

Whole School RE Overview

For specific guidance on teaching English during RE topics see Appendix 4.

Year 1

Topic	Knowledge	English genre and text	Suggested Activities from Wandsworth SACRE	Things to consider
What festivals do people celebrate?	<p>Explain the nature and purpose of festivals and celebrations from at least 3 different religions.</p> <p>Compare differences and similarities between the celebrations</p>	<p>Descriptions of what happens at festivals</p> <p>Use Espresso resources – photos and videos for stimulus</p> <ul style="list-style-type: none"> - Diwali - Hannukah - Ramadan and Eid-al-Fitr - Holi - Easter - Christmas 	<ul style="list-style-type: none"> • Harvest festival: Describe how the Christian Harvest is celebrated. Describe the meaning of poverty and collect food for a food bank. Explain why giving is an important feature of Christianity and other religions. Use stories from the Bible, such as the story of Ruth, and of God providing for the poor through the tradition of leaving any surplus dropped grain for the poor to gather. • Diwali: Pupils learn about the story of Diwali and consider the meaning, including the notion of defending people you love, fighting against evil and the use of light as a symbol. Ask pupils to make lanterns and to draw pictures from the story. • Rites of passage: Show pupils different pictures from life events and describe how a Humanist and different theists might celebrate each. Ask pupils to describe the pictures and share their own ideas about how they celebrate life events. • Thank you cards: Pupils consider the importance of praise and showing thanks. They create their own cards to say what they are thankful for. • Place of worship visit: Take pupils to visit a place of worship with pictures of things to look for so they can identify the items used in worship and in festivals. • Global Christmas: Describe different ways in which Christmas is celebrated around the world and to begin to identify which aspects of the holiday are religious and non-religious. Explain why some people do not celebrate Christmas 	

<p>What does belonging mean?</p>	<p>Describe the meaning of belong and consider the different communities people belong to</p>	<p>Fiction 'Something Else' by Katheryn Cave</p>	<ul style="list-style-type: none"> • Circles: Give pupils different examples of families, religious groups and other communities through pictures and words. Ask pupils to write about which communities they belong to in a circle on the page. Explain that uniform and symbols may be used to show which communities they belong to. Find out which traditions they share in families and what they do if they are part of a religious group. • The 5 Ks: Show pupils the 5Ks from Sikhism and encourage them to ask questions. Ask them to match the meaning of each to the object. Describe the story of Guru Gobind Singh and how the 5Ks were created. Describe the events of the naming ceremony, explaining that Sikhs take on new surnames to show they are members of the Khalsa. • Baptism and naming ceremonies: Show pupils videos of baptism and naming ceremonies. This can be done after showing the 'baptism' of Nemo in the film Finding Nemo. Ask pupils to identify what was done to show that Nemo now belongs. Ask pupils to identify ways in which theists show belonging, such as the use of water, honey and naming. • Langar: Ask pupils to collect a list of any foods the other pupils cannot eat. Explain the origins of the Sikh langar meal and explain that Guru Nanak invited everyone, including women and the poor, and that everyone sits together to show equality. Share a feast with the class and ask pupils to identify the ways in which langar shows that everyone belongs. 	
<p>How do we change and grow?</p>	<p>Describe different ways in which the world and the people in it change</p>	<p>Poetry 'Spring Time'</p>	<ul style="list-style-type: none"> • Spring time: Pupils look at leaves and think about how they change depending on the seasons. They are asked to reflect on how they change each year and to think about change in the natural world. Pupils read 'The First Book of Nature' by Mark Herald and reflect on the story during circle time. 	<p>Consider the context of the class before talking about death and afterlife</p>

			<ul style="list-style-type: none"> • Simchat Torah: Explain that the last day of Sukkot (Jewish Harvest) is called 'Simchat Torah' where Jews rejoice in the Torah and the reading of it that takes place on an annual cycle. Pupils discuss how they celebrate New Year and consider how Jews celebrate the Torah at the synagogue. • Problem of personal identity: Pupils look at photos of their teacher over time and are asked to think about what makes them the same over time and what has changed. They are asked to think about key philosophical concepts such as memory, our minds and feelings, and our relationships with others, that may make us the same over time. • Life and death: Pupils find out about how Muslims celebrate the beginning of life and the end of life. They look at symbols in both events, such as the use of honey to represent a sweet life and the burying of bodies. They are taught about some Muslim ideas about the kind of place Heaven might be and asked if they think something happens to us after death. • Easter: Pupils create Easter eggs and think about the symbolism of 'new life' in Christianity. They learn about the events of Easter and why they are important for Christians. 	<p>Pupils should not be asked to draw or represent Jannah (Paradise).</p>
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Year 2

Topic	Knowledge	English genre and text	Suggested Activities from Wandsworth SACRE	Points to consider
What is a promise?	Describe what a promise is and what types of promises religious people make	'I Promise' by LeBron James Use as a stimulus to write their own promises.	<ul style="list-style-type: none"> • Noah's Ark Story Telling: Share the story of Noah's Ark, considering what Noah was told and the promise he made to God. Ask pupils to consider the feelings of the people in the story through a role-play before writing their own promises. Introduce the concept of sacred writing and the Torah. • Leaders: Tell stories about the patriarchs in Judaism, including Abraham, Noah and Moses. Ask pupils to write down what qualities make a good leader. Explain the meaning of the term 'covenant.' Learn about the life events of Jesus and how these are celebrated at Christmas and Easter, through services, songs, art and food. Discuss the challenges Jesus faced and how he influenced the lives of those around him by reflecting on each stage of the story. • Trust game: Ask pupils to lead a partner blindfolded around the room. Ask them to consider the skills they used. • School contract: Ask pupils to think about what promises we each have to make to live harmoniously in our community. Create a pupil charter that can be used in the classroom. 	Noah, Abraham, Moses and Jesus are also prophets in Islam. Pupils should not be asked to draw or represent them.
What relationships are important and how do we look after each other?	Describe how we show care and concern for others and to think about who helps us	'The Smartest Giant' by Julia Donaldson Character descriptions	<ul style="list-style-type: none"> • Families: Pupils are asked to bring in photos of their families and are taught that there are many different types of families. They are asked to write down ways in which their family and friends help them. • The role of the priest: Pupils learn about who a priest is and what job he or she does. They are told that priests represent Jesus in church and may begin to think about why some denominations do not allow women priests. They should think about the qualities a good priest should 	Adam is also a prophet in Islam. Pupils should not be asked to draw or represent Adam.

			<p>have and taught some equivalent words in other religions such as imam.</p> <ul style="list-style-type: none"> • Story telling: Pupils read stories such as 'The Smartest Giant' by Julia Donaldson and are asked to reflect on the relationships in the stories and how different characters did or did not look after others. • Charity: Pupils create cakes and other items they can sell for charity. They learn about different groups in their community that might need help, such as the homeless or the sick. Pupils read stories from different religions about giving and are asked why this might be so important to theists and Humanists. They learn about key religious traditions such as the giving of zakat in Islam. Pupils could also collect food and clothes to be given to a food bank. • The Environment: Pupils learn about the importance of looking after the environment through story telling and picture enquiries. They learn about the story of Adam and Eve and the command for them to be stewards of the environment. 	
How do people worship?	To describe different ways in which people worship for at least 3 of the 6 major religions	<p>Recount/describe the ways people worship</p> <p>Use BBC Teach and Espresso videos and images as stimulus</p>	<ul style="list-style-type: none"> • Puja: Listen to stories associated with popular deities in Hinduism, such as Lakshmi (goddess of wealth); Vishnu (thought by Hindus to become Rama in one of his earthly forms). Explain that Hindus believe that these are incarnations, or represent different aspects, of God. Ask pupils to complete image enquiries on the deities, considering which symbols show beliefs, such as a respect for nature, a belief in justice, and a belief in peace. Re-enact puja whilst explaining the meanings of the different elements. • Salah: Pupils learn that Muslims use 99 names to describe Allah and about the life of Muhammad and his belief in one God. Pupils learn that Muslims often represent their beliefs using geometrical patterns to avoid drawing God and pupils could study symmetry in nature, believed to have been created by God. Pupils watch a video showing the 	<p>Pupils may be worried or concerned about re-enacting ceremonies from different religious and choose alternative activities.</p> <p>Pupils should not</p>

			<p>different stages of Muslim prayer and think about why it is important to be clean beforehand, to be quiet and to say thank you as well as sorry.</p> <ul style="list-style-type: none">• Eucharist: Pupils learn about the Last Supper and complete a re-enactment activity, if they would like, to show what happens. They should write down something they are thankful for and something they are sorry about. Teachers should always explain that re-enactment activities are not religious in nature.• Amrit ceremony: Pupils learn about the Amrit ceremony and how Sikhs worship. They can make prashad and should be asked about the importance of sharing this with others.	<p>be asked to draw or represent any of the prophets or Allah.</p>
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Year 3

Topic	Knowledge	English genre and text	Suggested Activities from Wandsworth SACRE	Points to consider
Christianity	<p>Understand the importance of Christian artefacts, people and stories.</p> <p>Understand the key values of Christianity and how it influences a Christian persons life.</p> <p>Explain the similarities and differences between Christianity and other religions.</p> <p>See Appendix 1 for key facts/knowledge</p>	<p>Poetry</p> <p>Listen to Christian songs and describe features.</p> <p>Use Singup</p> <ul style="list-style-type: none"> - Rivers of Babylon - How can I keep from singing - I've got peace like a river <p>Write a song/poem about what is important to them and their values</p>	<ul style="list-style-type: none"> • Trinity: Pupils are taught, in brief, that Christians believe there are three parts to God: Father, Son and Holy Spirit. They learn about the creation story and should describe how it shows God's power (omnipotence) as well as some of the stories of Jesus' teachings and his death, and how these show God's love. • Gospel stories: Pupils are introduced to some of the stories about Jesus in the Gospels, such as the Birth Narratives. They explore what can be learnt about Jesus from the different stories, and consider differences in how people, such as shepherds, women, the sick and the poor, were treated at this time, and why these people were chosen to visit Jesus. They should consider who in society is not treated equally today and who might be asked to visit Jesus if he was being born today. Pupils could also learn about other religions that use the Bible today, such as Rastafarians. • Psalms: Pupils listen to musical forms of psalms in the Bible and are asked to describe how it makes them feel and why, then, might religious people use music as well as art to worship. Pupils should write songs about what is important to them and their views about how they ought to behave 	<p>Listen to songs and avoid learning/singing them.</p>
Celebrations	<p>To explain the nature and purpose of festivals and celebrations.</p> <p>Recognise the similarities and differences of</p>	<p>Recount of the celebrations of at least 3 of the 6 major religions</p> <p>Use espresso videos and images for stimulus.</p>		

	celebrations from at least 3 of the major religions.			
Being Thankful	<p>Recognising what to be thankful for - family, home, talents</p> <p>Ways of showing thanks</p> <p>How do people show they are thankful in at least 3 of the six major religions See Appendix 2</p>	<p>Thank you by Joseph Coelho</p> <p>'Thankful' Eileen Spinelli</p> <p>Use as stimulus to write about what they are thankful for.</p>		<p>Consider the context of the class and experiences of lockdown when reading Thank you by Joseph Coelho</p>

Year 4

Topic	Knowledge	English genre and text	Suggested Activities from Wandsworth SACRE	Points to consider
Hinduism	<p>Understand the importance of Hindu artefacts, people and stories.</p> <p>Understand the key values of Hinduism and how it influences a Hindu persons life.</p> <p>Explain the similarities and differences between Hinduism and other religions.</p> <p>See Appendix 1 for key facts/knowledge</p>	<p>The story of Ganesha</p> <p>The story of Diwali</p>	<ul style="list-style-type: none"> • Symbols: Pupils look at different pictures of Hindu deities and learn about different symbols present within them. They are taught that they are representative of different Hindu beliefs and aspects of God. • Reincarnation: Pupils are taught about the concept of reincarnation. They play a game of Snakes and Ladders and write down good and bad actions, depending on how they affect people, animals and the environment and add these to their boards. They could also learn about reincarnation by standing in a circle and moving around as the teacher guides them through the stages of reincarnation. • Ahimsa: Pupils learn about how animals are used for entertainment, food and for medical testing. They learn about the Hindu concept of ahimsa and think about how a Hindu might respond to using animals in this way. Pupils take part in a debate on eating meat where they take on the role of different characters, such as a farmer, a vegan and a Hindu worshipper. • Yoga: Pupils try different yoga positions and are asked how it makes them feel. They consider the importance of using yoga as a tool for calm and focus in Hinduism 	<p>Consider the context of the class before talking about death and afterlife</p> <p>The swastika was also the symbol used by the Nazi in WWI and WWII</p>
Sikhism	<p>Understand the importance of Sikh artefacts, people and stories.</p> <p>Understand the key values of Sikhism and how it influences a Sikh persons life.</p>	<p>Fiction</p> <p>The Milk and the Jasmine Flower</p> <p>Religious Studies KS1: Sikh stories - BBC Teach</p>	<ul style="list-style-type: none"> • Guru Nanak: Pupils learn about the story of Guru Nanak and identify elements of the story that showed he believed in equality, such as his use of Muslim and Hindu clothing and his comments on there only being one God. Pupils should write a police report, or equivalent, to consolidate their learning about the events, such as when Guru Nanak went missing. They could consider why his views may have been controversial at the time but why so many think they are important today. 	<p>Consider the context of the class before teaching about war/particular wars</p>

	<p>Explain the similarities and differences between Sikhism and other religions.</p> <p>See Appendix 1 for key facts/knowledge</p>		<ul style="list-style-type: none"> • Guru Gobind Singh and War: Pupils consider the use of violence by Guru Gobind Singh, and the events of his life, as well as the concept of 'just war.' They begin to learn about wars that are going around the world and think about, using Just War criteria (such as not killing civilians, doing it for the right reasons etc.) to explain why these would not be seen as just by many Sikhs. • Gender equality: Pupils should look at different cards that show pictures of women in non-stereotypical roles today and pictures of women in the past. They should reflect on what has changed and why this is important. Pupils then learn about how Sikhs show gender equality e.g. through sitting together at langar and the words of the Guru Granth Sahib. • The use of the kirpan: Pupils learn about the use of the 5Ks and think about the symbols behind each one. They should begin to think about the law relating to the right to practise one's religion, and whether the kirpan should be allowed. Using knowledge of Sikh rules on war and justice, they should write a letter explaining why Sikhs should be allowed to carry their kirpan. 	
Charity	<p>Identify why charity is important to people from different religions.</p> <p>Understand how the idea of charity is often linked to religion and religious special days</p>	<p>Presentation on why a chosen charity is important and persuasive writing for why people should donate.</p>	<p>Charity: Pupils learn about zakat in Islam and calculate how much would be given away, depending on different earnings. They should think about why charity is important and who they would give their money to.</p>	<p>Ensure charities chosen are appropriate for children including affiliations</p>

Year 5

Topic	Knowledge	English genre and text	Suggested Activities from Wandsworth SACRE	Points to consider
Islam	<p>Understand the importance of Islamic artefacts, people and stories.</p> <p>Understand the key values of Islam and how it influences a Muslim persons life.</p> <p>Explain the similarities and differences between Islam and other religions.</p> <p>See Appendix 1 for key facts/knowledge</p>	A day in the life of/diary entry of a muslim child	<ul style="list-style-type: none"> • Beliefs about God and Muhammad: Pupils learn about Muhammad and what he believed about God. They are taught that many of the stories in the Torah and the Bible are similar to those in the Qur’an and shown, using maps and timelines, where these originated. Pupils should describe why Muhammad was a good leader, and could do this through a card sort where they sort information according to whether it demonstrates his belief in equality, his belief in peace and only fighting when it is necessary, or his faithfulness to one God. Teachers can also introduce the difference between different denominations in Islam. • Hajj: Pupils learn about the events of Hajj and why they are important. They create board games or posters to show the different places Muslims might go and why. In particular, pupils should focus on the use of white clothing to represent equality in the ummah and the religious origins of Eid. • Ramadan: Pupils learn about the events of Ramadan, who does not need to fast and why Muslims may choose to fast and then give money to poorer members of the ummah. They should write down what would be challenging about this and what they might learn. Pupils share food and discuss the importance of giving some food to others. The class can collect food to give to a homeless shelter. 	Pupils should not be asked to draw or represent any of the prophets or Allah.
Buddhism	<p>Understand the importance of Buddhist artefacts, people and stories.</p> <p>Understand the key values of</p>	<p>Fiction</p> <p>The story of the talkative tortoise</p> <p>The story of Buddha</p> <p>The story of the blind men – to make a judgement</p>	<ul style="list-style-type: none"> • The life of the Buddha: Pupils learn about the life of the Buddha and the Four Sights that changed how he viewed the world. At each stage of the story, they could create a freeze-frame to show what the Buddha saw and be asked to explain the feelings of those involved. They could write a diary entry describing what happened. • The life of a Buddhist monk: Pupils learn about the different precepts and are taught that monks follow many more. They 	

	<p>Buddhism and how it influences a Buddhist persons life.</p> <p>Explain the similarities and differences between Buddhism and other religions.</p> <p>See Appendix 1 for key facts/knowledge</p>	<p>you need to know the whole story</p>	<p>are taught about a day in the life of a Buddhist monk and should draw pictures to describe each precept they follow, such as to show the bed they might use and the food they might eat. They should think about why other Buddhists in the community provide food and what might be challenging for monks, such as leaving their families behind.</p> <ul style="list-style-type: none"> • Meditation: Pupils consider the importance of 'letting go' through practising meditation. They consider how this might help people in their daily lives and why it has become so popular outside of Buddhism. 	
<p>Commitment</p>	<p>To understand what commitment means and how it can be demonstrated in different ways:</p> <ul style="list-style-type: none"> - Coming of age rituals - Marriage <p>Look at examples in at least 3 of the 6 major religions or humanism</p>	<p>Recount of a coming of age ceremony</p>		

Year 6

Topic	Knowledge	English genre and text	Suggested Activities from Wandsworth SACRE	Points to consider
Judaism	<p>Understand the importance of Jewish artefacts, people and stories.</p> <p>Understand the key values of Judaism and how it influences a Jewish persons life.</p> <p>Explain the similarities and differences between Judaism and other religions.</p> <p>See Appendix 1 for key facts/knowledge</p>	<p>Newspaper report linked to Passover</p> <p>BBC Teach video resource</p>	<ul style="list-style-type: none"> • Moses and the story of Passover: Pupils learn about the story of Moses through clips, such as those from the Prince of Egypt, or the 'Google Exodus' https://www.youtube.com/watch?v=BlxToZmJwdI They should consider how Moses and the other people in the story felt at different times in Moses' life, and the challenges he faced. Pupils could create storybooks, write newspaper reports, and take part in a re-enactment Passover meal where they discuss the symbols of each item. Pupils could also study other times when Jews have been persecuted and why they might have referred to fleeing as another 'Exodus.' Pupils could begin a campaign to help refugees who are entering the UK or even their school. • The Decalogue: Pupils consider the Mitzvot and commandments found within the Torah. They are taught about the importance of the Torah through looking at how it is touched and how it is kept in the synagogue. They can think about how the commandments affect different Jewish groups today, and investigate the difference between Orthodox and Reform interpretations of the Torah. • Rosh Hashanah: Pupils learn about Rosh Hashanah and how Jews commemorate the world's creation and a new start. They can make their own resolutions and think about what they have achieved over the last year. Pupils should learn the Jewish month of Tishri is a time for much prayer as during this time God is believed to open the 'Book of Life' listing the things a person has done, said or thought. Jews believe that God decides who should be forgiven. Pupils could consider what is most difficult to forgive and why and consider how they could improve their own behaviour, perhaps through the use of 	<p>Moses is also a prophet in Islam. Pupils should not be asked to draw or represent Moses</p>

			<p>throwing crumbs as Jews may do during Rosh Hashanah. Pupils could also learn about the story of Jonah and the importance of blowing the Shofar.</p>	
Humanism	<p>Understand the key values of Humanism and how it influences a Humanists persons life.</p> <p>Explain the similarities and differences between religion and non-religion.</p> <p>See Appendix 1 for key facts/knowledge</p>	Debate/balanced argument on human rights	<ul style="list-style-type: none"> • Science and the beginning of the world: Pupils learn about the scientific explanation of the start of the world. They are asked to share their beliefs about the origins of the world and should begin to think about how they have come to form these ideas. They could also hold a debate on the existence of God using key word and evidence card prompts. • Humanist rites of passage: Pupils learn about different ways in which Humanists acknowledge life events, such as the start of life, marriage, divorce and death. They can label pictures to show what is happening in the different events and how people might be feeling. • Human Rights: Pupils are taught about the different human rights they each have. They are given examples of inequality and asked how they relate to the human rights. They should write letters, imagining they are a Humanist, to try and solve one type of inequality. They could research and write project pieces about people who have fought for human rights. 	
Inspirational People of Faith	Describe what values from religions influences people and their actions and why this has helped them to become inspirational people.	Biography of an inspirational person	<p>Inspirational people: Pupils consider the life of famous Christians, such as Martin Luther King, Max Kolbe and Mother Teresa. They are shown passages from the Bible on peace, love and forgiveness and asked how these influenced Christians to behave in the way they did. Gandhi, although a Hindu, also spoke about having taken inspiration from the teachings of Jesus e.g. 'an eye for an eye makes the whole world blind.' Pupils consider the characteristics shown by these people and what they might fight against today.</p> <p>See also resources in folder 'Mohammed Ali' from Wandsworth RE Network meeting</p>	

Appendix 1

Key principles/facts/information about the six major religions.

Buddhism – Year 5

Stories Espresso resources	The story of the talkative tortoise The story of Buddha The story of the blind men
The Buddha	Buddhists do not believe in a God or gods necessarily and the religion is not based on revelation from God; but rather on the life and works of Siddhartha Gautama who was born about two thousand five hundred years ago in north-eastern India. There are many stories about Buddha's life.
Teachings and Values	Meditation and the notion of Enlightenment are key features of the religion. Quiet reflection and meditation are important. Buddhists believe it is important to be aware of thoughts and feelings and how they affect behaviour. Buddhists mediate and do good deeds so that they might achieve Nirvana (or Nibbana). The Buddhist faith begins with the belief in reincarnation - that beings are reborn as animals, humans and even gods. What we are reborn as is defined by our karma, our good and bad deeds and, more importantly, our good and bad intentions. People should be kind, generous, truthful and patient. They should not hurt any living thing, steal or tell lies.
Symbols	Important symbols in Buddhism include the Eight Spoked Wheel. The outer rings represents samsara, the cycle of death and rebirth to which life in the material world is bound, whilst the centre represents nirvana. The eight spokes are the Noble Eightfold Path and lead from samsara to nirvana. The lotus is also an important symbol in Buddhism as this flower rises from the muddy depths and grows towards the sunlight. This image is used to represent humans' capacity to rise above the conditions imposed by our ignorance and attachment to the material world, to attain their full flowering in the state of nirvana.
Festivals and celebrations	<ul style="list-style-type: none">• Wesak (May/June): The Theravada festival commemorating the birth, enlightenment and death of the Buddha where lamps are lit to represent the light of enlightenment and offerings are made in the temples.

Christianity Year 3

Stories Espresso resources	The Good Samaritan The story of the sower and the seed
Ideas of God	God as Father, Son, Holy Spirit and as Creator, Saviour, Comforter and Almighty
Jesus	Christianity is based on the life and teachings of Jesus. In his last three years, Jesus spent his time preaching and healing the sick, with the help of his 12 disciples. The stories of Jesus, known as parables, teach that the Kingdom of God is available to those who follow the teachings of Jesus and believe in him.
Values	The Two Great commandments – love God and love your neighbour. Jesus’ teaching about love, forgiveness and importance of caring for others.
The Church	The church as a community and special place for prayer and reflection Sunday as a special day and where Christians worship together. Special features of churches – the cross, stained glass windows, font, pulpit, candles.
The bible and Worship	A special book for Christians. It is different from other books and is treated in special ways. Christians read it to learn about their faith and it has authority for them.
Festivals and celebrations	<ul style="list-style-type: none"> • Christmas (December 25th): The birth of Jesus • Shrove Tuesday and Ash Wednesday (February/March): A time of preparation for Lent, all foods were traditionally used up in the House on ‘Pancake Day.’ Lent begins on Ash Wednesday which derives from the tradition of putting the ashes of the previous year’s palm crosses on the forehead as a sign of repentance. • Lent (February/March/April): This lasts for 40 days and commemorates Jesus’ time in the wilderness and temptation by the devil. It is a time of preparation for Easter when many Christians fast, pray and try to give up luxuries Good Friday: This is when Christians recall the crucifixion of Jesus. Hot cross buns may be eaten and prayers said to remember this time. <ul style="list-style-type: none"> • Easter Day: This is a day of celebration for Christians as they remember Jesus’ resurrection from the dead. Easter eggs may be given as a symbol of new life.

Hinduism – Year 4

Stories Espresso resources	The story of Ganesha The story of Diwali
Ideas of God	Brahman (God) is one but can be worshipped in many forms (thousands): - Vishnu - Shiva - Krishna - Rama - Hanuman - Lakshmi - Ganesh - Kali - Durga
Values	Devotion to God, respect for all people and living things, love and loyalty between members of the family and vegetarianism
Festivals and Celebrations	<ul style="list-style-type: none"> • Diwali (October/November): A Hindu New Year festival lasting 2-5 days. Homes and businesses are cleaned and decorated, and gifts and cards are exchanged. Diwali means 'row of lights' because during the festival 'divas' are lit and placed on window ledges and roves. These are small clay lamps. These lights recall the story of the return from exile of Rama and Sita. • Holi (February/March): Spring festival which recalls the pranks of Krishna. People throw coloured water and powder over each other. They remember how Vishnu rescued Prahlada from the evil Holika.
Mandir (Temple)	Special building for Hindus to worship together
Symbols	<p>Hindus use many different images of the deities to help them worship. They are not worshipping the deities but using them as a vehicle to worship Brahman.</p> <p>Puja trays are also used during worship. They contain: a bell – to alert deities to the presence of worshippers; a dish of sandalwood paste – to mark foreheads to show the blessing of the divine; offerings – such as food and flowers; purified water – for cleansing; incense and a diva lamp – for the arti ceremony.</p> <p>The 'bindi' is a mark that is often seen on the forehead of adherents. It is made from powder. For some, it represents a 'third eye' to ward off evil; for others, it is a sign of having been blessed by Brahman.</p> <p>The Aum (Om) symbol is the most sacred Hindu word, sound and symbol because it represents Brahman. It is the sound that brings all creation into being and is chanted as a mantra during meditation.</p> <p>The swastika is also an ancient Hindu symbol, meaning good fortune and symbolising time and stages in the life cycle.</p>
Respect for life the cycle of life?	Importance of respect for life; respect for God, other people, the cow and all forms of life; Ahimsa (non-violence) and its implications (e.g. vegetarianism).

	<p>The idea of ahimsa or the principle of non-violence springs up naturally through this Hindu discovery of the divine because it the same spirit that manifests itself in us manifests itself in other living things, so hurting others amounts to hurting ourselves. This principle significantly affects how Hindus respond to the world around them. Hindus also believe in samsara or reincarnation, the cycle of rebirth. This cycle only ends when an individual discovers his or her essential nature as the spirit.</p>
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Islam – Year 5

<p>Stories Espresso resources</p>	<p>Be my guest – sacrifice your needs for the sake of others The story of the Angry Woman – to help others even if they have been unkind to you The story of the crying camel – all living creatures were created by Allah, treat them kindly</p>
<p>Ideas of God</p>	<p>Muslims believe that Allah is the One True God. He has no partners, provides all things, gives guidance through messages and books, cannot be compared to anything else, and has 99 names.</p> <p>Muslims believe that human beings are the best of His creation, angels are created by Allah and it is forbidden to regard anything as being equal to, or a partner to, Allah.</p> <p>Prophet Muhammad, whose name is followed with phrases denoting respect such as ‘peace be upon him,’ is Allah’s final messenger.</p>
<p>The Qur’an</p>	<p>The Islamic special book. It is treated with respect.</p>
<p>Values</p>	<p>Importance of key values, including aspects of family life, such as home life for children; leadership; role of parents; respect for elders and the wise. The importance of honesty and good manners and the unity of the umma (Muslim community).</p>
<p>Prayer</p>	<p>Daily prayer is important for Muslims. Prayer can take place almost anywhere. The call to prayer; actions of prayer; prayer mat; subhah; Wudu (cleanliness before one can pray) is essential.</p>
<p>Festivals and celebrations</p>	<ul style="list-style-type: none"> • Eid-ul-Fitr: This festival marks the end of Ramadan, the month of fasting. This teaches Muslims self-restraint and empathy for the poor and needy. The celebrations in this festival involve feasts, cards, special services at the Mosque, giving to charity and visiting the cemetery to remember the dead. • Eid-ul-Adha: This is the 4 day festival at the end of Hajj which remembers Abraham’s willingness to sacrifice his son Ishmael for Allah. Lambs and sheep are sacrificed and a third of meat is given to the poor.
<p>Five pillars</p>	<p>Practising Muslims follow five pillars:</p> <ol style="list-style-type: none"> (1) Shahadah: the declaration that there is one God; (2) Salah: prayer five times a day in the direction of Makkah; (3) Zakah: charitable giving, usually of 2.5% of one’s income; (4) Sawm: fasting during the month of Ramadan; (5) Hajj: the pilgrimage to Makkah.

Symbols	<p>Most Muslims believe that it is wrong to draw images of God or the prophets. Instead, symbolic art, often using symmetrical patterns and calligraphy, is used to show the one-ness of God (Tawhid) and the perfect balance of His creation.</p> <p>The crescent moon and star are also important symbols. The crescent moon is important because each month begins with a new moon in the Muslim lunar calendar.</p> <p>In countries where Islam developed, the moon and stars were essential for guidance and light in the night to travellers. In the same way, Islam gives light and guidance to Muslims today.</p>
The Mosque	<p>Special place for Muslims.</p> <p>Main features of the mosque (Mihrab, minbar, ablution area)</p> <p>Significance of Jumu'ah (Friday congregational prayers)</p>

Judaism – Year 6

Key Stories Espresso resources	The story of Hannukah The story of Jonah and the whale
Ideas of God	Jews believe God is One; God is the creator; God cares for all people.
Torah	The teachings of the Torah influence all Jewish life as Jews are required to follow the 613 mitzvot (commandments or laws). It is written in Hebrew and, when read in the synagogue, a yad (pointer) is used to touch it, so it is not touched by hands, and keep the reader's place in the text.
Values	The Ten Commandments and "Love your neighbour as yourself" (Leviticus 19).
Festivals and Celebrations	<ul style="list-style-type: none"> • Rosh Hashanah (September): This is the Jewish New Year and celebrates the creation of the world. It is a time to review the past year, reflect and prayer. It is also called the Day of Judgement. The Shofar (ram's horn) is blown at the Synagogue to remind people of Abraham's sacrifice of a ram instead of Isaac his son. Apple pieces are dipped in honey, symbolising hope for a sweet new year. • Yom Kippur (September/October): This is the Day of Atonement and comes 10 days after Rosh Hashanah. It is the most solemn day in the year and almost the whole day is spent at the Synagogue praying in reflection and repentance. Jews fast for 24 hours. • Sukkot (September/October): This is the Autumn harvest festival which reminds Jews that for 40 years their ancestors lived in the wilderness as Moses led them out of slavery in Egypt. At this time, they had to live in temporary shelters or Sukkot. During the festival, families may build similar shelters in their garden. • Hanukkah (December): This celebrates the Jewish victory over the Greek-Syrians who invaded Jerusalem and desecrated the Temple. A revolt broke out led by Judah the Maccabee who defeated the army and rededicated the Temple. He found enough oil to keep the Menorah candle burning for one day, but it miraculously burned for 8 days until fresh supplies arrived. During the 8 nights of the festival, candles are lit. Children play spinning top games with dreidles and foods cooked in oil, such as doughnuts and potato latkes, are eaten.
Home/family life	Shabbat is the special Friday night meal, there is an importance of gratitude expressed in blessings before and after meals, and Kashrut/kosher (food laws) are eaten. Some Jews wear special clothes such as tallit (prayer shawl) and kippah (head covering).
Worship and community	Synagogue is a community centre and place of prayer and study The spiritual leader is the Rabbi

Symbols	<p>The Star of David is a 6 pointed star and is used to decorate Synagogues and artefacts. It can also be found on the Israeli flag and is seen during Jewish festivals.</p> <p>The 7 branched candlestick is the oldest symbol of the Jewish people. It reminds Jews of the original which was the tent that the people made to worship in while they wandered in the desert for forty years.</p>
Synagogue	Special building for Jews to worship together

Sikhism – Year 4

<p>Stories Espresso resources</p>	<p>The Story of the Holy Cakes The Story of the rose</p>
<p>Sikh ideas</p>	<p>Belief in one God and only one God who is supreme truth and creator of all. Human beings are equal before God; Sikhs share all things; Sikhs all sit, eat (Langar) and worship together in the Gurdwara. Sikhs welcome people of all backgrounds and religions.</p>
<p>The Gurus</p>	<p>Sikhism is founded upon the life and teaching of Guru Nanak Dev Ji and nine successive gurus. Guru Nanak is regarded as the founder of Sikhism. Guru Gobind Singh became the tenth Guru at a time when Sikhs were persecuted. He realised that survival would depend on developing a strong sense of community and identity. The Guru Granth Sahib is the Sikh's holy book and it is always treated with the uttermost respect.</p>
<p>Sikh values</p>	<ul style="list-style-type: none"> - Sewa (service to all) - Kirat Karma (working honestly to earn a one's living) - Vand chhakna (sharing with others) - All human beings are equal - Respect for all creation - Respect for all beliefs and religions.
<p>Special symbols</p>	<p>Importance of the symbols of belonging (5 Ks): - Kesh (uncut hair) - Kangha (comb) - Kara (steel wrist-band) - Kachera (shorts) - Kirpan (sword)</p> <p>Baptised Sikhs do not cut their hair to represent that their hair comes from God and is a sign of His creation. A boy's first turban is tied by a respected member of the Sikh community in the presence of the Guru Granth Sahib.</p>
<p>Festivals, holy days and worship</p>	<p>Traditions for worship in the Gurdwara, including removing shoes; covering heads; singing, playing music and praying; reading, listening and showing respect to the Guru Granth Sahib.</p> <ul style="list-style-type: none"> • Baisakhi (April): This is the Sikh New Year and is an ancient festival which marked the start of the corn harvest. It was at this festival that the Guru Gobind Singh began the Khalsa. An Arkand Path (continuous reading of the

	<p>Guru Granth Sahib) takes place in the lead up and on the day of the festival, the Sikh flag and cloth around the flagpole are ceremoniously renewed.</p> <ul style="list-style-type: none"> • Divali (October/November): This is celebrated throughout the India sub-continent by Hindus and Sikhs. Sikhs remember how Guru Har Gobind rescued 52 Hindu princesses. It is an autumn festival during which homes and Gurdwaras are lit with lamps. • Hola Mohalla (February/March): This takes place at the same time as the Hindu Holi festival. Guru Gobind Singh felt that some of the Holi festivities were trivial and to make them more serious, he called for Sikhs to take part in mock battles. • Gurpurbs: These are the birthdays of the Gurus. The most important are those of Guru Nanak and Guru Gobind Singh.
Gurdwara	<p>A place of worship which extends a welcome to men and women of all races and creeds.</p> <p>It's features include</p> <ul style="list-style-type: none"> - Sangat (congregation/ community) - Langar (common shared meal) - The Granthi, who reads the Guru Granth Sahib and explains the text

Appendix 2

Thankfulness in religion

How is thanks given at home or in the family? (e.g prayers, birth/death ceremonies)

How do religious festivals show thanks?

Who is thanks given to?

Judaism

3 prayers a day – gratitude is a vital component. Look at some short Jewish Blessings or ‘Thank you’ prayers

Shema – morning prayer that thanks God

In modern Hebrew, the most common way to say “thank you” is *todah rabah*, “great thanks,” which can be shortened to just *todah*. To add emphasis, add another *rabah* (or two or three) at the end to show how great your thanks is!

Pronounce it: toe-DAH rah-BAH

Shabbat – a celebration that is time to say thanks

Sukkot – a Jewish festival thanking God for looking after Jewish people

Christianity

Harvest festival – thanking God for nature and for the harvest. How is the harvest festival celebrated around the world?

Easter celebrations

Last supper – Jesus gave thanks

Christianity – Eucharist. Thanksgiving. A service celebrating the sacrificial death and resurrection of Jesus Christ using elements of bread and wine.

Prayers/hymns/songs - Giving thanks to God and Jesus for his sacrifice

Islam

The Arabic word for thanks and gratitude “Shukr”

A phrase often used by Muslims to show gratitude is “[Alhamdulillah](#)”, which means: Praise belongs to Allah. You’ll find this phrase in the beginning of the Quran

Pillars of Islam

Zakat – act of giving and charity demonstrating thanks

Salat – prayer. Demonstrating love and thanks to God

Ramadan – a time to show gratitude and give thanks

Islamic birth ceremony

Humanism

Who do humanists thank if it is not a god?

For humanists, the love, commitment, and support of our family and friends are really important.

Place of worship – no particular place of worship, happy to celebrate, worship and give thanks anywhere

Appreciate and celebrate beauty of natural world, people that we meet and human achievements

Feel gratitude and appreciation towards those in history who have made the world what it is today – could look into/research

Belief in 1 life to be grateful for – the time to be happy is now

Hindu

Festival of Holi – commemorate Spring and give thanks for a good harvest

Raksha Bandhan – festival celebrating families. Rakhis thank family and friends for being good to them

Mandir/Hindu temple – where Hindus worship and give thanks to God, devotion and love

Worship is a daily ritual expressing devotion, gratitude and love in the form of meditation, puja, arti.

Appendix 3

List of possible websites for resources

Discovery Espresso

[KS1 Religious Studies - BBC Teach](#)

[KS2 Religious Studies - BBC Teach](#)

[Resources - RE:ONLINE \(reonline.org.uk\)](#)

Appendix 4

English lessons during RE topics.

The storytelling approach is not used for English lessons during RE topics. Other planning methods are used including, but not solely; story mountains and mindmaps

During English lessons children can:

- Listen to, verbally retell and write significant/important/special stories linked to the religion studied.
- Write non fiction accounts of religious festivals/rituals/events/buildings

An example structure for non-fiction writing

Monday – identify the features of the genre/text type

Tuesday – plan

Wednesday – write

Thursday – edit and improve/publish

An example structure for fiction writing

Monday – identify the main themes/message/value from the story

Tuesday – plan an original story linked to themes/message/value

Wednesday – write

Thursday – edit and improve/publish