2017) *The Calm Buddha at Bedtime: Tales of Wisdom, Compassion and Mindfulness to Read with Your Child*, Watkins Publishing.
- Sue Penney (2006) *Introducing Religions: Buddhism*, Heinemann.
- Geoff Teece (2003) *Religion in Focus: Buddhism*, Watts.
- Mel Thompson (2003) *Buddhism*, Belitha.
- Kathryn Walker (2007) *World Religions Today: Buddhism*, Wayland.
- Cavan Wood (2002) *Modern World Religions: Buddhism*, Heinemann.
- The story of the Buddha for children: <https://www.youtube.com/watch?v=3gK4VO9roE>
- The Buddhist stories of Siddhartha and the Swan and the Monkey: <https://www.youtube.com/watch?v=J-UwllloVveI>
- Buddhist teaching for children – this precious life: <https://www.youtube.com/watch?v=P34GA4Jn0H0>
- The life of the Buddha for children: <https://www.youtube.com/watch?v=nsN7NLS-0ji>
- RE:Online introduction to Buddhism: <https://www.reonline.org.uk/subject-knowledge/buddhism/>
- RE:Online teaching resources (select Buddhism from the RELIGION/WORLDVIEW dropdown menu): <https://www.reonline.org.uk/teaching-resources/>

YEAR 2 TEACHING UNITS AUTUMN 2: What is the place of the church in Christianity?

The unit on the church will introduce pupils to the purpose, features, functions and activities of the principal place of worship within Christianity. It will enable pupils to learn about the multiple meanings associated with the word 'church' within the Christian tradition and to identify the place of the church in building the Christian community, in public worship and in initiatives that promote community wellbeing. The unit will also explore distinctive aspects of churches in different Christian denominations

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> • What does the church mean for Christians? • What are the biblical origins of the Church? • What is meant when the church is described the body of Christ or the bride of Christ? • What are the main features of churches? • How does church design reflect Christian belief? • How is the church used for Christian worship? • Who are the people who are responsible for leading churches and cathedrals? • How do churches vary amongst the different Christian denominations? 	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> • Recognise that the word 'church' carries different meanings: theological, institutional, sociological and architectural. • Appreciate that Christians understand the church as both united to, and as an expression on earth of, Jesus. • Recognise that the church is also symbolic of the Christian community. • Understand the significance of the church for Christian worship. • Be sensitive to the forms of behaviour and activities that are appropriate within a church. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Speak about the importance of the church for Christians. • Describe the biblical origins of the church. • Identify the most significant features, objects and symbols of church buildings. • Speak about how the church is used for worship in different Christian denominations. • Identify the principal types of service and ceremony that take place in churches. • Appreciate the special significance of Sundays for Christian worship.
Possible teaching activities	Key vocabulary	Learning outcomes (AT2)
<ul style="list-style-type: none"> • Reflect on the role that Jesus assigns to Peter as the foundation of the church. • Discuss the Christian doctrines of the visible and invisible church. • Discuss the Christian belief that the church represents the body of Christ. • Look at and discuss pictures of different kinds of church building. • Visit a church to learn about the elements of Christian worship and find out about the role of a priest, pastor, vicar or minister. • Hear from children who have witnessed a baptism, wedding or funeral in a church. • Experience periods of silent contemplation in an empty church building. • Share insights about the impact of visiting a church 	<p>Church, abbey, cathedral, monastery, nave, aisles, stained-glass windows, graveyard, monuments, reredos, font, altar, Bible, prayer book, chalice, Eucharist, chancel, sanctuary, pulpit, tower, spire, lectern, candles, vicar, dean, bishop, congregation, church hall.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Speak about the similarities and differences between churches and sacred buildings in other religious traditions. • Identify the meanings associated with the features of the church and the elements of Christian liturgy. • Discuss the social function of the church as a centre for initiatives to promote community wellbeing and social justice. • Outline the role that the church plays in developing and supporting a community. • Reflect on the feelings and emotions generated by significant Christian buildings, including ancient churches, cathedrals and abbeys. • Identify the roles played by different people involve in the life of a church.

Recommended resources

- Mark Child (1998) *Church Architecture: A Glossary of Terms*, Shire Publications.
- Kathleen Crawford (2010) *My Communion Book: A Child's Guide to Holy Communion*, Church House Publishing.
- Kimberly Fries (2019) *Lectio Divina for Little Ones*, Independently Published.
- Jesse Haack (2018) *The Mass: A Bring-to-Church Coloring Book*, Independently Published.
- Rebekah McLeod Hutto (2016) *The Day When God Made Church: A Child's First Book About Pentecost*, Paraclete Press.
- Maite Roche (2009) *My Little Missal*, Catholic Truth Society.
- Susan Sayers (1993) *My Holy Communion Book*, Kevin Mahew Ltd.
- Margaret Withers (2017) *Welcome to the Lord's Table Activity Book*, Bible Reading Fellowship.
- Rosie goes to church: A children's guide the church (Part 1): <https://www.youtube.com/watch?v=6rEzegfhrWQ>
- Rosie goes to church: A children's guide the church (Part 2): https://www.youtube.com/watch?v=wB_xE2uZV_8

YEAR 3 TEACHING UNITS **AUTUMN 1 – changed to Spring** : What is the significance of Easter within Christianity?

This unit will explore the importance of Easter and the period leading up to it (Lent) for Christians in churches across the world. It will enable pupils to understand the biblical foundations for this period within the Christian year, the theological significance of the events associated with the period, and the way in which they are marked by the church.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> Why is Easter such an important Festival and season within the Christian year? What is the connection between Easter and the Jewish festival of Pesach (Passover)? Why do Christians mark the period of Lent before Easter as a season of prayer, fasting and penance? What is the significance of the Solemnity of Ash Wednesday? What does Good Friday represent and why is it so significant within the context of the Easter story? What do Christians mean by the notions of salvation, redemption and hope? What are the implications of the resurrection for the Christian understanding of life after death? How do Christians celebrate Easter within the church? 	<ul style="list-style-type: none"> Study, discuss and reflect upon the narratives associated with Easter (Jesus' entry into Jerusalem, his agony in the Garden, his arrest, trial, crucifixion, resurrection and appearance to the disciples). Invite a priest or another Christian to speak to the pupils about how Ash Wednesday, Lent, Holy Week and Easter are observed within a church. Explore art based on the Easter story. Discuss the meaning of salvation for Christians. Study the elements of the Easter vigil service. Discuss the significance of, artefacts associated with Easter such as crosses and crucifixes, candles and items used in the celebration of the Eucharist. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> Describe the key events within the Christian season of Lent, the events of Holy Week and the celebration of Easter Day. Explain how these are linked to the biblical stories about Jesus' passion, death and resurrection. Connect the Easter story with Christian doctrines and practices, such as salvation, penance and reconciliation, forgiveness, heaven, eternal life, imposition of ashes, foot-washing and the celebration of the Eucharist. Identify the meaning of the key symbols found in artistic representations of the crucifixion and the resurrection. Express the significance of Jesus' death and resurrection for Christians.
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> Recognise that, for Christians, Easter is the most important festival in the year. Understand that Easter is the term for a season in the liturgical year, as well as a single day, which lasts for 50 days until the Feast of Pentecost. Appreciate the solemnity of the period preceding Easter, known as Lent, and understand the importance of particular points within this season, such as Ash Wednesday, Mothering Sunday and Passiontide. Acknowledge the importance and theological significance of Jesus' death and resurrection for Christians. Recognise that, for Christians, Jesus remains as a presence in the world through the church, in the Eucharist and through the Holy Spirit. 	<ul style="list-style-type: none"> Discuss the religious significance of the feelings associated with the observation of Jesus' passion, death and resurrection, including sorrow and joy. Create a display to present the key ideas associated with Jesus' passion, death and resurrection. Reflect upon the experiences of the principal characters in the Easter story (e.g. Judas, Peter, Mary, Pontius Pilate, Barrabas, Jesus) Consider the connections between the Christian themes of sorrow and sacrifice and the presence of these elements in other religious traditions (such as Yom Kippur in Judaism and Eid al-Adha in Islam). Visit a church during Lent and discuss the significance of its appearance (for example, without flowers). Create poetry or art based on the events in Jesus' life, passion, death and resurrection that are associated with the Easter story. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> Explain how many Christians mark the liturgical year and why this observation is important to them. Explain how the events of Easter may have impacted the lives of the major characters included within the biblical story. Articulate their own response to the stages in the Easter narrative and identify where these connect with personal experiences of sorrow, lament, joy and celebration. Propose questions for exploration associated with the story of Easter and suggest responses based on their own insights. Be aware of and sensitive to the faith that Christians hold regarding the death and resurrection of Jesus and recognise the centrality of these beliefs within the church.

YEAR 3 TEACHING UNITS **AUTUMN 1**: How do sacred scriptures inform religious beliefs?

In this unit, pupils will have the opportunity to explore the significant role that sacred scriptures play as sources of authority within religious tradition. The unit will examine the status, content, function and purpose of holy texts and consider the part they play in both individual and collective religious practices.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> • What are sacred scriptures? • What do we know about the authorship of different sacred scriptures? • What are the principal scriptural sources of authority in each of the principal religious traditions? • What do sacred scriptures say about God, the revelation of God to humanity and the way in which human life should be lived? • How are sacred scriptures incorporated within acts of private or collective worship? • How are sacred scriptures handled and treated within different religious traditions? • What norms govern the interpretation of sacred scriptures within religious communities? 	<ul style="list-style-type: none"> • Examine the structure, organization, content and major themes within the core holy texts that are associated with each major religious tradition. • Listen to stories of portions of teaching from some of the principal sacred scriptures and discuss their meaning and importance for religious beliefs. • Explore the insights that different holy scriptures offer about the nature of God within various religious traditions. • Watch videos that demonstrate the ritual actions connected with the use of holy scriptures (e.g. Torah and Gospel processions, veneration of the Guru Granth Sahib and the recitation of the Qur'an). • Listen to members of religious communities speaking about the importance of sacred scriptures in their life and faith. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Identify the sacred scriptures that are associated within each of the world's principal religious traditions. • Speak about how and when these texts came into existence and the processes of authorship, redaction and interpretation that are connected with each from of scripture. • Identify the central purpose and key themes in each sacred scripture. • Discuss the relationship between sacred scripture and divine revelation. • Describe the way in which sacred scriptures are used, both in personal prayer and devotion, and in acts of public prayer and worship in religious buildings.
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> • Appreciate the special importance that is attached to sacred scriptures within religious traditions. • Understand the connection between holy texts and the beliefs that are central to religious traditions. • Recognise the role of sacred scriptures in shaping forms of religious behaviour and action. • Recognise that sacred scriptures are used within both personal devotions (such as daily prayer) and in collective worship. • Recognise that sacred scriptures are highly esteemed or venerated in many religious traditions. • Appreciate that holy texts are treated with respect by members of religious communities. 	<ul style="list-style-type: none"> • Discuss books and stories that are of particular personal importance to pupils and compare these responses to the place of scripture in faith communities and religious traditions. • Study the ethical principles promoted by holy texts and consider how relevant these are in contemporary society. • Examine, discuss and reflect upon the different ways in which sacred scripture has influenced the visual arts, drama, film, fiction and poetry. • Identify and discuss the areas of common ground between holy texts from different religious traditions. • Discuss the importance of specific languages, such as Arabic, Hebrew, Sanskrit, Greek and Latin, in the transmission and ongoing oral traditions associated with sacred scriptures. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Articulate what they understand by sacred scripture with reference to their own and others' faith or belief tradition. • Describe the role and relevance of sacred scripture within religious traditions and within society and culture more broadly. • Be aware of and be able to express the customs, traditions and actions that are appropriate in connection with the handling sacred texts. • Be able to speak about how sacred scriptures have influenced their own (if appropriate) and others' lives. • Speak about the role of sacred scripture in offering guidance to individuals and communities in response to circumstances of both joy and sorrow, as well as in shaping codes for living well together.

Key vocabulary

Sacred text, Scripture, holy book, Bible, Gospels, Greek., Latin, Vedas, the Upanishads, Bhagavad Gita, the Mahabharata, the Puranas, Ramayana, Sanskrit, the Qur'an, Arabic TaNaKh, Torah, Haftarah, Hebrew, sofer (ritual scribe), Sefer Torah (Torah scroll), aron kodesh (Torah ark), Buddhavacana (the words of the Buddha), the Guru Granth Sahib, the Agam Sutras (Jainism), the works of `Abdu'l-Bahá (Bahá'í), the Avesta (Zoroastrianism), rehal (book rest for the Qur'an), lectern, legillum, ambo, bimah, yad, tallit, kippah, incense, lectionary, Simchat Torah, portion, chapter, verse, surah, the Basmala, or Bismillah ('In the name of God, the Most Gracious, the Most Merciful' – the phrase recited before each surah of the Qur'an, except for the ninth, is read).

Recommended resources

- (2013) *The Children's Bible*, DK Children.
- (2009) *The Usborne Children's Bible*, Usborne Publishing Ltd.
- Mary Batchelor (1995) *The Children's Bible in 365 Stories*, Lion Children's Books.
- Yahiya Emerick (2011) *The Meaning of the Holy Qur'an for School Children*, CreateSpace Independent Publishing Platform.
- Anita Ganeri (2002) *The Guru Granth Sahib and Sikhism*, Evans Brothers Ltd.
- Anita Ganeri (2009) *The Birth of Krishna*, Franklin Watts Ltd.
- Anita Ganeri (2013) *Buddhist Stories*, Tulip Books.
- Anita Ganeri (2013) *Christian Stories*, Tulip Books.
- Anita Ganeri (2013) *Islamic Stories*, Tulip Books.
- Anita Ganeri (2013) *Hindu Stories*, Tulip Books.
- Anita Ganeri (2013) *Jewish Stories*, Tulip Books.
- Anita Ganeri (2013) *Sikh Stories*, Tulip Books.
- Seth Hunerwadel (2019) *Torah: Hebrew Transliteration Translation: Genesis, Exodus, Leviticus, Numbers & Deuteronomy*, Independently Published.
- Hemant Kanitkar (1994) *Discovering Sacred Texts: Hindu Scripture*, Heinemann.
- Sara Khan and Alison Lodge (2017) *My First Book about the Qur'an*, The Islamic Foundation.
- Belinda McCallion (2018) *Children's Torah Activity Books 1-5*, Lang Book Publishing.
- Tracy Newman and Viviana Garofoli (2018) *Simchat Torah Is Coming*, Lerner Publishing Group.
- Fazlur Rahman (2009) *Major themes of the Qur'an*, The University of Chicago Press.
- Sandhya Rajesh (2019) *The Ramayana: A Tale from Ancient India*, Independently Published.
- Arshia Sattar (2018) *Ramayana: An Illustrated Retelling*, Restless Books.
- Sahih International – translation (2019) *The Qur'an (Quran): With Surah Introductions and Appendices*, Maktabah Publications.
- Mardijah Aldrich Tarantino (2012) *Marvelous Stories from the Life of Muhammad*, The Islamic Foundation.
- Kitz & Finn talk about the Quran
- <https://youtu.be/7zLz7YHqHp4> FREE Rehal available from Discover Islam

YEAR 4 TEACHING UNITS AUTUMN 1: What do Jewish people believe about God?

This unit will examine the issue of how God is understood within Judaism. It will explore the different names and titles of God, the notion of God's presence on earth and the way in which belief in God is translated into behaviour by Jewish people by observation of the mitzvot (commandments).

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> • What do Jewish people believe about the existence and nature of God and the importance of monotheism? • What is the source of Jewish beliefs about God? • In what way has God revealed himself on earth? • What is the relationship between God and the Jewish people, his carnal presence on earth? • What different names and titles are used for God within Judaism? • Why do some Jews choose to write God as G-d and do not speak directly about God? • How do Jewish beliefs about God shape the Jewish way of life and Jewish worship? • What role do rabbis play in the Jewish community? 	<ul style="list-style-type: none"> • Study some of the names and titles of God in Judaism and reflect on their meaning. • Examine the way in which Jewish people pray and worship God through discussion of key objects (e.g. kippot, tallitot, tefillin, a mezuzah and the Shema). • Explore Jewish ideas about life after death. • Read stories from the Bible that describe the nature of God and his engagement with the Israelites. • Study the words of the Shema (Deuteronomy 6.4-9) and discuss what this says about God. • Study the first five of the Ten Commandments (Exodus 20.2-11) and discuss what these statements reveal about God for Jewish people. • Visit a synagogue and see the Sefer Torah. Hear about the way in which it is used in worship. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Speak about the place of God within Judaism and the qualities that Jewish people believe belong to God. • Recall some of the names or titles Jewish people give to God and discuss what they mean. • Explain how belief in God informs Jewish action and collective identity. • Speak about the Bible stories that reveal the nature of God (e.g. the Creation and Exodus stories and those associated with Moses and King David). • Outline the role of a rabbi (teacher) in helping Jewish people better understand their faith and practice. • Describe how belief in God is demonstrated in the home and in the synagogue.
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> • Recognise that, in Judaism, God is strictly indivisible and unique (monotheism). • Understand that Jewish people believe in God as Creator who cares for all living things. • Appreciate that God, for Jews, cannot be reduced to a life force of abstract power but that God has both personality and will. • Understand that Jewish people believe that God made the Torah although its origin is understood differently amongst Jewish groups. • Appreciate the reason why, in some branches of Judaism, God is written as G-d. • Recognise that within the different streams of Judaism there are many views of God and that, for many Jews, doing is more important than believing. 	<p>Examine and discuss the way in which God is understood through the study of the Torah.</p> <p>Explore what can be learned about God from the lives of the Patriarchs (Abraham, Isaac and Jacob).</p> <p>Discuss the relationship between faith and action in Judaism by reflecting on the concept of mitzvot (commandments), particularly the kashrut laws.</p> <p>Invite a Jewish person to speak about their personal understanding of God.</p> <p>Explore what Jewish people may mean when they describe God as both personal and transcendent.</p> <p>Examine the Jewish concept of Shekhinah (the divine presence) and compare this to pupils' own ideas about spiritual reality, if they hold to this.</p> <p>Study and reflect on examples of non-figurative Jewish art. What do these images say about God?</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Compare and contrast Jewish ideas about the nature of God with their own. • Speak about the Jewish belief in God as Creator and why this matters. • Discuss the centrality of the Exodus in Jewish identity and speak about how this is related to God's relationship with Israel. • Account for the greater emphasis on behaving and belonging within Judaism than on believing. • Explain why some Jewish people do not believe in God. • Speak about the similarities and differences in the Jewish understanding of God from that held within other religious traditions. • Identify what might be learnt from Jewish conceptions of God by members of other (or no) faith tradition.

Key vocabulary

God, G-d, eternal, omnipotent, good, just, merciful, Ha'Rachaman (the Merciful One), Ayn Sof (Without End), El Shaddai (God Almighty), the Ark of the Covenant, Shekhina (the dwelling or settling of the divine presence of God), Our Lord, Father, King, Elohim (God), the Tetragrammaton - YHWH (Lord), Adonai (My Lord), Ha'Shem (The Name), Creator, deliverer, judge, the God of Abraham, Isaac, and Jacob (or Israel), Moses, King David, the Temple, synagogue, siddur (prayer book), tallit, tefillin, kashrut, mitzvot, menorah (a symbol of divine light in the world), ner tamid.

Recommended resources

- (2016) *Judaism*, DK Children.
- Dan Cohn-Sherbok (1999) *Religions of the World: Judaism*, Routledge.
- Nicholas De Lange (2009) *An Introduction to Judaism*, Cambridge University Press.
- Rabbi Wayne Dosick (1998) *Living Judaism: The Complete Guide to Jewish Belief, Tradition, and Practice*, Harper.
- Arye Forta (1995) *Examining Religions: Judaism*, Heinemann.
- Anne Geldart (2002) *Judaism*, Heinemann.
- Maureen Harris (1996) *Living Religions: Judaism*, Nelson.
- Andy Lewis (2017) *Judaism*, Collins.
- Jon Mayled (2004) *Judaism*, Hodder & Stoughton.
- Sue Penney (2006) *Introducing Religions: Judaism*, Heinemann.
- Gianna Quaglia (2007) *World Religions Today: Judaism*, Wayland.
- George Robinson (2016) *Essential Judaism: A Complete Guide to Beliefs, Customs & Rituals*, Atria Books.
- Norman Solomon (2000) *Judaism: A Very Short Introduction*, Oxford University Press.
- Angele Wood (2007) *World of Faiths: Judaism*, QED.
- Akhah (Jewish learning for children): <http://www.akhlah.com/>
- Basic ideas about God: <http://www.icjudaism.org.uk/basicideas.html>
- Basic beliefs in Judaism (RE:Online): <https://www.reonline.org.uk/subject-knowledge/judaism/basic-beliefs/>
- The name of G-d (RE:Online): <https://www.reonline.org.uk/subject-knowledge/judaism/the-name-of-g-d/>
- Key Stage 2 Judaism resources (BBC): <https://www.bbc.co.uk/bitesize/topics/znwhfg8>
- The Jewish story of Moses (BBC): <https://www.youtube.com/watch?v=RdSQT7DS1I>
- What is the Torah? (BBC): <https://www.youtube.com/watch?v=3QZ792rjVE>
- What is Judaism? (BBC): <https://www.youtube.com/watch?v=73Wslne-FKg>
- What do we mean by God? – Rabbi Dweck (J-TV): <https://www.youtube.com/watch?v=Sp0119pvP2w>

YEAR 4 TEACHING UNITS AUTUMN 2: How can significant figures inspire us?

In this unit pupils will be given the opportunity to reflect on the lessons that may be learned from significant people within religious and non-religious traditions. These include foundational figures and leaders within the world's major religions and non-religious Worldviews, as well as leaders within religious communities today. It will explore the qualities that characterise these individuals and the inspiration, direction and model that they may provide for many people, both those within and outside of the faith traditions that they were or are associated with.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> Who are the influential or special people within the school, local area, nation and across the world? What makes a good leader? Who is a religious leader? Which people are associated with the foundation or establishment of different religious traditions? What attributes and qualities mark the lives of great figures within the history of religion? What qualities are needed within an individual for them to offer inspiration and direction for others? How can society today learn from the example of great religious and Humanist leaders of the past? Which religious and non-religious leaders in the world today can be a source of inspiration for others? 	<ul style="list-style-type: none"> Explore what pupils already know about religious foundational figures and leaders. Identify the key events in the lives of the foundational figures within the world's religions. Read stories that describe episodes in the lives of religious leaders. Use these accounts to identify the qualities that are admired in religious leaders, in the past and today (e.g. vision, humility, courage, compassion, gentleness, wisdom, generosity, selflessness). Explore the principal messages connected with the teaching of foundational religious people. Examine the lives, roles and messages associated with religious leaders in religious communities today, locally, national and globally. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> Identify and name the principal foundational figures, special people and leaders that are associated with each major religious and non-religious tradition. Describe those attributes that distinguish these individuals. Describe the way in which key figures, including Abraham, the Buddha, Jesus, the Prophet Muhammad and Guru Nanak, Charles Darwin, Albert Einstein, Nehru have exerted an influence on many people. Speak about the roles and responsibilities of religious leaders today and the qualities that are required to perform these roles. Distinguish between the spiritual authority and profound holiness of significant religious figures and the worldly power and vanity of some contemporary leaders
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> Appreciate the enormous significance of those people who founded or established religious tradition for people of faith. Recognise those qualities that distinguish special people, including foundational religious figures and religious leaders. Describe the main scriptural sources and other narratives that help us to understand the nature of significant religious figures within the history of religious traditions. Appreciate the impact of religious and Humanist leaders on individuals, communities and within society more generally. Recognise the way in which religious adherents may seek to follow or emulate foundational religious figures from the past. 	<p>Invite pupils to think about and share those people who inspire them in their lives today or in the past.</p> <p>Create a class list of those qualities that make someone a source of inspiration.</p> <p>Explore, reflect upon and discuss the impact of foundational religious figures on those they met.</p> <p>Invite a local religious leader (e.g. a priest, a rabbi or an imam) into the class to speak about their life and faith and to take questions from pupils.</p> <p>Explore the life, actions and teachings of religious leaders through stories, art and music from different cultures.</p> <p>Lead a discussion based on Jesus' command to 'love your enemies'. What might this mean today?</p> <p>Identify what can be learned from religious leaders within society today.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> Identify and speak about the special people (religious or otherwise) who have influenced their own lives. Comment on the qualities that significant religious figures from different religious traditions have in common with each other. Show sensitivity towards the responses that people of faith often have to significant religious figures (e.g. esteem, learning, worship and praise). Interpret the way in which special religious people have been presented in works of art and in sacred scripture. Speak about the lessons that may be from foundational and other special religious figures from the past by society and discuss the contribution that contemporary religious leaders make to human civilisation.

Key vocabulary

General terms: Leader, foundational figure, religious founder, exemplar, inspiration, justice, motivation, role-model, commitment, compassion, courage, determination, empathy, forbearance, gentleness, goodness, holiness, humility, leadership, love, responsibility, sacrifice, selflessness, transformation, wisdom, zeal.

Foundational and historical figures: Abraham (Ibrahim), Isaac, Jacob, Joseph, Moses (Musa), Solomon, David (Dawud), John the Baptist, Jesus (Isa), Mary (Maryam), the disciples and apostles, the saints (e.g. St Paul, St Peter, St Patrick, St Francis, St Theresa of Calcutta), the Prophet Muhammad, Ali (the son-in-law of Muhammad), Hussein (the grandson of Muhammad), Umar, Abu Bakr, Uthman (with Ali, these constitute the 'Four Rightly-guided Caliphs'), Gautama Buddha, Sri Krishna, Guru Nanak, Guru Gobind Singh.

Religious leaders and other inspirational people: the Chief Rabbi, rabbis, the Pope, the Archbishop of Canterbury, Bishops, parish clergy (priests and other ministers), monks, nuns, imams, Malala Yousafzai, swamis, grathis, Maximilian Kolbe, Mahatma Gandhi, Nelson Mandela, Martin Luther King, the Dalai Lama

Recommended resources

- Lynne Broadbent (1999) *A Birthday to Celebrate: A Story of Guru Nanak*, Religious and Moral Education Press.
- Michael Carrithers (1983) *The Buddha*, Oxford University Press.
- Pamela Draycott (2002) *Jesus: His Importance to Believers*, RE Today Services.
- Alex Frith (2017) *See Inside World Religions*, Usborne Publishing.
- Saniyasnain Khan (2007) *Greatest Stories from the Quran*, Goodword Books.
- Jonathan Landaw and Janet Brooke (1984) *Prince Siddhartha: The Story of Buddha*, Wisdom Books.
- Humera Malik (2017) *The Story of the Holy Prophet Muhammad: Ramadan Classics: 30 Stories for 30 Nights*, Green Key Press.
- Karena Marchant (2002) *Great Religious Leaders: The Buddha and Buddhism*, Hodder Wayland.
- Rajinder Singh Panesar (2002) *Guru Nanak and Sikhism*, Hodder Wayland.
- Rosemary Rivett (2003) *Jesus: Who is he?* Christian Education Publications.
- Brian Wildsmith (2000) *Jesus*, Oxford University Press.
- Sources of authority in Christianity (RE:Online): <https://www.reonline.org.uk/subject-knowledge/christianity/sources-of-authority/>
- The Prophet Muhammad – Shia Perspective (RE:Online): <https://www.reonline.org.uk/subject-knowledge/islam/the-prophet/>
- How Islam began (in ten minutes): <https://www.youtube.com/watch?v=PDxKxnVZtgo>
- The life of the Prophet Muhammad (BBC): <https://www.youtube.com/watch?v=NclCBm928B8>
- The Buddhist Stories of Siddhartha and the Swan and The Monkey King (BBC): <https://www.youtube.com/watch?v=J-UwllloVveI>
- The story of Guru Nanak (BBC): <https://www.youtube.com/watch?v=twk1pc5BvU>
- Prophet Muhammad – Talkies TV – Kitz & Finn <https://www.youtube.com/watch?v=bLvVjqdwAXI>
- Prophets in Islam – Talkies TV – Kitz & Finn https://www.youtube.com/watch?v=pz4NWLs7_TE
- Kiwi Gardens - Alex, Yusuf, Lola, Kate & Hana discuss Prophets in Islam Part 1; Kiwi Gardens - Alex, Yusuf, Lola, Kate & Hana discuss Prophets in Islam Part 2
<https://www.youtube.com/watch?v=5neeang1uJA> <https://www.youtube.com/watch?v=4oeNurvsxmE>
- Discover Islam - Alex & Yusuf discuss Prophet Muhammad
<https://www.youtube.com/watch?v=4oeNurvsxmE>; Who was Prophet Muhammad? - <https://www.youtube.com/watch?v=yq6lWQ2VOpk>

YEAR 5 TEACHING UNITS AUTUMN 1: What does Buddhism teach us about human experience?

This unit will give pupils the opportunity to reflect upon the Buddhist understanding of the human predicament, particularly in relation to our experience of suffering, and the pathway that Buddhism sets out that is intended to lead towards fulfilment and happiness. The lessons will draw on the life story and the core teachings of the Buddha, examine how these inform contemporary Buddhism and explore how Buddhist principles may be relevant to people and communities in society today.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> • What experiences did the Buddha have, which informed his understanding of human experience? • What significance does Buddhism attach to the experience of human suffering? • What did the Buddha believe were the main causes of human suffering? • What are the Three Poisons? • What are the Five Precepts? • How did the Buddha teach that suffering could be overcome? • What are the Four Noble Truths? • What is the Eightfold Path? • What is meant by taking refuge in the Three Jewels: the Buddha, the Dharma and the Sangha? 	<ul style="list-style-type: none"> • Read, discuss and reflect upon stories from the life of the Buddha and draw connections between his experiences and his teachings. • Devise a group activity to investigate the stages of the Eightfold Path and invite the groups to explain what each aspect of the Path means. • Make a class display on the Four Noble Truths, providing text and images to illustrate the importance of each one of the Truths. • Listen to a practicing Buddhist speak about how Buddhist principles shape their life. • Create artwork based on the Eight-spoked Wheel. Label and colour-code those spokes that relate to body, speech and mind. • Discuss what Buddhists mean when they refer to the Dharma Chakra (Wheel of Dharma). 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Recognise that Buddhism is a spiritual tradition, which focuses on personal spiritual development. • Understand that the objective of the Buddhist path is the attainment of a deep insight into the true nature of life. • Appreciate that Buddhism seeks to overcome the human experience of suffering. • Understand how Buddhism promotes right behaviours, actions and attitudes that lead to the wellbeing of self and others. • Be aware of the way in which the Buddha's own experiences and insights laid the foundations for Buddhist principles and practices. • Recognise that the eight spokes of the Eight-spoked Wheel can be grouped into three sections: body, speech and mind.
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> • Appreciate that, as a non-theistic religious tradition, Buddhism is primarily concerned with human experience rather than worship of God. • Understand that a core purpose of Buddhism is the diagnosis of the human condition. • Recognise what, in Buddhist terms, leads to suffering and unhappiness. • Appreciate how Buddhist teaching identifies the path that we should follow in order to lead responsible and fulfilled lives. • Demonstrate an awareness of the connections between the Buddha's own life experiences and the principles and practice of Buddhism. • Appreciate the value and relevance of Buddhism within contemporary society and within their own community contexts (such as the home and the school). 	<p>Discuss what suffering is and how human actions and attitudes can generate suffering.</p> <p>Invite pupils in groups to examine a selection of newspapers to find examples of suffering that has its origin in human behaviour.</p> <p>Identify those impermanent things that people seek to cling to in their lives.</p> <p>Work in groups to examine each of the Three Poisons (greed, hatred and delusion) and identify where these are experienced in their own lives.</p> <p>Discuss the meaning of the Five Precepts and how they relate to human experience today.</p> <p>Examine how Buddhist principles are put into practice within the Sangha.</p> <p>Discuss what the Buddha meant by enlightenment.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Make connections between universal human experiences and the teaching of the Buddha. • Identify how the key principles and teachings of Buddhism have relevance for human society today. • Describe the benefits of mindfulness and meditation. • Account for the growing popularity and influence of Buddhism in Western countries. • Comment on the lessons that may be learned from Buddhism for people of all faiths and none. • Articulate what they have learnt personally from Buddhism. • Identify those principles and teachings within Buddhism that overlap with, and are different to, the concepts found in other religious traditions.

Key vocabulary

Buddhist, Buddhism, moral, Four Noble Truths, Eightfold Path, Five Precepts, Three Jewels (or Three Refuges), Three Poisons (akusala-mula), lobha (greed), dvesha (hatred), moha (delusion or ignorance), clinging, impermanence, suffering, dukkha, change, meditate, Bhavachakra (Wheel of Life), Sa s ra, (the cycle of life, death and rebirth), awakening, nirvana, enlightenment, liberation, Eight-spoked Wheel, Dharma Chakra (Wheel of Dharma), body, speech, mind, Sangha, monastery, vihara, temple, mindfulness.

Recommended resources

- Denise Cush (1994) *Buddhism*, Hodder & Stoughton.
- Clive Erricker (1995) *Buddhism*, Hodder Headline.
- Anita Ganeri (2009) *Stories from Faiths: Buddhism*, Heinemann.
- Mel Thompson (2003) *World Faiths: Buddhism*, Belitha.
- Kathryn Walker (2007) *World Religions Today: Buddhism*, Wayland.
- Lilian Weatherley (1992) *Buddhism*, Longman.
- Key Stage 2 Buddhism resources (BBC): <https://www.bbc.co.uk/bitesize/topics/zh4mrj6>
- Buddhism at a glance (BBC): <http://www.bbc.co.uk/religion/religions/buddhism/ataglance/glance.shtml>
- About Buddhism (The Buddhist Society): <https://www.thebuddhistsociety.org/page/about-buddhism-2>
- RE:Online – Buddhism subject knowledge: <https://www.reonline.org.uk/subject-knowledge/buddhism/>
- Buddhism: <https://www.theschoolrun.com/homework-help/buddhism>
- Getting to know suffering: <https://www.youtube.com/watch?v=XSU6AooM4yk>
- Buddhism's Four Noble Truths: <https://www.youtube.com/watch?v=TK-MbNj83NM>

YEAR 5 TEACHING UNITS AUTUMN 2: What is significant to Christians about Jesus' life and teaching?

This unit will examine the events in Jesus' life before his passion and death and the messages that emerge from his teaching. It will enable pupils to explore the question of who Jesus was, the way he is identified by Christians, and the impact that he had on the people he encountered through his parables, actions, miracles and teaching.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> • What were the religious, family, historical and geographical circumstances of Jesus' life? • What were the circumstances of Jesus' birth? • What do Christians mean by the Incarnation and Transfiguration? • What importance do Christians attach to the baptism of Jesus, his presentation in the Temple, and his temptations? • Who were, and why did, the disciples follow Jesus? • Why did Jesus teach in parables? • What did Jesus mean by the Kingdom of God? • How did Jesus express his identity to others? • What do Jesus' miracles reveal about who he was in Christian understanding? 	<ul style="list-style-type: none"> • Read and compare the accounts of Jesus' birth in the Gospels of Matthew and Luke. • Discuss the symbolic significance of Jesus' baptism. • Examine the character of some of the disciples. • Read, discuss and reflect upon a number of Jesus' parables and consider their relevance today. • Explore the stories associated with some of Jesus' healing miracles and discuss what they indicate about who Jesus was. • Examine the seven 'I am' statements of Jesus and make a class display to express what they mean. • Set up a group-based discussion activity to explore a number of the titles attributed to Jesus (e.g. Redeemer, Saviour, Son of God, Son of Man, friend). • Study the meaning of the Lord's Prayer. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Speak about the significance of Jesus, as the union of divinity and humanity, within Christianity. • Explain why the events associated with the Annunciation, nativity and early life of Jesus (e.g. his presentation in the Temple and his teaching) are so important to Christians. • Identify the principal events in Jesus' adult life (e.g. baptism, temptation, calling of the disciples, the Transfiguration, interaction with religious leaders). • Explain why Christians attach importance to the events of Jesus' life prior to his passion and death. • Recall and describe some of the parables that Jesus used in his teaching and explain their meaning. • Explain how Jesus' life and the stories and events that are associated are connected with the life of the church (e.g. in its liturgies and teaching).
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> • Recognise the central importance of Jesus to Christians as the revelation of God. • Understand the impact that Jesus had on those he encountered, in terms of both opposition and discipleship • Appreciate of the inspiration that Jesus has provided for Christians and the place of Jesus in Christian worship. • Acknowledge the meaning that Christians attach to the doctrine of the incarnation. • Appreciate what is meant by a miracle and what these events mean in the context of Jesus' ministry and within the Christian faith. • Be aware of the importance that is attached to Mary within some Christian traditions. • Understand the implications of Jesus life and teachings for the life of Christians today. 	<ul style="list-style-type: none"> • Identify what pupils already know and would like to find out about Jesus' life. • Discuss the reasons why Christians attach importance to the events of Jesus' life prior to his passion, death and resurrection. • In the context of Christianity, discuss the connections between temptation, guilt and forgiveness. • Invite a priest or other church leader into the class to answer questions from the pupils about who Jesus was and what his life means to Christians. • Set up a role-play activity based on one of the events in Jesus' life or one of his parables. • Invite pupils to create and share a contemporary parable that addresses the issues they face today. • Identify the inspiration that Jesus has provided for both Christians and those of other faith traditions. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Explain the inspiration that Jesus has provided for Christians during the history of the church. • Speak about the impact that Jesus has had on Western culture though his teaching and example. • Identify those qualities possessed by Jesus that are shared with foundational figures in other religious traditions. • Explain why the teaching of Jesus was considered so radical and revolutionary and the reason that his message provoked opposition from the Pharisees. • Outline what people, both Christians and those of other or no faith, may learn from Jesus' parables. • Explain what is meant by Christ's sinlessness and why this is significant for Christians. • Explain how the events of Jesus' life have provided inspiration with the visual arts, film and poetry.

Key vocabulary

Jesus, the Christ, the anointed one, Messiah, Son of God, miracle, parable, teaching, church, Kingdom of God, bread, light, gate, Good Shepherd, resurrection and life, Mary, Annunciation, birth, nativity, Bethlehem, shepherds, the Magi, angels, baptism, presentation in the Temple (celebrated at Candlemas), temptation, calling of the disciples, disciples, apostles, followers, Transfiguration, opposition, Pharisees, Nazareth, Galilee, Jerusalem, Bible, Gospels.

Recommended resources

- Heather Amery (2009) *The Usborne Children's Bible*, Usborne Publishing Ltd.
- Robert Bagnetto (2015) *Parables of Jesus for Children*, WestBow Press.
- Alan Brown (2006) *World of Faiths: Christianity*, QED.
- Owen Cole (1989) *Christianity*, Stanley Thornes.
- May Eliot (2013) *The Nativity*, Picture Corgi.
- David Ford and Mike Higton (2002) *Jesus*, Oxford University Press.
- Anne Geldart (1999) *Examining Religions: Christianity*, Heinemann.
- Dilwyn Hunt (1986) *Leaders of Religion: Jesus*, Oliver & Boyd.
- Leanne Kilpatrick (2013) *One Night on Earth: The Story of Christmas*, The Oleander Press.
- Sally Lloyd-Jones (2012) *Jesus Story-book Bible*, Zondervan.
- Sue Penney (2006) *Introducing Religions: Christianity*, Heinemann.
- AN Wilson (1993) *Jesus*, Flamingo.
- Brian Wildsmith (2000) *Jesus*, Oxford University Press.
- Brian Wilson (1999) *Religions of the World: Christianity*, Routledge.
- RE:Online – Christianity subject knowledge: <https://www.reonline.org.uk/subject-knowledge/christianity/>
- Key Stage 2 resources about Christianity (BBC): <https://www.bbc.co.uk/bitesize/topics/ztkxpv4>
- The Christmas Story: <https://www.youtube.com/watch?v=zI2HVhwqnMs>

KS2: How can religion and non-religious world views promote peace and justice in our society?

This unit will enable pupils to examine the complex and contested issue of the relationship between religion, peace and justice. It will explore the ways in which religions seek to promote peace, both personally and collectively, and the role of religious communities as they participate in activities that advance social justice within society.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> • What do the terms peace and justice mean? • What are the different kinds of peace? • Why is the relationship between religion and peace not straightforward? • How have religions undermined peace? • Why do Christians call Jesus the Prince of Peace? • How can religions promote peace? • What contribution has Catholic Social Teaching made to peace-building? • In what ways can religious communities work to combat discrimination and promote social justice? • How can schools and religious communities engage in courageous advocacy within the world? • How can faith be unsettling as well as peaceful? 	<ul style="list-style-type: none"> • Explore the meaning of the term 'peace.' • Research the work of a religious aid body (e.g. Christian Aid, CAFOD, Islamic Aid, Islamic Relief). • Discuss the distinctions between inner peace, interpersonal peace and peace in the wider world. • Examine some references to peace within the New Testament (e.g. Matthew 5.9, Luke 2.14, 2.29, John 14.27, 20.21, Romans 5.1, Hebrews 12.14, Jude 1.2). • Discuss the meaning of the "slm" root in Islam/Muslim/Salam, which denotes justice, peace, safety, security, harmony, due order and obedience. • Explore the place of peace within Judaism as the ideal state of affairs for the world (see: Proverbs 3.17, Psalms 34.15, Isaiah 2.4, 57.19). • Explore how the Dharmic faiths promote peace. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Explain what peace means in its different layers: inner, interpersonal and communal. • Outline the place of peace within the teaching of foundational religious figures. • Describe what injustice and justice mean and how religious communities seek to promote justice. • Provide examples of stories from holy scriptures that address the themes of peace and justice. • Describe the role of religion in peacebuilding. • Identify and comment upon the points in acts of prayer, worship and the liturgy within different religious traditions where peace is referred to. • Identify the way in which individual and communal commitment to peace can generate right living, choices, relationships, actions, and communities.
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> • Appreciate that the teaching of foundational religious figures and sacred scriptures will underline the path to peace that humanity should follow. • Recognise that there are different dimensions to peace: inner peace, interpersonal peace and peace in the wider world. • Appreciate that, for many people, silence, stillness, prayer and meditation can lead to feelings of peace. • Understand that peace will be advanced by a combination of knowledge, attitudes and skills. • Acknowledge that religion and peace have not always had a straightforward relationship and that religion and conflict can sometimes be interwoven. • Recognise the role of religious communities in combatting injustice and in promoting justice. • Appreciate that peace is exhibited in many ways: in our hearts, in our choices, in our relationships, in our actions and behaviours and in our communities. 	<ul style="list-style-type: none"> • Invite the pupils to reflect on their own experiences of peace and conflict. • Discuss what Jesus may have meant by: "I did not come to bring peace, but a sword." (Matthew 10.4) • Discuss the benefits of and actions associated with courageous advocacy initiatives. • Discuss the Islamic notion that the ideal society is Dar as-Salam ("the house of peace"). • Examine the principle of Jihad (striving and struggling to conform to the will of Allah) in Islam. • Examine the lives of some peacemakers whose actions were based on their faith (e.g. Ghandi, Martin Luther King, Malcolm X, Bishop Bell, Terry Waite, Mother Theresa and Desmond Tutu). • Reflect upon the notion of shalom, the Hebrew word for peace, within Judaism. • Explore the work of peace-building bodies, such as Muslim Aid, Christian Aid and Pax Christi. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Reflect upon and describe their own experiences of peace and those circumstances that promote it. • Speak about the feelings of peace that may be promoted by visits to religious buildings/. • Explain why a religious commitment may not always yield feelings of peace by reference to notions such as sin, disturbance, repentance, struggle and trial. • Identify some of the attitudes and skills that can promote peace (e.g. empathy, open-mindedness, social responsibility, dialogue, mediation, active listening, negotiation, teamwork and reflection). • Explain what courageous advocacy means and provide examples of where bodies such as schools, charities and places of worship put this principle into practice through fund-raising and other actions. • Identify and comment upon the common ground that exists between religious and non-religious groups in their intention to build peace and demonstrate social responsibility and justice.

Key vocabulary

Peace, peaceful, peace-building, justice, hope, commitment, injustice, respect, tolerance, dedication, Islam, salam, shalom, blessing, wholeness, quietness, stillness, prayer, contemplation, meditation, reflection, liturgy, inner peace, interpersonal peace, peace within the world, choices, relationships, actions, behaviours communities, social responsibility, social action, courageous advocacy.

Recommended resources

- Harold Coward and Gordon Smith (2004) *Religion and Peacebuilding*, State University of New York Press.
- Hilary Cremin and Terence Bevington (2017) *Positive Peace in Schools: Tackling Conflict and Creating a Culture of Peace in the Classroom*, Routledge.
- Anna Lubelska, ed. (2018) *How to be a Peaceful School: Practical Ideas, Stories and Inspiration*, Jessica Kingsley Publishers.
- Thomas Matyók et. al. (2013) *Peace on Earth: The Role of Religion in Peace and Conflict Studies*, Lexington Books.
- David Smock (2010) *Religious Contributions to Peacemaking*, Novo Science Publishers.
- Jackie Zammit and Sara Hagel (2015) *Learning for Peace: A Guide to Developing Outstanding SMSC in your Primary School*, Midlands Quaker Peace Education Project.
- Religion and peacebuilding: https://en.wikipedia.org/wiki/Religion_and_peacebuilding
- Religious Contributions to Peacemaking: <https://www.usip.org/publications/2006/01/religious-contributions-peacemaking-when-religion-brings-peace-not-war>
- Peace Education: Making the Case (Quaker Council for European Affairs): <http://www.qcea.org/wp-content/uploads/2019/01/Peace-Education-report.pdf>

YEAR 6 TEACHING UNITS AUTUMN 2: Why is the Torah so important within Judaism?

This unit will explore the place of the Torah, as the most important source of authority, within Judaism. It will enable pupils to learn about the content of the Torah, how different Jewish groups understand its origin, the place that it plays within services within the synagogue and the way that it is treated by Jewish people.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> • What is the Torah? • How is the written Torah organised? • When was the Torah compiled? • What are the main stories, themes and principles within the Torah? • What is the difference between the written and the oral Torah? • How does the Talmud represent the oral Torah? • How is the Torah used within services in the synagogue as the basis for reading and sermons? • What role does the Torah play in Bar and Bat Mitzvahs? • How is the Torah celebrated at Simchat Torah? 	<ul style="list-style-type: none"> • Devise a group-based task to enable pupils to read and discuss abbreviated forms of some of the main stories in the Torah (e.g. Creation, Noah's Ark, the call of Abraham, Joseph in Egypt, the baby Moses, Moses and the burning bush, the Exodus). • Explore the role of yeshivas and rabbinical training institutions in promoting study of the Torah. • Study a sermon by a rabbi on a Torah portion. • Visit a synagogue to view one or more of their Torah scrolls and explore how it is used in worship. • Invite a rabbi to speak to the pupils about the Torah and to explain why it is so important in Judaism. • Examine some of the artefacts that are associated with the Sefer Torah or which are worn when it is read (e.g. mantle, rimonim, breastplate, yad, kippah, tallit and tefillin). 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Explain what the Torah is and what role it has within Judaism. • Name the five books that comprise the Torah. • Describe some of the main element of the Torah (e.g. the stories of Creation, the Patriarchs, Joseph, Moses, the Exodus, the giving of the Ten Commandments, and the other commandments). • Explain how the Sefer Torah is used within services in the synagogue. • Identify the relationship between the contents of the Torah and the behaviours, traditions and practices that are associated with Judaism. • Describe how many of the most important Holy Days and festivals with Judaism have their foundation in the Torah.
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> • Account for the special place of the Torah within Judaism. • Know what the Torah contains, what its main messages are and why these are important. • Acknowledge that within the diverse traditions of Judaism there are different understandings of how the Torah was written. • Recognise that the word 'Torah' may refer to both the written text and to the oral Torah (the totality of Jewish teaching, culture, and practice). • Be sensitive to the particular status of the Torah for Jewish people and be aware of the traditions that govern how it is treated. • Recognise how the Torah is treasured by Judaism and the way in which its special place within the life of Jewish people is celebrated at Simchat Torah. 	<ul style="list-style-type: none"> • Discuss what is most important about the Torah. • Discuss how Jewish interpretation of the commandments contained with the Torah has evolved over time. • Discuss the importance of sacred languages and why it is important that the Torah is written and read in Hebrew. • Teach the pupils some Hebrew letters and their calligraphic representation • Explore why some Orthodox Jews believe that the Torah was written down by Moses in 1273 BCE, whilst other more progressive Jews believe that the Torah was compiled much later by several authors. • Discuss why synagogues and Jewish homes will usually have a mezuzah to the right of doors into, and some of the doors within, the building. • Invite an older pupil, who has completed their Bar or Bat Mitzvah, to describe their experience of learning and reading their Torah portion. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Reflect upon and articulate their feelings about the atmosphere they encountered in a synagogue. • Comment on the different traditions within Judaism (e.g. Orthodox, Reformed, Progressive and Liberal). • Explain what a kosher scroll is and the actions that are needed should a scroll become damaged. • Describe the ways in which the Torah scroll is treated and why these are important (e.g. dressing and storage, procession, burial). • Explain why the yad (pointer) is made of silver. • Articulate how the Torah, in both its content and the way in which it is regarded, has similarities and differences with holy texts in other faith traditions. • Explain how non-Jews can learn valuable lessons from some of the content within the Torah.

Key vocabulary

Torah, Sefer Torah (the Torah scroll form), Genesis, Exodus, Leviticus, Numbers, Deuteronomy, 613 mitzvot (commandments), Moses, Mount Sinai/Horeb, sofer (qualified scribe), parchment, aron ha-kodesh or 'holy ark' (the cupboard where the Torah scrolls are kept), ner tamid, yad, rimmonim, mantle, breastplate, tallit, kippah, tefillin, bimah, portion, rabbi, sermon, synagogue, Shabbat morning service, sermon, mezuzah, Shema Yisrael, Bar and Bat Mitzvah, Orthodox, Reformed, Progressive, Liberal, Shabbat morning service, festival, Simchat Torah, kosher, haftarah (a scroll containing a selected text from the Hebrew prophetic literature in the Tanakh).

Recommended resources

- Vivienne Cato (2003) *The Torah and Judaism*, Evans.
- Nicholas de Lange (2003) *Judaism*, Oxford University Press.
- Nico ter Linden (1989) *The Stories of the Torah*, SMC.
- Jon Mayled (2004) *Judaism*, Hodder & Stoughton.
- Jacob Neusner (1974) *The Way of the Torah: An Introduction to Judaism*, Dickenson Publishing.
- Sylvia Rouss (2010) *Sammy Spider's First Simchat Torah*, Kar-Ben Publishers.
- Norman Solomon (2014) *Judaism: A Very Short Introduction*, Oxford University Press.
- RE:Online – Scriptures and authority in Judaism: <https://www.reonline.org.uk/subject-knowledge/judaism/the-scriptures-and-authority/>
- What is Judaism? (BBC): <https://www.youtube.com/watch?v=73Wslne-FKg>
- What is the Torah? (BBC): <https://www.youtube.com/watch?v=3QZ792rjcVE>
- What is a Bat Mitzvah? (BBC): <https://www.youtube.com/watch?v=RDZuvPpzXck>