

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	What is the significance of Easter within Christianity? P45	Why are festivals and celebrations so important 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	What does it mean to be a Muslim? P79	What do Jewish people believe about God? P59	What does Sikhism teach us about selfless service? P51
YEAR 5	What does Buddhism teach us about human experience? P69	What is significant to Christians about Jesus' life and teaching? P71	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	What contribution can religion make to our society?	What can we learn from Humanism? P81	What happens in the Gurdwara? P91	

SPRING 1: RECEPTION: What times are special to us?

This unit will enable children to reflect upon and learn about times that are special, either personally or in the context of communities of faith. It will provide the opportunity to explore notions of thankfulness, joy, celebration and memorial, which are associated with specific times, days and seasons.

Questions to explore	Learning objectives	Learning outcomes
<ul style="list-style-type: none"> • What times and days are most special to us? • What and why do we celebrate? • Why do we give and receive presents on birthdays? • Why are wedding days so special to those who get married? • Which times, days and seasons are held to be special in the world's major religions? • Why are these times regarded as sacred? • What happens within different religious traditions at special times, on special days, or during special seasons? 	<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 everyone's birthday is a particularly special day to them. • Understand that Christians attach particular importance to Sundays, and to Harvest, Christmas and Easter. • Appreciate the great importance that Jewish people attach to the weekly festival of Shabbat • Recognise that most Muslims will pray at five special times within the day and that particular importance is attached to Ramadan and Eid al-Fitr. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Talk about their own cherished memories and the days (such as their birthday and family holidays) that are most special to them. • Recognise that, in Hinduism, Judaism, Christianity and Islam, time is divided up in a way that makes certain times of the day, individual days and periods of days especially important. • Be able to identify and name the most significant celebrations and festivals within the major religious traditions. • An understanding of why certain times, days and seasons are treated with respect for people of faith.
Possible teaching activities	Key vocabulary	Early Learning Goals
<ul style="list-style-type: none"> • Discuss why we like to celebrate and say thank you on certain days. • Create greeting cards to be exchanged on special festivals. • Learn about the origin and meaning of the special times in religious traditions, such as Diwali, Pesach, Christmas, Easter and Ramadan. • Reflect on the items and objects that are associated with special religious days, including Shabbat artefacts, Christmas presents, the foods and forms of dress used at Eid al-Fitr and Diwali lamps. 	<p>Special times, days, seasons, celebration, memory, remembrance, present, gift, thank you, joy, story, birth, Shabbat, Pesach, Yom Kippur, Christmas, Easter, Harvest, Ramadan, Eid al-Fitr, Diwali.</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; The world. • Expressive arts and design: Exploring and using media and materials; Being imaginative.

Recommended resources

- Lisa Bullard (2012) *Rashad's Ramadan and Eid al-Fitr*, Millbrook Press.
- Hannah Eliot (2018) *Diwali*, Little Simon.
- Whitney Stewart (2019) *What do you Celebrate? Holidays and Festivals Around the World*, Sterling.
- Two Eids- Muslim celebration <https://www.youtube.com/watch?v=XAxHfkWmr1g>

SPRING 2 RECEPTION: How should we look after our world?

In this unit, children have the chance to learn about the precious nature of our environment, whether this is the immediate space we inhabit, the wider neighbourhood or planet Earth. The unit will highlight the responsibilities that everyone has for looking after their world and emphasise the importance of caring for living things.

Questions to explore	Learning objectives	Learning outcomes
<ul style="list-style-type: none"> • How did our world come into existence? • How has it changed over time? • What do religions tell us about the creation of the world? • What does science tell us about the creation of the world? • Why is our world so special? • What problems are there in the world? • How can we harm our environment, for example through littering, pollution, climate change, and the destruction of living things? • How is the Earth's environment being damaged? • Why should we look after our world? 	<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 are all responsible for looking after for our environment. This may range from the classroom, our homes, our neighbourhood, the nature that surrounds us and our planet. • Understand that God is believed to be the ultimate source of the world's existence in most religious traditions and that many people have faith in God the Creator. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Discuss the importance of protecting and caring for the environment. • Recognise that living things need to be looked after and cherished. This includes plants, animals and people, all of which are part of the natural world. • Recall the Creation stories from different religious traditions. • Say what is meant by the religious idea of a Creator God.
Possible teaching activities	Key vocabulary	Early Learning Goals
<ul style="list-style-type: none"> • Read, discuss and reflect upon Creation stories from a range of religious traditions. • Invite children to listen to stories about looking after our environment. Use these to provoke discussion about class activities to demonstrate care for living things. • Lead children on a nature walk. • Invite children to create a set of rules that govern how they should look after their classroom. 	<p>Environment, world, planet, nature, living things, Creation, God, Creator, responsibility, care, protection, growth, classroom, neighbourhood, waste, pollution, recycling.</p>	<ul style="list-style-type: none"> • Communication and language: Listening and attention; Understanding; Speaking. • Physical development: Moving and handling. • Personal, social and emotional development: Managing feelings and behaviour. • Literacy: Reading; Writing. • Understanding the world: People and communities; The world. • Expressive arts and design: Exploring and using media and materials; Being imaginative.
Recommended resources		
<ul style="list-style-type: none"> • Georgia Amson-Bradshaw (2019) <i>Caring for the Environment</i>, Franklin Watts. • Rachel Elliot (2017) <i>In the Beginning: The Story of Creation</i>, Parragon. • Jess French (2019) <i>What A Waste: Rubbish, Recycling, and Protecting our Planet</i>, DK Children. • A Mosque - https://www.youtube.com/watch?v=GWi7plHFJl8 		

SPRING 1 YEAR 1: 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.

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? • 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 the Harvest and Sukkot festivals. • 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.
Possible teaching activities	Key vocabulary	
<ul style="list-style-type: none"> • Read, reflect upon and discuss Creation stories, in either book or video format. • Compose prayers or other statements of thanksgiving for the natural world. • Study the ceremonies and actions involved in the festivals of Harvest • 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>	

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.
- Hindu Creation Story: <https://www.youtube.com/watch?v=Y9yWwFWpbRo>

SPRING 2 YEAR 1: Why is prayer important for many people?

In this unit, pupils will encounter one of the central elements of religious practice for many believers, namely prayer. The purpose, nature, format, content and benefits of prayer will all be considered.

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> • What is prayer and why do many people pray? • What are the purposes and benefits of prayer? • Which prayers are most important in the principal religious traditions? • What are the similarities and differences in the way people pray in different religions? 	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> • Recognise the importance of prayer in the theistic religious traditions. • Understand the significance of private prayer as well as the place of prayer within worship activities in religious buildings. • Acknowledge and understand why it is that not everyone prays. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Describe what prayer is and why people of faith pray. • Recognise and describe what forms a prayer. • Speak about the importance of the Shacharit (morning prayer) in Judaism, the Lord's Prayer, the Gloria and Eucharistic prayers in Christianity and the Shahada and the five daily prayers in Islam.
Possible teaching activities	Key vocabulary	
<ul style="list-style-type: none"> • Discuss the place of prayer in people's lives. • Discuss why people either pray or do not pray. • Carefully examine the meaning of the Shema, the Lord's Prayer and the Shahada. • Study and discuss the meaning of some Christian collects (e.g. the Collects for Advent Sunday, Christmas Day and Easter Sunday). • Examine the artefacts associated with prayer, such as books, tallitot (prayer shawls), tefillin, prayer mats, prayer beads. • Discuss the links between prayer and worship. 	<p>Prayer, Salah, contemplation, silence, reflection, meditation, the Lord's Prayer, the Shahada, Salah, Shema Yisrael, aarti, mantra, puja, ritual, Eucharist, prayer book, prie-dieu (prayer desk), prayer beads, prayer mat, prayer shawl (tallit), Mecca, Qibla, the Amidah.</p>	<ul style="list-style-type: none"> •
Recommended resources		
<ul style="list-style-type: none"> • Ameena bint Abdir-Rahman (2019) <i>Purity & Prayer: A Rhyming Picture Book of Sacred Rulings</i>, Prolance. • Farhat Amin (2018) <i>My Salah & Wudu Colouring Book: An Introduction to Muslim Prayer</i>, Independently published. • Michelle Edwards (1993) <i>Blessed Are You: Traditional Everyday Hebrew Prayers</i>, HarperCollins. • Susan Meredith (2005) <i>The Usborne Book of World Religions</i>, Usborne Publishing. • Prayer in Islam: https://www.youtube.com/watch?v=q_WEa9lobmI • What is the Amidah? The Jewish Standing Prayer: https://www.youtube.com/watch?v=i0b58YpkHtQ 		

SPRING 1 YEAR 2: What does it mean to be a Hindu?

In this unit, pupils will learn about the complexity, richness and variety of Hinduism and way that it shapes the lives of many people in countries across the world.

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> • What is Hinduism and when did it develop? • What do Hindus believe about God? • How do Hindus believe God is made known through gods and goddesses? • In Hinduism, how is God encountered in nature? • What stories and scriptures are most important within Hinduism? • How does Hinduism have an impact on home and family life? 	<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 Hinduism is an ancient and complex religious system. • Recognise that God takes many forms for Hindus. • Understand that for Hindus divinity is encountered in the natural world. • Appreciate the value of stories within Hinduism and the role that these play in Hindu life and belief. • Recognise the important place of karma and dharma within Hinduism. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Use religious vocabulary to describe what Hindus believe about God. • Describe the origins, development and diversity of Hinduism. • Recall some of the principal Hindu festivals and their associated stories. • Identify and speak about the main Hindu deities, symbols and artefacts.
Possible teaching activities	Key vocabulary	
<ul style="list-style-type: none"> • Discuss and debate the Hindu principle of Ahimsa (non-violence and vegetarianism). • Read stories about Hindu gods and goddesses and discuss the ways in which these reflect Hindu beliefs about God, human morality and the world. • Visit a Hindu temple and hear from a Hindu about Hindu beliefs, practices and collective identity. • Explore the place of prayer and worship within Hinduism and create a classroom shrine to illustrate these aspects of Hindu practice. • Study the festival of Diwali, the Rama and Sita story upon which it is based, and the ways in which this festival is celebrated. 	<p>Hinduism, Hindu, deity, avatar, Brahman, Trimurti, Brahma, Vishnu, Shiva, murti, story, celebration, Diwali, Holi, Aum, Upanishads, Bhagavad Gita, the Vedas, mandir, temple, shrine, mandala, Sanskrit, Lord Krishna, incense, puja, ritual, prashad (offerings), mantra, Gayatri mantra, good, evil, light, compassion, kindness, Ahimsa, Ramayana, karma, dharma, the Sanatana Dharma.</p>	
Recommended resources		
<ul style="list-style-type: none"> • (2019) <i>Peppa's Diwali</i>, Ladybird. • Malachy Doyle (2018) <i>Rama and Sita: The Story of Diwali</i>, Bloomsbury Education. • RE: Online introduction to Hinduism: https://www.reonline.org.uk/subject-knowledge/hinduism/ • RE: Online teaching resources (select Hinduism from the RELIGION/WORLDVIEW dropdown menu): https://www.reonline.org.uk/teaching-resources/ • What is Hinduism book (free PDF download): https://www.hinduismtoday.com/modules/wfdownloads/viewcat.php?cid=2 • Hinduism Today video channel: https://www.youtube.com/user/HinduismTodayVideos • Hinduism for beginners: https://www.learnreligions.com/hinduism-for-beginners-1770069 • Hinduism - the basics: https://www.theschoolrun.com/homework-help/hinduism 		

SPRING 2 YEAR 2: What is Islam?

In this unit, pupils will be introduced to the fastest growing religion, both in Britain and across the world. The key beliefs, practices and principles of collective belonging that are central to Islam will be studied.

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> • What does the word Islam mean? • Who is a Muslim? • How does someone become a Muslim? • What do Muslims believe about God (Allah)? • How did Allah reveal himself to humanity? • What roles did the Prophet Muhammad and the Angel Jibril have in the receiving God's revelation? • What is the Qur'an and why is it so important? • What are the Five Pillars of Islam? • What festivals are most important to Muslims? 	<ul style="list-style-type: none"> • By the end of this unit most pupils should be able to show they can: <ul style="list-style-type: none"> • Understand the core beliefs that Islam holds about God, revelation and both the purpose and destiny of humanity. • Understand the close integration of believing, behaving and belonging for Muslims. • Account for the importance of the Five Pillars in governing Islamic life. • Identify the primary purpose of Islam in promoting human peace, harmony, happiness, and order, and in submission to God. • Appreciate the significance of Islamic values such as honesty, submission, respect, peacefulness and charitable activity. 	<ul style="list-style-type: none"> • By the end of this unit, most pupils should be able to: <ul style="list-style-type: none"> • Speak about the Islamic belief in Allah as the sole and true God who is alone as the Creator, sustainer and judge of all. • Appreciate the importance of Muhammad as the final prophet (although not as the founder of Islam). • Express how important the Qur'an, Ramadan and the two Eid festivals are. • Explain what the Five Pillars of Islam are and how these shape the lives of Muslims. • Retell some stories about the Prophet Muhammad
Possible teaching activities	Key vocabulary	
<ul style="list-style-type: none"> • Discuss the significance of Abraham as the father figure of Judaism, Christianity and Islam. • Explore the idea of revelation and examine the distinctive Islamic understanding of this. • Hear from a Muslim child or parent about the place of Islam in their daily life. • Study the words and actions associated with corporate prayer in Islam. • Visit a Mosque to learn about its features and functions within the Islamic community. • Discuss why Muslims hold the Prophet Muhammad is held in such high esteem by Muslims and why the word <i>salla-allahu alaihi wa sallam</i> (peace and blessings of Allah be upon him) are said after his name is said or written. 	<ul style="list-style-type: none"> • Islam, the Prophet Muhammad, God/Allah, the Qur'an, Jibril, Five Pillars, Shahada, Salah, Sawm, charity, generosity, Zakat, Hajj, Ramadan, Eid al-Fitr, Eid al-Adha, mosque. 	<ul style="list-style-type: none"> •

Recommended resources

RE Online teaching resources (select Islam from the RELIGION/WORLDVIEW dropdown menu): <https://www.reonline.org.uk/teaching-resources/>

- BBC Key Stage 1 video clips about Islam: <https://www.bbc.co.uk/bitesize/topics/zj3d7ty/resources/1>
- The Five Pillars of Islam (BBC): <https://www.youtube.com/watch?v=H9U8T8x1AhQ>
- Introduction to Islam (for teachers): <https://www.khanacademy.org/humanities/ap-art-history/cultures-religions-ap-arhistory/a/introduction-to-islam-2>
- The Mosque (TrueTube): <https://truetube.co.uk/film/holy-cribs-mosque>
- The Adhan: <https://www.youtube.com/watch?v=5iFUAhZoLJQ>
- Discover Islam: www.discoverislam.co.uk
- RE Islam: www.reislam.co.uk
- KS1- KS3 Teachers' Teaching Pack – Islam www.discoverislam.co.uk – 020 7471 8275

Animation/Video clips

- What is Islam? <https://youtu.be/R241JF7zHwY>
- What happens in a mosque? <https://www.youtube.com/watch?v=GWi7pIHFJ18>
- The Quran <https://youtu.be/7zLz7YHqHp4>
- Two Eids Muslim celebration <https://www.youtube.com/watch?v=XAxHfkWmr1g>
- Quran, Prayer mat, beads Available for FREE from www.discoverislam.co.uk
- www.reislam.co.uk
 - Kit & Finn discuss 'What is Islam?' <https://www.youtube.com/watch?v=R241JF7zHwY>

SPRING 1 YEAR 3: What do Muslims believe?

This unit will explore the fundamental beliefs that Muslims hold about the nature of God; the manner in which God has revealed himself to humanity; the role of prophets as messengers of God; the particular importance of the Prophet Muhammad as the last and final messenger; the order and harmony of God's creation; the purpose of human life; and the purpose of the last thing: the Day of Judgement, heaven and hell.

Questions to explore	Learning objectives	Learning outcomes (AT1)
<p>What do Muslims believe about God?</p> <ul style="list-style-type: none"> • How do the Six Articles of Faith express the core beliefs of Islam? • What is the meaning of Islam? • What role have the Prophets played – from Adam to Muhammad – in acting as messengers for God? • Why is the Prophet Muhammad considered the most special of the prophets? • What is the Qur'an and why is it so important to Muslims? • How does the Shahada convey Islamic belief? • What is meant by shirk? • What are meant by taqwa, jiahd and iman? 	<p>By the end of this unit, most pupils should be able to show</p> <ul style="list-style-type: none"> • that they can: <ul style="list-style-type: none"> • Appreciate that the centrality within Islam of harmony with God (denoted by the root slm in the words Islam, Muslim and salam). • Understand that, for Muslims, God (Allah) is beyond human comprehension and that there is nothing greater than God. • Recognise the enormous significance of Muhammad and the Qur'an in helping Muslims to understand God's revelation of himself to humankind and the Islamic view of God. • Recognise that although God cannot be explained, God's attributes can be expressed through the 99 names of God. • Appreciate the close integration of believing, behaving and belonging in Islam and how these are represented through the Five Pillars. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Explain what Muslims believe about the nature of God. • Explain why Muhammad is so important as the Seal of the Prophets. • Speak about the act of revelation in Islam and the importance of the Qur'an to Muslims. • Identify the Six Articles of faith (belief in God, angels, God's books, prophets, the Day of Judgement and God's plan). • Describe how each of the Five Pillars is a reflection of Islamic belief. • Make connections between the requirement to, preparation for, and elements of, formal prayer (salat) and Islamic belief.
<p>Possible teaching activities</p>	<p>Key vocabulary</p>	
<ul style="list-style-type: none"> • Read and discuss the story of how the Qur'an was first revealed to the Prophet Muhammad by the Angel Jibril. • Study the structure and organisation of the Qur'an and read key surahs (e.g. 96, the first to be revealed and 1, containing some of the 99 names of God). • Explore the Six Articles of Faith and discuss the meaning of each of the beliefs that they represent. • Closely examine the Shahada and discuss how this contains the core beliefs of Islam • Visit a mosque and learn about Islamic belief and practice, including the role of prayer and other community and educational functions. • Read together a selection 	<p>Allah (God), Muslim, Islam, monotheism, tawhid, taqwa, iman, shirk, 99 names, Risalah (prophethood), prophet, the Prophet Muhammad, Adam, Ibrahim (Abraham), Musa (Moses), Īsā (Jesus), Qur'an, surah, basmala, hafiz, Sunna, Hadith, mosque, imam, the Five Pillars (Shahada, Salah, Zakat, Sawm and Hajj), angels, Yawmuddin (the Day of Judgement), predestination (God's plan), Janna (paradise or heaven), Akhira (life after death), Jahannam (hell), Mecca, Ka'aba, qibla, tawaf, ihram, wudu (ablution), akhlaq (ethics governing character, conduct and attitudes), ibadah (worship), jihad, Ramadan, Eil al-Fitr, Eid al-Adha, the Ummah (the worldwide Islamic community).</p>	<ul style="list-style-type: none"> •

Recommended resources

An introduction to Islam (Chris Hewer): <https://www.chrishewer.org/wp-content/uploads/2012/01/Introduction-to-Islam.pdf>

- Communicating and understanding of Islam (Chris Hewer): <https://www.chrishewer.org/wp-content/uploads/2012/01/Communicating-Understanding-Islam.pdf>
- An introduction to Islam (the Khan Academy): <https://www.khanacademy.org/humanities/ap-art-history/cultures-religions-ap-arhistory/a/introduction-to-islam-2>
- Prophet stories for children: <https://www.youtube.com/watch?v=WEEORXFj-lo>
- The Five Pillars of Islam: <https://www.youtube.com/watch?v=Jb8Yk8LaUoc>
- Subject knowledge about Islam – Shia Perspective (RE:Online): <https://www.reonline.org.uk/knowledge/islam/>
- The BBC's Key Stage 2 video clips about Islam: <https://www.bbc.co.uk/bitesize/topics/zpdt/bk>
- Video resources about Islam (NATRE): <https://www.natre.org.uk/resources/termly-mailing/inspiring-re/muslims/ready-steady-re/>
- Discover Islam: www.discoverislam.co.uk; RE Islam: www.reislam.co.uk
- 2 Eids with Sara (SEN) with Sign language

<https://www.youtube.com/watch?v=68uvRtAqSOE> <https://www.youtube.com/watch?v=XAxHfkWmr1g>

- KS1 – KS3 RE Syllabus – Discover Islam www.discoverislam.co.uk 020 7471 8275
- 5 Pillars – Alex & Yusuf Part 1 5 Pillars – Alex & Yusuf Part 2
- https://www.youtube.com/watch?v=9hW3hH9_7pl
- https://www.youtube.com/watch?v=_bujwCZ9RHI
- • 5 Pillars with Sign Language <https://www.youtube.com/watch?v=gkX-83NPOqg>

SPRING 2: YEAR 3: 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.

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? 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 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. 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)	
<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 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. 	<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). Create poetry or art based on the events in Jesus' life, passion, death and resurrection that are associated with the Easter story. 	<ul style="list-style-type: none">

Key vocabulary

Ash Wednesday, imposition of ashes, Lent, Mothering Sunday, Passiontide, Palm Sunday, Holy Week, Stations of the Cross, Maundy Thursday, the Last Supper, Garden of Gethsemane, betrayal and arrest, Judas, the Eucharist (Mass, or Holy Communion), Caiaphas, Good Friday, Holy Saturday, vigil service, fire, Paschal candle, Easter Day, crucifixion, sacrifice, Golgotha or Calvary, salvation, redemption, resurrection, Mary Magdalene, the disciples or apostles, Bible, the gospels, sorrow, joy, celebration, renewal, hope, commitment.

Recommended resources

- Heather Amery (2011) *The Easter Story*, Usborne Publishing Ltd.
- Easter teaching resources and lesson plans: <https://www.teacherplanet.com/content/easter>
- RE Online, Christianity subject knowledge: <https://www.reonline.org.uk/subject-knowledge/christianity/>
- TES Easter teaching resources: <https://www.tes.com/teaching-resources/blog/cracking-easter-resources-eyfs-and-primary>
- BBC - Easter teaching resources: <https://www.bbc.co.uk/teach/easter-collection/zf72rj6>
- BBC - KS2 Easter video: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-easter/zknkgwx>

SPRING 1: YEAR 4: What do sacred texts within Hinduism say about God?

This unit will enable pupils to explore the Hindu understanding of God and how this is presented in the vast and complex collection of Sanskrit writings of Hinduism.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> • What are the principal sacred writings within Hinduism? • Why is Sanskrit held to be a sacred language? • What is the difference between the two main categories of writing: Shruti and Smriti? • What are the Vedas? • What is the Ramayana and what story does it tell? • What are the Mahabharata and the Bhagavad Gita? • What role do avatars, murtis and idols play in the Hindu worship of God? 	<ul style="list-style-type: none"> • Discuss what the Hindus may mean by believing that God is both one and many and also both transcendent and immanent. • Explore the significance of the Hindu belief in Brahman as the ultimate source and foundation of all existence. • Explore how the symbols associated with Hindu deities point to different attributes of God. • Examine images of Hindu sacred deities and avatars, using these to explore the attributes of God. • Visit a Hindu temple to learn about Hindu belief in God and how God is worshipped. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Explain how Hindus conceive of God (Brahman) as the ultimate foundation of and ever-present reality within the universe. • Describe how, for Hindus, Brahman is known through Brahma, Vishnu and Shiva (The Trimurti). • Name the principal sacred writings within Hinduism and explain the difference between the Shruti (divinely revealed and 'heard') and Smriti (remembered) texts.
Learning objectives	Possible teaching activities (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 immense diversity in the canon of Hindu sacred writings. • Acknowledge that Hindu scriptures are divided into those that are heard from God (Shruti) and those that are remembered (Smriti). • Appreciate that most Hindus believe in one supreme and all-powerful God, Brahman, who is known in three ways: as creator (Brahma), as sustainer (Vishnu) and as destroyer (Shiva). • Recognise that, for Hindus, Vishnu comes to earth in many avatars (including Krishna, Rama and the Buddha). • Understand that, for Hindus, God is encountered in all things in the created world, including people, animals, plants, stars and planets. 	<ul style="list-style-type: none"> • Explore the function of Hindu priest and offerings of food in worship within the temple. • Discuss what Hindus mean by conceiving of Brahman as in everything that is in the universe and that Brahman makes everything what it is. • Explore the use and discuss the importance of symbols and images to describe God in Hinduism. • Discuss why the story form is so dominant in Hindu sacred writings. • Discuss what may be learned by the Hindu belief that God is encountered in people and the world. 	<ul style="list-style-type: none"> •
Key vocabulary		
<p>Sacred writings, text, Sanskrit, myth, legend, story, poem, Shruti texts (Vedas and the Upanishads), Smriti texts (Mahabharata, which includes the Bhagavad Gita, the Puranas and the Ramayana, the story of Rama and Sita), Rishis (the people who 'heard' and received the Vedas), Brahman, The Trimurti (Brahma, Vishnu and Shiva), avatar, Lord Krishna, Rama, Sita, Ravana, Hanuman, Ganesha, Parvati, Karma, reincarnation, Moksha (the liberation from the endless cycle of birth, death and rebirth), Sanatan dharma (eternal truth), chant, mantra, arti, vegetarian, hymn, priest, idol, symbol, light, good, evil, shrine.</p>		
Recommended resources		
<ul style="list-style-type: none"> • Tristan Elby (2017) <i>Hinduism</i>, Collins. • BBC Key Stage 2 Hinduism resources: https://www.bbc.co.uk/bitesize/topics/zh86n39 • RE: Online subject knowledge about Hinduism: https://www.reonline.org.uk/subject-knowledge/hinduism/ • Introduction to Hinduism: https://www.youtube.com/watch?v=xIBEEuYIWwY • Introducing Hinduism to non-Hindu children: https://www.youtube.com/watch?v=iLa996MzgjE 		

SPRING: YEAR 4: What does it mean to be a Muslim?

This unit will enable pupils to explore the Hindu understanding of God and how this is presented in the vast and complex collection of Sanskrit writings of Hinduism.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> • How does the experience of being a Muslim gain expression in daily life? • What role does prayer, at home and in the mosque, play in the life of Muslims? • What principles govern the way in which Muslims seek to live their lives? • What inspiration do Muslims draw from the Prophet Muhammad in the lives? • How do the Qur'an, the Hadith and the Sunnah determine the customs, behaviours and actions that are commended for Muslims? • What is the importance of Ramadan for Muslims? • Which festivals are celebrated by Muslims? • What is the role of the mosque in Islam? 	<ul style="list-style-type: none"> • Read some stories from the life of the Prophet Muhammad that have influenced Islamic life. • Provide an opportunity for a Muslim pupil to share their experience of being a Muslim with the rest of the class. • Create a class display to illustrate and provide the key information about the Five Pillars of Islam. • Explore the actions and meanings of corporate prayer for Muslims: ablution (wudu), gathering (the Adhan), orientation (the Qibla), and the cycles of words and movements (rakat). • Invite a Muslim visitor to speak to the pupils about their faith and the way it shapes their life. • Examine and discuss the symbolic role of some objects used in Islamic prayer (e.g. head covering, prayer beads, Qibla compass, prayer mat and clock). 	<ul style="list-style-type: none"> • By the end of this unit, most pupils should be able to: • Explain how the beliefs that Muslims hold shape their identity, actions and sense of belonging. This unit builds on the Key Stage 1 unit on Humanism and seeks to explore the lessons that all people, whether religious or not, can learn from Humanism. It will provide pupils with opportunities the key beliefs held by Humanists and the principles that govern their approach to life. • Identify and explain the function of the main features within a mosque. • Explain why the mosque is so significant within Islam, both as a house of prayer and as a centre for social action and community building. • Describe why Zakat is so important for Muslims and how this action shows submission to Allah. • Account for the importance and spiritual value of Ramadan for Muslims. • Identify the principal festivals within Islam and explain how these are celebrated.
Learning objectives	Possible teaching activities (AT2)	
<ul style="list-style-type: none"> • By the end of this unit, most pupils should be able to show that they can: • Understand how closely integrated believing, behaving and belonging are for Muslims. • Appreciate how submission to Allah will have an influence within all areas of the life of Muslims. • Recognise the centrality of the Five Pillars in shaping the life of Muslims. • Understand the way in which the day, week and year are structured within Islam. • Understand how some actions are prohibited (haram), whilst others are particularly to be commended, for Muslims. 	<ul style="list-style-type: none"> • Read and discuss the meaning of some of the Surahs in the Qur'an that refer to Salat (e.g. 2.45, 2.153, 40.55) and Hajj (e.g. 2.125, 2.196-198, 22.27) • Discuss and reflect upon the spiritual discipline of fasting and the benefits this brings for Muslims. • Explore how Sharia (Islamic law) is derived from precepts in the Qur'an and the Hadith and how it governs many Islamic practices. • Visit a mosque and meet with an imam to find about his role within the community. • Explore the reasons for the dietary laws, including the principle of Halal, that are observed by Muslims. • Listen to a recording, or watch a video, of the Adhan and reflect on the feelings that this provokes. • Explore some of the ways in which the unity of the Muslim community is signified (e.g. prayer times and orientation, the Hajj, the Qur'an and festivals). 	<ul style="list-style-type: none"> •

Key vocabulary

Islamic faith and life: Five Pillars, d n (religion, custom and right judgement), iman (faith), Salat, wudhu, Adhan, Qibla, ﷻ, home, family life, mosque, imam, Zakat, Sawm, Ramadan, Hajj, festivals, Eid al-Fitr, Eid al-Adha, dietary laws, Halal, the Ummah, Shariah, jihad. Prohibitions (haram): everything considered harmful to the body, mind, soul or society. This includes consuming pork, alcohol or mind-altering drugs; gambling, taking interest, fortune-telling, killing, lying, stealing, cheating, oppressing or abusing others, being greedy or ungenerous, adultery, being disrespectful to parents, and mistreating relatives, orphans or neighbours

Recommended resources

- This unit builds on the Key Stage 1 unit on Humanism and seeks to explore the lessons that all people, whether religious or not, can learn from Humanism. It will provide pupils with opportunities the key beliefs held by Humanists and the principles that govern their approach to life.

SPRING 1: YEAR 5: What place do festivals and celebrations have within Hinduism?

Why are a growing number of people in Western society now identifying as Humanist? • What common ground do Humanists share with those people who profess to be religious? • What do Humanists believe are the principal things that give human life meaning and purpose? • How do Humanists seek to live lives that are socially responsible, compassionate and kind? • How do Humanists mark the main rites of passage in a human life like births, marriages and funerals? • What do Humanists believe about death? • What can Humanists and people of faith learn from each other?

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> • What does worship mean within Hinduism? • What is the significance of the 'families' to which Hindu gods and goddesses belong? • How is the Aum (or Om) syllable used in worship? • Why are so many festivals celebrated by Hindus? • Which are the most important festivals within Hinduism and what do they represent? • How do Hindus celebrate religious festivals? 	<ul style="list-style-type: none"> • Create a class display based on a timeline through the year to show the main Hindu festivals. • Read some of the stories associated with Hindu festivals of the gods and goddesses that the festivals celebrate. • Watch a video of a Hindu puja, either in the home or in the mandir, and discuss the significance of each element within the ceremony. • Devise an art activity where pupils design and make Rangoli patterns or Diva lamps. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Explain what worship means within Hinduism and how, because God is omnipresent, all life can be regarded as an act of worship. • Identify the main god and goddesses that provide a focus of worship and celebration within Hinduism. • Explain how the schedule of Hindu festivals is linked to the lunar calendar. • Identify the most important Hindu festivals within the year and speak about how these are marked.
Learning objectives	Possible teaching activities (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"> • Understand that worship is part of a Hindu's dharma, or religious duty. • Understand that, as God is in everything, all of life can be regarded as worship for Hindus. • Recognise that many Hindu houses contain a shrine with an image of one or more gods or goddesses. • Understand that Hinduism allows for many different ways of worship and different gods to worship. • Recognise the importance of the Hindu lunar calendar and cycle of festivals within Hinduism. 	<ul style="list-style-type: none"> • Explore the reasons why food, flowers and perfume offerings are presented to images or statues of Hindu deities as an act of worship. • Discuss why festivals and celebrations are so important within human experience and evaluate their particular significance within Hinduism. • Explore and discuss how themes within Hindu festivals have connections with other religious traditions (e.g. light, water, colour, harvest). • Create artwork based on one or more Hindu stories, gods or goddesses. 	
Key vocabulary		

Festivals: lunar calendar, astrology, celebration, kolam (chalked patterns).

Holi (a festival in February or March that marks the beginning of spring that is connected with Lord Krishna and during which Hindus gather around bonfires, eat special sweets and soak each other in coloured powder); Ramanavami (the festival to celebrate the birth of Lord Rama in March or April); Raksha Bandhan (an August festival when brothers and sisters thank each other for their love and protection and where bracelets or rakhi are exchanged); Janmashtami (the August or September festival that celebrates of the birthday of Krishna); Navaratri (this festival in September or October last nine nights, during which the Mother Goddess in her fierce form is worshipped); Diwali (the festival of lights in October or November, derived from the story of Rama and Sita during which Diva lamps are lit and Rangoli patterns are created)

Recommended resources

- Anita Ganeri (2003) *Hindu Festivals Through the Year*, Franklin Watts.
- Grace Jones (2016) *Holi*, BookLife.
- RE: Online – Hinduism subject knowledge: <https://www.reonline.org.uk/subject-knowledge/hinduism/>
- The top ten most popular Hindu festivals: <https://www.youtube.com/watch?v=nbPyOVfwRhI>

SPRING 2: YEAR 5: In what ways can the art and design express different beliefs?

This unit will consider the creative dimension of human religious and non-religious identity by exploring the role of art and design.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> • What role do visual, aural and written forms of art play within religious traditions? • How have different religious traditions been associated with the production of art? • What subject matter is depicted or prohibited in art found in religious buildings? • How can art be used within worship or as an aid to prayer? • What role does music play within different religious traditions? 	<ul style="list-style-type: none"> • Discuss the reasons why figurative depictions of people or animals are prohibited within the mosque and in the synagogue. • Study and discuss poems that have been inspired by religious or spiritual themes. • Invite children to listen carefully to a selection of music from different religious traditions (e.g. songs, chants, hymns, choral music and organ pieces) and to share their feelings. • Examine the principles and examples of Islamic calligraphy and geometric design. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> • Identify the way in which a variety of forms of art and design has, and continues to, play a role in the world's religious tradition. • Explain why the Islamic principle of Shirk and the Jewish idea of idolatry prevent figurative art from being displayed in mosques and synagogues. • Identify how painting, sculpture, music, drama and poetry have featured within the Christian tradition and how they continue to be used in worship. • Explain how the design, layout and orientation of religious buildings carries particular symbolic significance within different religious traditions.
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 art offers humanity a way of engaging with, and giving expression to, mysterious dimensions of human experience, including God. • Recognise that some religious traditions have a rich artistic culture whilst in other traditions (e.g. Islam and Judaism) art is more abstract and symbolic. • Understand that art can be used to help people articulate deep and profound feelings, which may not be easily expressed through language. 	<ul style="list-style-type: none"> • Discuss the symbolism in religious works of art (e.g. objects, signs, colours and gestures). • Invite pupils to produce artistic responses to selected religious stories or concepts. • Examine the place of music within the church's liturgy and discuss the function that it plays. • Discuss why statues and icons are important aids to prayer and worship for some Christians. • Devise a group-based activity that gives pupils the opportunity to express their interpretation of a religious story in the form of a drama. 	

Key vocabulary

Art, artist, design, painting, sculpture, drawings, patterns, tessellation, calligraphy, colour, symbol, symbolism, sign, meaning, music, songs, chant, hymn, mantra, dance, drama, poetry, poem, story, novel, icon-writer, icon, statue, vestment, building, mystery, suggestion, metaphor, mood, feeling, inspiration, joy, sorrow, lament, idol, idolatry, Shirk, meditation, prayer, worship, liturgy, choir, plainsong.

Recommended resources

- Barbara Brend (1991) *Islamic Art*, British Museum.
- Jean Mead and Ruth Nason (2008) *How do People express their Faith through the Arts?* Evans.
- Religion and art teaching resources (TES): <https://www.tes.com/teaching-resource/religion-and-art-6038823>
- Art and religion at the National Gallery: <https://www.nationalgallery.org.uk/research/about-research/art-and-religion/art-and-religion>
- A brief history of religion in art: <https://www.youtube.com/watch?v=qfITRYcnP84>

SPRING 1: YEAR 6: What contribution can religion make to our society?

Humanism, Humanist, secular, secularisation, Humanism UK, National Secular Society, Humanist charities, reason, rational thought, evidence, logic, science, Humanist celebrations, celebrant, evolution, ethics, morals, social action, human well-being, the Golden Rule, human rights, freedom, responsibility, care, compassion, kindness, justice.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> What is the place of religion in British society? What is the relationship between the Church of England and the State in the United Kingdom? What role does the Sovereign play in the Church of England? How does religion create a sense of community? What non-religious communities are there and how are they formed? How do religious communities contribute to education and healthcare in our country? How do places of worship engage in social and temporal, as well as spiritual, concerns? In which part of Britain are religious communities most active? 	<ul style="list-style-type: none"> Identify the different social justice initiatives in the neighbourhood of the school in which religious and non-religious communities are involved (e.g. food banks, night shelters, lunches for the elderly). Examine the commandments and principles in each religious tradition that promote charitable activity (e.g. 'Love thy neighbour' in Christianity, zakat in Islam, tzedakah in Judaism, compassion in Hinduism and Buddhism, Sewa in Sikhism). Discuss the importance of community and how religious commitment can engender this. Explore the role played by the leaders and authoritative bodies (e.g. the Church of England, the Muslim Council of Great Britain and the Board of Deputies of British Jews and Humanists UK) in British society. 	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> Describe the religious profile of the United Kingdom and how this has changed over time (Census 2021) Identify the regions of Britain that are most and least religious (Inner London and the Outer South East, respectively). Describe some of the ways in which religious communities contribute to tackling social deprivation and promoting social wellbeing. Explain why belief commitment motivates many religious people to engage in charitable giving and activities. Comment on the links between religion, culture and politics. Recognise the problems of religious extremism.
Learning objectives	Possible teaching activities (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"> Acknowledge that, despite the fact a growing number of people identify as non-religious, religion continues to be important in society. Understand that the Church of England is represented in the UK Parliament by 26 bishops, who are known as the Lords Spiritual. Understand that the Sovereign is the Supreme Governor of the Church of England. Recognise the educational role of faith communities in running schools of religious character and through the work of SACREs in developing Religious Education. Appreciate the role of hospital chaplains who come from different religious faiths Be aware of the many different ways in which religious communities seek to counter injustice and promote social wellbeing. 	<p>Discuss the contribution that religion can make to the different elements of peace building: inner peace, peaceful choices, peaceful relationships, peaceful actions and behaviours, and peaceful communities.</p> <p>Discuss what can be learned from the lives of British celebrities and leaders who have a faith commitment (e.g. Mohamed Farah, Mohamed Salah, Sadiq Khan).</p> <p>Examine and discuss the implications of the formal relationship between Church, State and Sovereign in Britain.</p> <p>Reflect upon the Golden Rule ('Treat others as you would like others to treat you') and discuss how this continues to be relevant in society today</p>	
Key vocabulary		
<p>Society, community, wellbeing, charitable activity, zakat, tzedakah, faith, justice, respect, inter-faith, cooperation, partnership, faith leader, inspiration, social cohesion, established church, Church of England, sovereign, Supreme Governor, commitment, service, compassion, kindness, engagement, vision, courage, support.</p>		
Recommended resources		
<ul style="list-style-type: none"> Deusdedit Nkurunziza (2014) <i>Making Friends Across the Boundaries of Religious Differences: Religions Building Peace for a New World Order</i>, Xlibris. Religion and peacebuilding: https://en.wikipedia.org/wiki/Religion_and_peacebuilding Religion and belief – Manual of human rights education with young people (Council of Europe): https://www.coe.int/en/web/compass/religion-and-belief Census: https://census.gov.uk/census-2021-results/phase-one-topic-summaries/ethnic-group-national-identity-language-and-religion 		

SPRING : YEAR 6: How can we learn from Humanism?

Why are a growing number of people in Western society now identifying as Humanist? • What common ground do Humanists share with those people who profess to be religious? • What do Humanists believe are the principal things that give human life meaning and purpose? • How do Humanists seek to live lives that are socially responsible, compassionate and kind? • How do Humanists mark the main rites of passage in a human life like births, marriages and funerals? • What do Humanists believe about death? • What can Humanists and people of faith learn from each other?

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<p>Why are a growing number of people in Western society now identifying as Humanist? • What common ground do Humanists share with those people who profess to be religious? • What do Humanists believe are the principal things that give human life meaning and purpose? • How do Humanists seek to live lives that are socially responsible, compassionate and kind? Humanism, Humanist, secular, secularisation, Humanism UK, National Secular Society, Humanist charities, reason, rational thought, evidence, logic, science, Humanist celebrations, celebrant, evolution, ethics, morals, social action, human well-being, the Golden Rule, human rights, freedom, responsibility, care, compassion, kindness, justice.</p>	<ul style="list-style-type: none"> Investigate the key beliefs that Humanists may hold. Investigate the process of secularisation and discuss why, in a secular society, a wide range of religious and nonreligious identities should be honoured and respected. Study the UN declaration of Human Rights and identify the Humanist principles within it. Explore the role and function of Humanist celebrants. Explore the Humanist approach to the search for truth and place of science in this pursuit. Recognise the deep meaning to Humanists of having their own ceremonies Study the ideas of some famous Humanists 	<p>Humanism, Humanist, secular, secularisation, Humanism UK, National Secular Society, Humanist charities, reason, rational thought, evidence, logic, science, Humanist celebrations, celebrant, evolution, ethics, morals, social action, human well-being, the Golden Rule, human rights, freedom, responsibility, care, compassion, kindness, justice.</p>
Learning objectives	Possible teaching activities (AT2)	
<ul style="list-style-type: none"> By the end of this unit, most pupils should be able to show that they can: <ul style="list-style-type: none"> Acknowledge that many religious people will embrace the principles of Humanism. Understand the importance that Humanists attach to rational thought, evidence, logic and science. Appreciate the long history of Humanist thought from the ancient Greeks, through the Renaissance and the Enlightenment, to the present day. Understand the importance that Humanists attribute to the legacy of human achievement in intellectual, scientific, artistic, cultural and philosophical spheres. Recognise that, unlike most religions, Humanists treat women and men equally. Recognise the awe and wonder that Humanists may hold for the natural world. Acknowledge the contribution that Humanists have made to Western civilisation. 	<p>Humanism UK, National Secular Society, Humanist charities, reason, rational thought, evidence, logic, science, Humanist celebrations, celebrant, evolution, ethics, morals, social action, human well-being, the Golden Rule, human rights, freedom, responsibility, care, compassion, kindness, justice.</p>	<ul style="list-style-type: none">
Key vocabulary		
<p>Humanism, Humanist, secular, secularisation, Humanism UK, National Secular Society, Humanist charities, reason, rational thought, evidence, logic, science, Humanist celebrations, celebrant, evolution, ethics, morals, social action, human well-being, the Golden Rule, human rights,</p>		

freedom, responsibility, care, compassion, kindness, justice.

Recommended resources

Why are a growing number of people in Western society now identifying as Humanist? • What common ground do Humanists share with those people who profess to be religious? • What do Humanists believe are the principal things that give human life meaning and purpose? • How do Humanists seek to live lives that are socially responsible, compassionate and kind? • How do Humanists mark the main rites of passage in a human life like births, marriages and funerals? • What do Humanists believe about death? • What can Humanists and people of faith learn from each other?