

Bradgate Education Partnership – Religious Education Curriculum

Why teach RE?

Bradgate Education Partnership curriculum for religious education promotes the following:

- Respect
- Awareness of cultural difference
- Tolerance
- Diversity
- Acceptance
- British Values
- Beliefs

Curriculum Aims: At the end of their education in a BEP primary school, children will have developed mutual respect and tolerance for different faiths and beliefs. The curriculum enables both children and adults, within schools, to feel included and valued. Pupils will have an informed, empathetic and respectful view of society in order to promote tolerance and become responsible citizens. Children will be able to co-operate and engage critically with religions and beliefs in order to prepare them for later life and the society in which they live.

Stories are at the heart of this curriculum; many faiths have different stories that are fundamental to their beliefs. Subject matter is rich and relevant and enrichment opportunities such as visitors/visits/artefacts need to play a central part.

In our RE lessons, we aim to ensure that both our pupils' substantive and disciplinary knowledge is built upon year on year.

Substantive Knowledge: Knowledge and 'substance' of our curriculum e.g. people, dates, features of something

Disciplinary Knowledge: Skills our children develop on how to interpret the world around them and the methods we use to gather information.

Personal Knowledge: The attitudes, experiences and assumptions which shape the way that students experience the religious and non-religious. Part of this knowledge is being aware of how this is changing over time and why.

Our curriculum is organised around four substantive strands of learning.

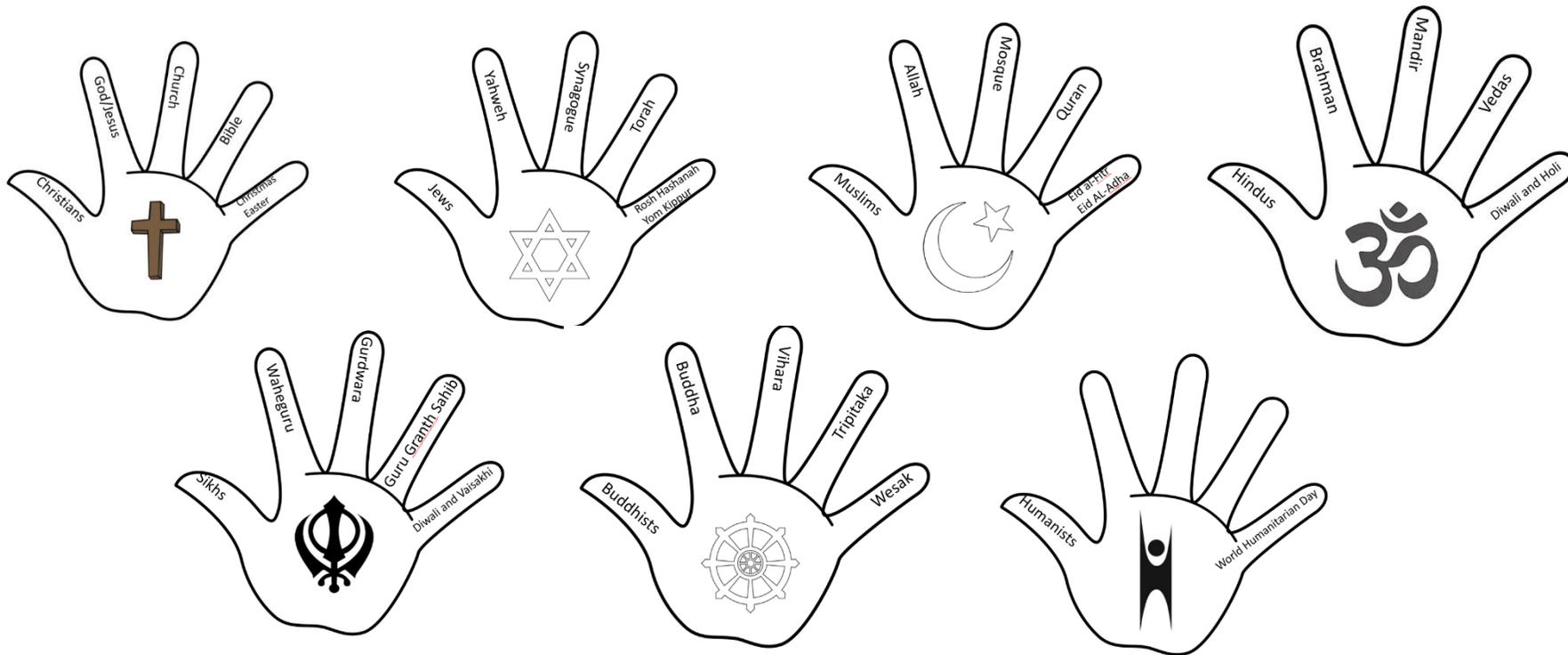
Substantive Strands of Learning			
Belonging/Community	Sacred and Special	Creation	Belief
<p>When you belong to a group, you feel welcomed and understood by other people in the group. An important part of belonging is that there is mutual understanding, acceptance and support.</p> <p>A community is a group of people who have things in common. It could be they live in the same area, have similar backgrounds or worship a particular religion.</p>	<p>Something sacred is holy, devoted to a religious ceremony, or simply worthy of awe and respect. Special is distinctive, exceptional or extraordinary.</p>	<p>To make or bring in to existence.</p>	<p>An acceptance that something exists or is true</p>

Five Fingers of Faith

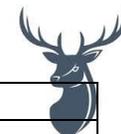
All children will be familiar with the, 'Five Fingers of Faith'. These cover five facts for each of the religions:

- Followers
- God/Founder
- Place of Worship
- Holy Text
- Celebrations
- Symbol

Children will have been exposed to these by the end of KS1. **See Appendix 1.**



<i>EYFS</i>	
<i>Stories to be shared: Jonah and the Whale</i>	
Objectives to be taught through continuous provision reflecting on the different ways in which children learn through playing and exploring, active learning and creating and thinking critically.	
<i>Early Learning Goal</i>	
<i>Understanding the World</i>	<i>Sticky Knowledge</i>
Past and Present: Talk about the lives of the people around them and their roles in society.	Can name family members A community is a group of people. Their school is a community.
People, Culture and Communities: Know some similarities and differences between different	People have different beliefs Jews celebrate Sukkot.
<i>Personal and Social Development</i>	
Self-Regulation: Show an understanding of their own feelings and those of others	We are all special and different
Building Relationships: Show sensitivity to their own and others needs.	Begin to be aware of responding with kindness.
<i>Communication and Language</i>	
Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions	It is important to listen to others and share ideas. All ideas are valued.
Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	



Year 1 Autumn 1

Judaism

Cultural Capital and Enrichment Opportunities:

What makes this relevant to me?

Talk from Jewish person

Handling artefacts

Synagogues in the local area

Tour/virtual tour of a synagogue

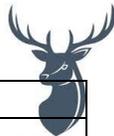
Enquiry Questions:

How do you think something special to you should be treated?

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Understand the term Religious Education	Religious education is learning about people who have different beliefs.	community/ belonging belief	Religion belief
2	Recognise the symbol associated with Judaism	A symbol is a mark or character The Star of David is the symbol of the Jewish faith.	belonging sacred	Star of David Judaism Jewish Symbol
3	Identify that followers of Judaism believe in God.	A follower is a person who attaches themselves to someone or a set of beliefs. People who follow the Jewish faith are Jews. Jews believe in God.	belief	Follower Judaism Jew
4	Identify places of worship for Jewish people.	Jewish people worship in a Synagogue.	sacred/special	Worship Synagogue
5	Identify the holy book and how it should be treated.	The holy book for Jewish people is the Torah. Jewish people believe that Torah contains instructions from God on how to live their lives. You can only touch this with a Yad	sacred/special	Holy Torah Yad
6	To know that the Jewish festival Sukkot celebrates harvest.	A festival is a day or period of celebration for religious reasons. Jewish people hold a festival called Sukkot. This celebrates harvest. People don't go to work/school for two days. They go to a synagogue to worship.	belonging/ community	festival Sukkot harvest



BRADGATE
Education Partnership



Year 2 Autumn 1

Judaism

Cultural Capital and Enrichment Opportunities:

What makes this relevant to me?

Talk from Jewish person

Handling artefacts

Synagogues in the local area

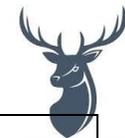
Tour/virtual tour of a synagogue

Enquiry Questions:

How do the lives of Jewish children compare with your own life?

What ceremonies are held in a synagogue?

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Retrieval	Five Fingers of Faith		
2	To know what the Star of David stands for	The star of David is named after King David of Israel Each point is a sign that God rules over and protects the universe.	sacred/special	Star of David symbol King of Israel universe
3	Recall the life of a Jewish child	Jewish children pray three times a day and use a prayer book called a siddur. When Jewish children are considered grown up they have a celebration called bar mitzvah. Jewish children have a day of rest called the shabbat.	community/ belonging sacred/special belief	prayer siddur shabbat Bar Mitzvah
4	Understanding ceremonies happen in a synagogue	To know that Baptisms and Weddings take place in a Synagogue. The rabbi or worshippers can perform the ceremonies	community belonging	baptism wedding
5	To retell the story of Moses in a basket	The Torah contains stories such as Moses in a basket. Jews follow Moses as he freed them from the Pharaoh	sacred/special creation	Moses freedom Pharaoh Israelite
6	Create my own Sukkah	Sukkah is a Hebrew word for a kind of tent. A Sukkah has at least three walls that can be made of anything. The roof must be made of something from the ground.	sacred/special community	Hebrew Sukkah

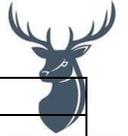


		As part of the Sukkot celebrations Jews use something called The Four Kinds		
--	--	---	--	--

Year 3 Autumn 1				
Judaism				
Cultural Capital and Enrichment Opportunities: <i>What makes this relevant to me?</i> Talk from Jewish person Handling artefacts Synagogues in the local area Tour/virtual tour of a synagogue Friends/family may be Jewish			Enquiry Questions: How do you think Abraham felt when he was asked to leave his home? Why do faiths have rules?	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge Skill	Substantive Strands	Key Vocabulary
1	Explain who founded Judaism and where	Judaism was founded in a land called Canaan. This is now called Israel. The story of Abraham and Sarah.	creation belief	founded covenant Jew faith
2	To understand the main beliefs of the Jewish faith	After the Israelites had fled enslavement, Moses talked to God at the top of Mount Sinai. God told Moses the Ten Commandments so people could lead a happier life.	belief	commandments Torah rules
3	To explain what the Jewish holy book is and how it is used.	The Torah contains five books of Moses, the ten commandments and ancient stories. It is written in Hebrew It is stored inside the Ark of covenant in the synagogue No one is allowed to touch it so a yad is used for reading.	sacred and special creation	Torah yad Hebrew Ark of Covenant
4	Name and explain the meanings of Jewish symbols	The oldest symbol in Judaism is the Menorah. It is a candelabrum and has seven branches. Each branch represents a day of the week. It represents the burning bush Moses saw.	sacred and special belief	Menorah branch Mezuzah Kippah



		<p>Mezuzah is a scroll which Jewish people keep inside a case. When Jews worship in a synagogue they have to wear special clothes. The hat is called a Kippah.</p> <p>Some Jews wear a good luck charm called a Hamsa in the shape of a hand.</p> <p>The star of David is recognised as the symbol of the Jewish community.</p>		Hamsa
5	Understand why Jews celebrate Hanukah	<p>Hanukah is the Jewish festival of lights.</p> <p>Remembering when Antiochus (a Syrian king) tried to make the Jewish people worship Greek gods. In the Jewish temple, a statue of Antiochus was put up and the Jews were told to bow down to him.</p> <p>The Jews refused as the Ten Commandments tell Jews to worship God only.</p> <p>A three-year war followed and the temple was destroyed. The Jews cleaned and repaired the temple and rededicated it to God by lighting the lamp (Menorah).</p> <p>Jews celebrate now by lighting one candle on the Hanukiah each day.</p>	community/ belonging belief	Hanukah menorah commandment dedicate



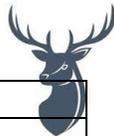
Year 4 Autumn 1

Judaism

<p>Cultural Capital and Enrichment Opportunities: <i>What makes this relevant to me?</i> Talk from Jewish person Handling artefacts Synagogues in the local area Tour/virtual tour of a synagogue Friends/family may be Jewish Sense of community</p>	<p>Enquiry Questions:</p> <ul style="list-style-type: none"> - What makes a good leader? - What do Jewish people do to celebrate Sabbat?
---	---

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge Skill	Substantive Strands	Key Vocabulary
1	To retell the Jewish creation story.	God created the Earth in seven days. First day God created heavens and Earth. Created light and separated it from darkness. Day two – the sky Day three – separated land and water and created trees/flowers Day four – Sun, moon and stars Day five -Filled seas with marine creatures and sky with birds Day six- all other animals Day seven – he rested	creation belief	Creation Earth heaven
2	To recall the Jewish creation story	This story follows on from the seven days of creation. God made two humans called Adam and Eve. God created Adam from dust; he breathed life into him. When God had made man, he said that it was not good for man to be alone; we were created to live in community with others. God created Eve out of one of Adam’s ribs to provide company and help for Adam. Adam and Eve lived in a special place called the Garden of Eden. Both of them were given the task and responsibility to look after the place that God had created for them.	creation belief	human responsibility Adam/Eve
3	Understanding the role of the Rabbi	The Rabbi is an educated and well-respected person. Rabbi means teacher in Hebrew	sacred/special belonging	Rabbi Shema

		Lead services in the synagogue. usually leads the services. There are different prayers for different services at the synagogue. Jewish people say the Shema prayer to show that they believe in one God.		prayer
4	Understand the Jewish symbol Hamsa	Some Jews wear a kind of good luck charm called a hamsa. It is shaped like a hand and usually has a picture of an eye in its middle. It reminds Jews of God's protective hand and his watchful eye over us. The word <i>hamsa</i> is related to the Hebrew word <i>hamesh</i> which means 'five' (referring to the five fingers on a hand).	sacred/special belief	Hamsa protect
5	To understand why Jewish people celebrate Rosh Hashanah	RH is the Jewish new year. Lasts for two days. Celebrated in the Autumn. People don't go to work and many visit the synagogue. A special horn is blow called a shofar to signal the start of the new year. People eat special food such as challah bread, sweet food and pomegranates. On the first day of RH Jewish people often visit a river or the sea to say special prayers.	community/ belonging belief	Rosh Hashanah challah shofar



Year 5 Autumn 1

Judaism

Cultural Capital and Enrichment Opportunities:

What makes this relevant to me?

- Talk from Jewish person
- Handling artefacts
- Synagogues in the local area
- Tour/virtual tour of a synagogue
- Friends/family may be Jewish
- Sense of community

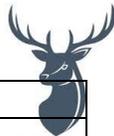
Enquiry Questions:

- What does the story of Jonah and the whale tell us about forgiveness?
- Why is the Shabbat special to Jewish people?
- How is Yom Kippur linked to forgiveness?

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Understand why the Sabbath is important to Jewish people.	<p>Shabbat is the fourth commandment. It is a special day (Saturday). Begins on Friday night. Families meet and have a special dinner together. Shabbat candles are lit. Challah bread is eaten. Blessings are recited. Families visit the synagogue during Shabbat. No work can be done; including homework! Havdalah is the end of Shabbat.</p>	<p>sacred and special</p> <p>belonging/ community</p>	<p>challah shabbat commandment recite blessing synagogue</p>
2	To explore the concept of forgiveness	<p>Forgiveness means to change how you feel about something that has happened or been done to you. Condone – accept or allow something that is wrong Forgetting – you do not remember something Excusing – give reasons as to why someone is less to blame for their actions</p>	<p>community/ belonging</p>	<p>forgive forgiveness condone forget excuse</p>
3	Explain why forgiveness is important to Jewish people.	<p>A sin is a bad action, in religion it often means going against God. For Jewish people, to sin would be to go against the ten commandments.</p>	<p>belonging/community</p> <p>belief</p>	<p>sin confess atonement repent</p>



		<p>When Moses went to Mount Senai to meet God, his followers waited at the foot of the mountain for days.</p> <p>They grew impatient and made themselves another god to worship in the form of a golden calf.</p> <p>Moses was shocked and broke two of the tablets God had given him.</p> <p>God forgave the people and told Moses to make two more tablets from stone</p>		<p>commandment tablet</p>
4	To explore forgiveness in the Jewish faith	Children are to look at the story of Jonah and the Whale.	belonging/ community	<p>forgive forgiveness</p>
5	To explore the significance of Yom Kippur for Jewish people	<p>Yom Kippur is ten days after Rosh Hashanah.</p> <p>For the ten days after the start of Rosh Hashanah, Jewish people will take time to pray, reflect on and repent for the things they have done wrong over the past year.</p> <p>These days leading up to Yom Yippur are called the Days of Repentance</p> <p>At the end of Yom Kippur, Jews hope that God will forgive us for the things we have done wrong over the last year.</p>	<p>community/ belonging belief</p>	<p>repentance pray</p>



Year 6 Autumn 1

Judaism

Cultural Capital and Enrichment Opportunities:

What makes this relevant to me?

- Talk from Jewish person
- Handling artefacts
- Synagogues in the local area
- Tour/virtual tour of a synagogue
- Friends/family may be Jewish
- Sense of community

Enquiry Questions:

- How does faith help Jewish people when times get hard?
- What is the difference between Orthodox Judaism and Reform Judaism?
- Should the pharaoh have let the Hebrew people go sooner?

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To know how faith helps Jewish people when life gets hard	Challenging times often inspire an increased commitment to performing “mitzvahs” — acts of kindness and charity that help heal the world.	community/ belonging	Mitzvah commitment kindness charity
2	To understand the term orthodox Jew and know how they differ from other Jews	Orthodox Judaism is the traditional form of Judaism. Orthodox Jews believe that the Torah is God’s word and should be understood and followed like a law. Orthodox Judaism is the traditional way of following Judaism and has not changed since the beginning of the religion. Reform Judaism began in the 1880s. People who follow Reform Judaism believe that the Torah is God’s word and should be read and understood in a way that is needed at the time of reading. Reform Judaism is a relatively new way of interpreting the beliefs and practices of the religion. Jewish people who follow Reform Judaism can make up their own minds about how to practice and interpret the beliefs of the religion.	community/ belonging belief	Orthodox Reform Torah
3	To understand the term Kosher and how this relates to food		sacred/special belief	Kosher dairy



4 and 5	Recalling the story of Passover	<p>Moses went to Egypt and asked the Pharaoh to release the Hebrew people. He did not want to as he would lose his slaves. God unleashed ten plagues on the Egyptians.</p> <p>The tenth plague made the pharaoh let them go as he son died. People marked their houses with lambs' blood so they would be safe.</p> <p>This is how the angel of death would know to pass over their houses.</p> <p>The Pharaoh gave in and told the Israelites to go. Afraid the Pharaoh might change his mind, they left at once. They left in such a rush that their bread did not have time to rise. This is why, during Passover, Jewish people still eat special crispy bread called Matzah.</p>	<p>community/ belonging</p> <p>belief</p>	<p>Passover Matzah Hebrew Israelite plague</p>
	Explain how Passover is celebrated	<p>Passover is celebrated in spring.</p> <p>Passover is celebrated for seven or eight days. Some Jewish families clean their house before the festival begins.</p> <p>A special service called Seder happens on the evening before Passover begins.</p> <p>This takes place with over a special meal, called the Seder meal where a special plate is used called a seder plate.</p> <p>Matzot is baked, stacked and eaten</p> <p>The first story of Passover is told from a book called the Haggadah.</p>	<p>Community/ Belonging</p> <p>sacred and special</p>	<p>Matzot Seder Passover Haggadah</p>

EYFS – Hinduism

Stories to be shared: Rama and Sita

Objectives to be taught through continuous provision reflecting on the different ways in which children learn through playing and exploring, active learning and creating and thinking critically.

Early Learning Goal

Understanding the World

Sticky Knowledge

Past and Present:

Talk about the lives of the people around them and their roles in society.

Can name family members

A community is a group of people.
Their school is a community.

People, Culture and Communities:

Know some similarities and differences between different

People have different beliefs

Hindus celebrate Holi and Diwali

Personal and Social Development

Self-Regulation:

Show an understanding of their own feelings and those of others

We are all special and different

Building Relationships:

Show sensitivity to their own and others needs.

Begin to be aware of responding with kindness.

Communication and Language

Listening, attention and understanding

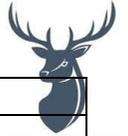
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

It is important to listen to others and share ideas.

All ideas are valued.

Speaking

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate



Year 1

Hinduism

Cultural Capital and Enrichment Opportunities:

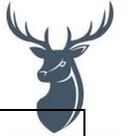
Why is this relevant to me?

- Talk from Hindu
- Handling artefacts
- Mandir in the local area
- Tour/virtual tour of a Mandir
- Friends/family may be Hindu
- Sense of community

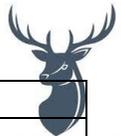
Enquiry Questions:

-

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To recognise the symbol associated with Hinduism	The aum is a Hindu symbol. An 'aum' symbol is a special sign for God, often seen in Hindu homes or places of worship.	sacred/special	special sacred symbol God Worship aum
2	To know that followers of Hinduism believe in Brahman	Brahman is the highest God in Hinduism	sacred/special belief	God Hinduism highest
3	To name places of worship for Hindus	Hindus worship in a Mandir. Inside the Mandir there is a shrine. People have to take off their shoes as they enter.	belonging/ community sacred/special	Mandir worship shrine
4	Identify the Hindu holy book and know how it should be treated.	The Vedas are the oldest Hindu sacred texts. It needs to be treated with greatest respect. It cannot be put on the floor nor touched with dirty hands.	sacred/special belief	respect touch holy sacred text Vedas



5	To know that the Hindus celebrate Diwali.	Diwali is a festival over five days held in the Autumn. It is called The Festival of Lights. Children will be exposed to the story of Rama and Sita.	
---	---	--	--



Year 2

Hinduism

Cultural Capital and Enrichment Opportunities:

Talk from Hindu
Handling artefacts
Mandir in the local area
Tour/virtual tour of a Mandir
Friends/family may be Hindu
Sense of community

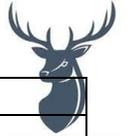
Enquiry Questions:

- How does the Aum symbol help people feel calm?
- How do people celebrate Diwali?

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Retrieval	FFOF		
2	To know what the Aum	The aum is the most important Hindu symbol. It represents the Ataman (soul) and Brahman (reality) When said aloud it is pronounced 'Om' and is the first syllable of any Hindu prayer. Hindus believe that saying the word calms the mind and helps people concentrate on prayer.	sacred/special	Aum Om prayer Ataman soul Brahman
3	Describe a service in the mandir	People attend the Mandir to pray and sing religious songs. Before entering people wash and remove their shoes. At the front of the Mandir there is a shrine. Sometimes men and women worship separately. During worship Hindus chant the names of Hindu gods and goddesses. Offerings are made to the gods and people bow to show respect.	community belonging	Mandir shrine gods goddess respect bow chant
5	Understand that there are four Vedas that contain different things.	<ul style="list-style-type: none"> • the Rigveda — poems praising the gods and goddesses; • the Yajurveda — instructions for priests during rituals, such as marriage and prayer; • the Samaveda — melodies and songs to be sung during rituals; • the Atharvaveda — hymns and charms to be said during rituals (these could be for protection or luck). <p>Each of the four holy texts are divided into different sections.</p>	sacred/special	Vedas Gods Goddess priest ritual



6	Explain how Hindus celebrate Diwali	Diwali is a time for celebrating good over evil. During this time, people: <ul style="list-style-type: none">• spring clean their homes for the new year;• wear new clothes;• exchange presents;• share special meals with their friends and family;• enjoy huge firework displays;• people draw Rangoli patterns on the floor of their homes	belonging / community	Rama Sita Diwali
---	-------------------------------------	---	-----------------------	------------------------



Year 3

Hinduism

Cultural Capital and Enrichment Opportunities:

Talk from Hindu
Handling artefacts
Mandir in the local area
Tour/virtual tour of a Mandir
Friends/family may be Hindu
Sense of community

Enquiry Questions:

- How do Hindu beliefs help them live their lives?
- Why is the River Ganges special to Hindus?

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Explain who founded Hinduism and where	Hinduism is the oldest of the world religions still practised today. No one knows who founded Hinduism. It is a fusion of different beliefs, cultures and traditions of the people who lived along the Indus River. Hinduism originated in South East Asia along the River Indus. Hindus have moved to different countries around the world.	Creation belief	South East Asia River Indus Culture founder
2	To name and explain the meanings of Hindu symbols	The lotus flower is important because as Hindus believe Brahma (the creator) came from the lotus flower. It represents how people should always become kind and good. Hands together - when Hindu people greet each other they place two hands together, bow their head slightly and say Namaste. Conch shell - It is one of the symbols of Lord Vishnu and used during prayer. The Trident is the symbol of the Lord Shiva. Cows are considered to be symbolic of purity, motherhood and ahimsa (non-violence). Diva lamps are the symbols of light.	sacred/special belief	lotus flower Namaste conch shell trident Lord Vishnu Lord Shiva diva
3	To name places that are special to Hindus	Mandir is a place of worship and means gladdening. There are lots of mandirs and the outsides look different. A pilgrimage is a special religious journey.	sacred and special	pilgrimage Mandir gladdening

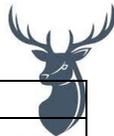


		<p>Ganges River - 40 million Hindus travel to the Ganges on a pilgrimage every year. Hindus believe that performing special rituals in the Ganges will end the cycle of birth, death and rebirth.</p> <p>Varanasi - Varanasi is on the banks of the sacred River Ganges. There are about 23,000 Hindu temples in Varanasi.</p> <p>Kumbh Mela - Once every 12 years, millions of people bathe at the Kumbh Mela festival where the Ganges and Jamuna rivers combine.</p>	belonging / community	
4	To explain Puja and its importance to Hindus.	<p>Worship is called Puja.</p> <p>Puja involves praying and giving offerings to a deity.</p> <p>Aarti is a ritual part of worship performed at the end of the puja.</p> <p>A deity is a god or goddess.</p> <p>A light on a plate or a lamp is circulated around the deity.</p> <p>The light is considered to acquire the power of the deity.</p> <p>Any person can then cup their hands over the flame and raise their palms to their forehead.</p> <p>They believe this transfers a blessing from the deity via the flame to them.</p>	sacred and special belief	Puja worship deity
5	To explain the main beliefs of the Hindu faith and how these help Hindus live their life.	<p>Hindus believe that they should pursue knowledge and understanding of the truth.</p> <p>The truth is the only reality.</p> <p>There are right and wrong ways to behave (Dharma)</p> <p>Dharma is a central part to a Hindu's life.</p> <p>All living things have a soul.</p> <p>People are reincarnated. Karma affects this.</p>	Belief sacred/special	karma truth reincarnation soul dharma
6	Name and describe some of the special Hindu festivals.	<p>Holi - marks the beginning of spring, usually in March and celebrates new life. Known as the festival of colour.</p> <p>Navaratri - means 'nine nights', which is how many days of celebration are held for this festival!</p> <p>It is held every year in late September or early October.</p>	community/ belonging	Holi Navaratri Diwali



BRADGATE
Education Partnership

		<p>It is dedicated to the goddess Durga and her nine-day battle to defeat the demon king, Mahishasura. Diwali – known as the festival of lights.</p>		
--	--	--	--	--



Year 4

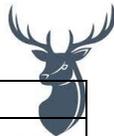
Hinduism

<p>Cultural Capital and Enrichment Opportunities: Talk from Hindu Handling artefacts Mandir in the local area Tour/virtual tour of a Mandir Friends/family may be Hindu Sense of community</p>	<p>Enquiry Questions:</p> <ul style="list-style-type: none"> - What are the similarities between the Hindu and Jewish creation stories? - Why do Hindus celebrate the festival of Holi?
---	--

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To retell the Hindu creation story.	<p>Before time began, there was nothing A giant serpent, named Shesha, floated in the nothingness. Vishnu lay asleep within its endless coils. Vishnu was woken by a humming sound that grew louder and louder. It was the sacred 'Om'. Vishnu woke, a magnificent lotus flower began to grow from his navel. On top of the flower, sat Brahma. He ordered the command to create the world. Brahma split the lotus flower into three parts. He stretched one part into the heavens, another part into the earth and he used the final part to create the skies. The earth was bare so Brahma created grass, flowers, plants and trees. He created animals and insects. He made birds to fill the skies and fish to swim in the ocean. Brahma gave them the ability to touch and smell, to see, hear and move.</p>	<p>creation belief</p>	<p>lotus flower Vishnu Brahma Shesha</p>
2	Examine the similarities between the Hindu and Judaism creation story.		<p>creation belief</p>	<p>difference similarity</p>
3	To name Hindu Gods and Goddesses	<p>Hindus believe that there are three great gods (Māhadevas). Considered the Trimurti – the three aspects of the universal supreme God. The Tridevi are Goddesses who are equally important.</p>	<p>belief</p>	<p>Trimurti Trivedi God Goddess</p>



		<p>Brahma is the god (deva) of creation. Saraswati is the goddess (devi) of knowledge and the arts Vishnu is the god responsible for preserving and protecting the universe. Lakshmi is the goddess of wealth and purity. Shiva is the god of destruction. Shakti is the mother goddess</p>		
4	To explain the Hindu beliefs of Brahman.	<p>Hindus have many hundreds of Gods who represent different aspects of the 'one God' which is known as Brahman. Brahman is an eternal spiritual power that exists in everything and in every place. Many Hindus believe that there is a part of Brahman within each person, which forms an individual's soul and is known as the Atman. Hindus believe that Brahman is composed of all aspects of life</p>	sacred/special belief	Brahman
5	To describe what happens during the Hindu festival Holi.	<p>People sing and dance around the fire and roast grains, popcorn and coconut around it. They also throw chickpeas into the fire as a way of saying thank you to god for the crops. Last year's rubbish is burnt to represent new beginnings. On the actual day of Holi people of all ages go out into the streets for a carnival of colours. Everyone plays, chases and colours each other with dry powder and coloured water. People carry water guns filled with coloured water.</p>	community/ belonging	Holi festival



Year 5

Hinduism

Cultural Capital and Enrichment Opportunities:

Talk from Hindu
Handling artefacts
Mandir in the local area
Tour/virtual tour of a Mandir
Friends/family may be Hindu
Sense of community

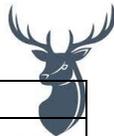
Enquiry Questions:

- How does the story of Prahlad and Holika explain why we celebrate Holi?
- What does the story of Svetaketu teach us?

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To explain the meaning of the word pilgrimage. To explain the role of pilgrimage in Hinduism	A pilgrimage is a sacred journey, undertaken for a spiritual purpose. Hindus go on pilgrimage to a range of sites including temples and mountains. Millions of people travel to wash in the sacred rivers. Hindu tradition describes how the gods released drops of immortality in the rivers. Hindus believe that by washing in these rivers, they will be cleaned of their sins or wrong actions. The first record of this festival was in AD 643, nearly 1500 years ago	sacred and special belief	Pilgrimage Tradition Ganges sacred
2	Understand what it means to be Hindu in everyday life	Pray three times a day and always shower first as a sign of respect. Some people wear a bindi. They believe this represents the opening of the third eye and gaining knowledge. Many (not all) Hindus are vegetarian and take a vow called Niyam as they want to lead a pure life. Hindus visit the mandir regularly Food is offered to God before they eat. Prayers are said before a meal.	belonging/ community belief	Bindi Niyam mandir
3	Explain what the story of Svetaketu teaches Hindus about Brahman.	Brahman is everywhere even though he cannot be seen.	community / belonging belief	Brahman Svetakeyu



4 and 5	Retell the story of Holika and Prahlad and link this to the Holi festival	<p>There was a king who had a son called Prahlad. The King wanted everyone to worship him. Prahlad refused so the king wanted him killed. He threw him in to a pit of snakes. Prahlad prayed to Vishnu and was saved.</p> <p>He threw him under elephants. Prahlad prayed to Vishnu and was saved.</p> <p>Prahlad's aunt tricked him to sit on a pile of logs for burning. Lord Vishnu saved Prahlad and the aunt was burned instead.</p> <p>Prahlad thanked Vishnu for saving his life.</p>	belonging / community belief	Holi Vishnu Prahlad Holikia worship
---------	---	--	--	---



Year 6

Hinduism

Cultural Capital and Enrichment Opportunities:

Talk from Hindu
Handling artefacts
Mandir in the local area
Tour/virtual tour of a Mandir
Friends/family may be Hindu
Sense of community

Enquiry Questions:

- What matters to Hindus?
- Does God really exist?
- How do Hindus help their communities?

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Describe what matters to Hindus most.	In Hinduism, Dharma means duty, religion, virtue and morality; it is a central part of a Hindu's daily life. They live by a moral law and believe in doing the right thing at all times. At different stages of a Hindu's life, their Dharma will change It is everyone's Dharma to be kind, honest, religious and to be a good person in society. Take responsibility for their actions.	belonging / community	Dharma moral honesty responsibility virtue
2	Explore the term reincarnation and what it means to Hindus.	Hindus believe in reincarnation. When a person dies, they are then reborn as another living thing. This cycle can go on for thousands of lifetimes. Hindus believe in karma that affects how you live your next life. The ultimate aim of Hindu Dharma is to leave the cycle of rebirth and become one with the god Brahman. This is called Moksha.	creation belief	reincarnation moshka karma moshka dharma Brahman
3	Enquiry questions session- How do Hindus help their communities?	Hindus help their communities in many ways, including through charity, selfless service, and environmentalism:	community belonging	community environmentalism
4	Name some Hindu rituals	Nam Samskar is a Hindu naming ceremony. A pilgrimage is a holy journey. This experience allows Hindus to deepen their faith with the hope of achieving moksha .	belonging sacred/special	samskar ceremony moshka mediation



		Some Hindus practise meditation or yoga. This usually involves relaxing both the body and mind which allows Hindus to achieve complete tranquillity. Celebrating different festivals help Hindus feel part of the community.		yoga
5	Compare and contrast the Diwali and Holi festivals		community belonging	Diwali Holi

EYFS – Christianity

Stories to be shared: The Christmas Story, Noah's Ark

Objectives to be taught through continuous provision reflecting on the different ways in which children learn through playing and exploring, active learning and creating and thinking critically.

Early Learning Goal

Understanding the World	Sticky Knowledge
Past and Present: Talk about the lives of the people around them and their roles in society.	Can name family members A community is a group of people. Their school is a community.
People, Culture and Communities: Know some similarities and differences between different	People have different beliefs Christians celebrate Christmas and Easter
Personal and Social Development	
Self-Regulation: Show an understanding of their own feelings and those of others	We are all special and different
Building Relationships: Show sensitivity to their own and others needs.	Begin to be aware of responding with kindness.
Communication and Language	
Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions	It is important to listen to others and share ideas. All ideas are valued.
Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	



Year 1

Christianity

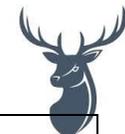
Cultural Capital and Enrichment Opportunities:

Talk from vicar/reverend
 Handling artefacts
 Visits to the local church throughout the year e.g Christmas/harvest
 Tour of local church
 Friends/family may be christian
 Sense of community

Enquiry Questions:

Why do Christians celebrate Christmas?

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To recognise the symbol associated with Christianity	The cross is a symbol of Christianity.	sacred/special belief	cross Christian Christianity symbol
2	Know that followers of Christianity believe in God	Christians believe in God. Christians believe that God is the creator of everything.	creation belief	God Creator Christian
3	Describe places of worship for Christians	A church is a place of worship for Christians. Inside the church you will find, an altar, pew, font, pulpit can be found in church.	sacred/special belonging/community	church worship pew altar font pulpit
4	Know that the Christian's holy book is the bible	The Bible is the holy book for Christians. The Bible is split in to two sections. The Old Testament and The New Testament.	sacred/special	bible holy book old testament new testament
5	To know why Christmas is celebrated by Christians	Christians celebrate Christmas. Christians believe it is the day Jesus was born. Jesus is the son of God.	belonging/community belief	Christmas Jesus Birth



				son God
6	The Christmas story	The Christmas story celebrates the birth of Jesus.	creation belief	

Year 2				
Christianity				
Cultural Capital and Enrichment Opportunities:			Enquiry Questions:	
Talk from vicar/reverend Handling artefacts Visits to the local church throughout the year e.g Christmas/harvest Tour of local church Friends/family may be christian Sense of community			What services can you name that happen in a church? Why do we have advent calanders?	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Retrieval	Five fingers of faith- Christians believe in God. Their holy book is the bible. They worship in a church. The cross is an important symbol to Christians.		
2	To understand why the symbol of the cross is important to Christians	Jesus died on the cross. The cross is seen as a symbol of God's love.	sacred/special belief	Crucifixion God symbol
3	To describe ceremonies that happen in a church	People can be married in a church. A vicar performs the ceremony. People make vows to each other.	belief sacred/special community/belonging	vicar ceremony church

		People can be christened in a church. There is a font and some holy water is put on the person's forehead.		married christened
4	To become familiar with stories of the bible.	The story of Jonah and the Whale. This story teaches forgiveness and the importance of saying sorry.	community/belonging	Forgiveness Bible
5	To describe some ceremonies that happen in a church	People can be married in a church. People can be christened in a church. Funerals can be held in a church. This service takes place when someone has died.	community/belonging sacred/special	marriage christening vicar funeral
6	Understand why Christians have advent.	Advent is the start of the Christian year. It is a time for Christians to prepare for the celebration of the birth of Jesus. Advent is the four weeks before Christmas. Starts 30 th November. Advent lasts until midnight on Christmas Eve. Churches display an Advent wreath during Advent. There are four candles standing in the circle. In the centre, there is a fifth candle.	sacred/special belief	advent wreath Christmas birth Jesus



Year 3

Christianity

<p>Cultural Capital and Enrichment Opportunities: Talk from vicar/reverend Handling artefacts Visits to the local church throughout the year e.g Christmas/harvest Tour of local church Friends/family may be christian Sense of community</p>	<p>Enquiry Questions:</p> <ul style="list-style-type: none"> - Why is the dove a symbol of peace? - Is prayer important?
---	---

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Explain who founded Christianity and where	Christianity traces its beginnings to the birth, teachings and example of Jesus of Nazareth. Jesus was born a Jew and Christianity originally developed as a part of Judaism. Bethlehem is often named as the place where Christianity began. Christianity did not begin until after Jesus' death, when his followers spread the word.	creation belief	Christianity Jesus Bethlehem Nazareth follower founder
2	To understand why the symbol of the dove is important to Christians.	In Christianity the dove represents peace, love and the Holy Spirit. It is often used as a symbol of the Holy Spirit, as it appeared over Jesus when he was baptised in the River Jordan. Symbol of hope, as a dove returned to Noah after the great flood with an olive branch in its beak. This showed the people on the boat that there was land ahead and gave hope for a new life.	sacred/special	peace dove Holy spirit
3	Understand the importance of prayer	All religions have some form of prayer. Christians prayer together or alone. Christians pray at church or at home. People can pray to give thanks, ask for help, forgiveness.	community/belonging sacred/special	prayer



4	Understand how the bible is organised and navigate my way around it	<p>The gospel is the message and teachings of Jesus Christ. A parable is a simple story that is told to illustrate a moral or spiritual lesson. Bible has 66 books. New testament was written after Jesus was born and has 27 books. Old testament over 2000 years ago contains 39 books.</p>	sacred/special	<p>Bible Old testament New testament</p>
5 and 6	To recall the Easter story	<p>Jesus went to Jerusalem to celebrate Passover. He arrived on a donkey and people greeted him by laying down palm leaves. Jesus had a meal with his disciples. Jesus was betrayed by one of his followers (Judas) Guards captured Jesus and took him to see the Roman leader Pontius Pilate. Pontius didn't think Jesus had done anything wrong and wanted to release him. Pontius asked the people and they chose to crucify him. The Romans made Jesus wear a purple cloak and a crown of thorns. They whipped him and made him carry a cross. Jesus was crucified on the cross. Jesus' body was put in a cave called a tomb. They sealed the tomb with a large rock. After three days people went to visit the tomb and noticed the stone had been moved from the entrance. Jesus was still alive.</p>	sacred/special belief	<p>Jesus Easter palm leaves disciples betrayed crucified tomb</p>

Year 4	
<i>Christianity</i>	
<p>Cultural Capital and Enrichment Opportunities: Talk from vicar/reverend Handling artefacts Visits to the local church throughout the year e.g Christmas/harvest</p>	<p>Enquiry Questions:</p> <ul style="list-style-type: none"> - What creation story is the Christian story the same as? Why is it the same? - What message is being given in the story of The Lost Sheep? - Why is there more than one important symbol in Christianity?



Tour of local church Friends/family may be christian Sense of community				
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To describe how the Romans introduced Christianity to Britain	During the Second Century AD, traders from Rome brought Christianity to Britannia. Many Britons converted even though the religion was banned by the Roman authorities until the Emperor, Constantine, made it legal in the fourth century.	creation	Roman Emperor century legal
2	To name and explain the key symbols of Christianity	The Ichthus (also spelt Ichthys and also known as the 'fish'). It is used to show that they were followers of Jesus Christ. Cross and dove are also important symbols	sacred/special belief	cross dove
3	Recognise what a gospel is and give an example of the teachings they may contain	The word gospel means news. It is the news about who Jesus Christ is, what he has done and how that changes everything for followers of the Christian faith. There are four gospels and they are the first four books of the new testament – Matthew, Mark, Luke and John. Suggested example – The story of The Lost Sheep. Appears in two gospels - Matthew and Luke.	sacred/special	gospel Matthew Mark Luke John New Testament bible
4	To retell the Christian story of creation and make links with Judaism.	God created the world in seven days. Day 1 – light Day 2 – sky Day 3 -trees/plants/earth Day 4 -sun, moon and stars Day 5 – creatures for the sky and sea Day 6 – animals and humans Day 7 -God rested	creation belief	Judaism create
5	To name the significant days throughout the Easter story.	Ash Wednesday marks the beginning of lent. Lent lasts for 40 days. Some Christians choose to fast or give up certain foods during this time. Palm Sunday is when Jesus rode in to Jerusalem. Maundy Thursday marks the day Jesus and his disciples shared their last meal.	sacred/special belief	Lent Ash Wednesday Maundy Thursday Good Friday Easter Sunday



	Christians believe Jesus died on Good Friday. Easter Sunday marks the end of lent. People celebrate this as it is when Christians believe Jesus rose from the dead.	
--	--	--

Year 5				
Christianity				
Cultural Capital and Enrichment Opportunities: Talk from vicar/reverend Handling artefacts Visits to the local church throughout the year e.g Christmas/harvest Tour of local church Friends/family may be christian Sense of community			Enquiry Questions: <ul style="list-style-type: none"> - What is the Trinity and why is it important to Christians? - What was the impact of Pentecost for Christians? - How does the parable of The Prodigal Son explain forgiveness? - Which tradition of lent do you feel is the most important and why? 	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Recognise the Holy Trinity Symbols and understand what this means to Christians.	Holy Week is the period of time from Palm Sunday until Jesus' resurrection on Easter Sunday. Jesus appeared to his disciples a number of times before he ascended into heaven. The Holy Spirit was sent to the disciples to help them to continue Jesus' work and spread His message around the world. The Holy Spirit is represented in the Christian Church through different symbols.	sacred/special belief	Palm Sunday Easter Sunday resurrection Holy Spirit Heaven



2	Pentecost	<p>After rising from the day, Jesus stayed with friends and family for forty nights and then ascended to Heaven.</p> <p>Jesus' disciples would meet to pray and talk about Jesus.</p> <p>One day there was a mighty gush of wind and a fire appeared.</p> <p>The flames rested above the disciples' heads.</p> <p>The disciples realised they could speak different languages.</p> <p>They prayed to God and gave thanks in their new languages.</p> <p>Peter spoke to the crowd that had gathered and explained that they had been blessed with The Holy Spirit.</p> <p>That day, 300 people were baptised and received The Holy Spirit.</p>	sacred/special belief	Heaven disciple The Holy Spirit
3	Explain what forgiveness means to Christians	<p>Forgiveness is an intentional decision to let go of anger and resentment, and to accept that something has happened while no longer feeling hurt or wanting to punish the offender.</p>	community/belonging	forgive decision intentional offender
4	To understand Christians believe people sin and they pray to God to ask for forgiveness	<p>The story of Adam and Eve recognises 'the fall' and gives an explanation about why things go wrong in the world.</p> <p>When people sin they are separated from God and do bad things.</p> <p>Christians pray to God to ask for forgiveness for their sins.</p> <p>Examples of forgiveness can be seen in the parable of The Lost Son.</p>	sacred/special creation belief	sin pray 'the fall' forgiveness
5	To describe the traditions of lent	<p>During lent Christians pray for others in need.</p> <p>Fasting - Christians give up something to show they are thinking of the sacrifice Jesus made.</p> <p>Almsgiving – show love for others by helping. Donate money or volunteer for charities.</p>	community/belonging sacred/special belief	Lent fast almsgiving



Year 6				
<i>Christianity</i>				
Cultural Capital and Enrichment Opportunities: Talk from vicar/reverend Handling artefacts Visits to the local church throughout the year e.g Christmas/harvest Tour of local church Friends/family may be christian Sense of community			Enquiry Questions: - What is the true meaning of Christmas? - Jesus taught people to 'love thy neighbour'. How does this impact how they live their lives? - How do Christians show love for all within our community? - How is love connected to the Christmas Story?	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Explain the meaning of morals and beliefs and why it is important to respect those of others.	A person's moral value is their sense of right and wrong and their ability to choose between the two. Morals are often associated with good behaviour. Christianity teaches morals and expectations through many bible stories and gospels.	community/belonging belief	moral right/wrong value
2	Understand how belief in the teachings of Jesus helps shape a Christians' life and role in society.	Jesus taught people to love thy neighbour.	community/belonging	neighbour teaching society
4	To give examples of how Christians show love for all	Some donate to food banks and provide meals for the un well, homeless and elderly. Many organise or attend community events.	community/belonging	community
5	To know the true meaning of Christmas to Christians.	Christmas is a time for spiritual reflection for Christians, as they think about the foundations of the Christian faith. They remember the birth of Jesus Christ by giving their own gifts, worshipping at church and thinking of the poor and less fortunate.	sacred and special belonging belief	belief love worship



		Christians believe that all parts of the Christmas story demonstrate God's love for Jesus and for all people. The true meaning of Christmas is love.		
6	Debate – Is the true meaning of Christmas now lost?		sacred/special belonging	opinion debate



EYFS – Sikhism

Stories to be shared: The Story of Vaisakhi

Objectives to be taught through continuous provision reflecting on the different ways in which children learn through playing and exploring, active learning and creating and thinking critically.

Early Learning Goal

Understanding the World

Sticky Knowledge

Past and Present:
Talk about the lives of the people around them and their roles in society.

Can name family members
A community is a group of people.
Their school is a community.

People, Culture and Communities:
Know some similarities and differences between different

People have different beliefs
Sikhs celebrate Diwali

Personal and Social Development

Self-Regulation:
Show an understanding of their own feelings and those of others

We are all special and different

Building Relationships:
Show sensitivity to their own and others needs.

Begin to be aware of responding with kindness.

Communication and Language

Listening, attention and understanding
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

It is important to listen to others and share ideas.
All ideas are valued.

Speaking
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate



Year 1				
<i>Sikhism</i>				
Cultural Capital and Enrichment Opportunities: Talk from representatives of the Sikh community Handling artefacts Visits to the local Gurdwara Tour of local Gurdwara Friends/family may be Sikh Sense of community			Enquiry Questions: - What other festivals celebrate the New Year? - What other festivals celebrate harvest?	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To recognise the symbol associated with Sikhism.	The main symbol of Sikhi is the Khanda	sacred/special	symbol The Khanda
2	To understand Sikhs believe in one God called Waheguru	Sikhs believe that there is only one God called Waheguru	sacred/special belief	Guru God
3	To know Sikhs worship in a Gurdwara	Sikhs place of worship is a Gurdwara.	sacred/special belonging	Gurdwara worship
4	To name a Sikh's holy book.	The Sikh holy book is called the Guru Granth Sahib.	sacred/special	Holy book Guru Granth Sahib
5	To know Sikhs celebrate Vaisakhi.	Vaisakhi is when Sikh people celebrate their new year and harvest.	community/belonging	festival harvest new year



Year 2

Sikhism

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
Cultural Capital and Enrichment Opportunities: Talk from representatives of the Sikh community Handling artefacts Visits to the local Gurdwara Tour of local Gurdwara Friends/family may be Sikh Sense of community		Enquiry Questions: - How is the Guru Granth Sahib treated like a human being?		
1	To recall the Sikh five fingers of faith	Retrieval session		
2	To describe places of worship for Sikhs.	The following can be found inside a Gurdwara: Guru Granth Sahib – the holy book Chaur – a special fan Langar – free kitchen Flags Four doors	sacred/special	Langar Guru Granth Sahib Chaur
3	To understand the meaning of the word guru and that the Guru Granth Sahib contains teachings of Gurus.	Guru means teacher. The Guru Granth Sahib contains the teachings of six gurus.	sacred/special belief	Guru Guru Granth Sahib
4	To explain how the Guru Granth Sahib is treated and why.	This book is treated the same as a person. It sits under a special canopy called the Palki Sahib. The book is put to bed in its own room every evening. At the start of a new day, it is carefully carried and placed back under the canopy. When not being read, it is covered with a cloth. When being read, a special fan (chaur) is wafted to show respect.	sacred/special belief	chaur Palki Sahib canopy

5	To retell the story of Vaisakhi.		community/belonging	festival
---	----------------------------------	--	---------------------	----------

Year 3				
Sikhism				
Cultural Capital and Enrichment Opportunities:			Enquiry Questions:	
Talk from representatives of the Sikh community Handling artefacts Visits to the local Gurdwara Tour of local Gurdwara Friends/family may be Sikh Sense of community			<ul style="list-style-type: none"> - What is the meaning of the five K's? - Why do you think the Langar is very important to Sikhs? 	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Name and explain the meaning of Sikh symbols	The five K's. The two curved swords are Kirpans and represent the concepts of: Miri – power humans exercise on Earth. Piri – power God exercises which is eternal. The circle around the Khanda is the Chakar . The Chakar is without beginning or end and symbolises that God is eternal . The double edged sword (also called Khanda) in the middle represents divine knowledge .	sacred/special	Five K's Kirpan sword power eternal divine knowledge
2	Explain who founded Sikhism and where	Sikhism was founded by Guru Nanak Dev Ji in the 15th Century in India .	creation belief	Founded India Guru Nanak
3	Explain why the langar is important to Sikhs	Every Gurdwara has a kitchen - the famous 'Langar' - where anyone can eat; so long as they are willing to eat with everyone else. This helps to feed the poor and needy – and to challenge the wealthy and	community/belonging	Langar Gurdwara



		proud. Some Sikhs even take langar onto the streets as well to feed the homeless		
4	To know how the Guru Granth Sahib is used and what it teaches.	<p>5867 sacred hymns or Shabads make up the Guru Granth Sahib and that it is full of wisdom and teachings for Sikhs.</p> <p>A special devotion, called Akhand Path, which involves reading all of the scriptures aloud and takes about two days. This is something that Sikhs do as a special act of worship.</p> <p>Symbols for respect for the Guru Granth Sahib include: bowing the head to the ground in the presence of the Guru, covering the head, removing shoes to enter the presence of the Guru, sprinkling water ahead of the Guru Granth Sahib and providing a room and bed for rest.</p> <p>The greatest respect for the teachings, however, is not in removing shoes or sprinkling water, but living a life inspired by the wisdom of the Gurus. This matters most.</p>	sacred/special belief	shabad wisdom guru scripture
5	To name and describe special Sikh festivals.	<p>Sikhs, like Hindus, celebrate the festival of Diwali in October or November. This is also called Bandi Chhor Divas</p> <p>Homes, shops, and public spaces are decorated with lights, candles, and small earthenware oil lamps called diyas. The Golden Temple and surrounding buildings are also decorated with thousands of lights.</p> <p>Vaisakhi is the Sikh New Year and is celebrated on the 13th or 14th of April.</p> <p>Many Sikhs go to the temple (Gurdwara) to pray and religious services are held. After prayer, Sikhs tend to wear colourful traditional Indian clothes and take</p>	community/belonging belief	Diwali Vaisakhi Bandi Chhor Divas



		part in parades through the streets. There is singing, dancing and chanting of hymns. This procession is called the Nagar Kirtan.		
--	--	---	--	--

Year 4				
<i>Sikhism</i>				
Cultural Capital and Enrichment Opportunities: Talk from representatives of the Sikh community Handling artefacts Visits to the local Gurdwara Tour of local Gurdwara Friends/family may be Sikh Sense of community			Enquiry Questions: - Do religions need to have a creation story? - Which of Guru Nanak's teachings do you think are most important?	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Understand what Sikhs believe about creation.	In the Guru Granth Sahib Ji, creation is described by the Gurus but it is not a creation story similar to those found in other religions. Descriptions are not in a particular order within the book. However, it doesn't mean that Sikhs can't think about what the logical order might have been.	creation belief	Guru Granth Sahib
2	To retell the story of Guru Nanak Dev Ji (the first guru)	Guru Nanak Dev Ji was the first Sikh Guru, he came from a small town called Talwandi in India, 500 years ago. Sikh traditions teach that his birth and early years were marked with many events that showed he was special.	sacred/special	Guru teachings
3	The teachings of Guru Nanak.	There is only one God Love should be shown to all.	community/belonging belief	Guru Nanak Truth



		Be kind to all living things Always speak the truth God welcomes good and honest work,	sacred/special	God
4	To understand the main beliefs of the Sikh faith	There is only one God . God can not be described as either male or female. God created the world and created people to know the difference between right and wrong . Sikhs do not have images of God and are forbidden to worship any images created of God. In Sikhi, there are ten Gurus including Guru Nanak. Sikhs believe that these Gurus were at one with God.	sacred and special belief	God Image Guru
5	To retell the story of Bandi Chhorn Divas	This is known as prisoner release day. This celebrates the release from prison of the Sikh leader Guru Hargobind Sahib Ji.	Belief sacred/special	Guru Hargobind Prison release

Year 5

Sikhism

Cultural Capital and Enrichment Opportunities:

Talk from representatives of the Sikh community
Handling artefacts
Visits to the local Gurdwara
Tour of local Gurdwara
Friends/family may be Sikh
Sense of community

Enquiry Questions:

- What does the story of Duni Chand teach us?
- How did Guru Nanak's experience in the river change his life?
- What are the differences and similarities between the Hindu and Sikh celebrations of Diwali?

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Understand what it means to be Sikh in everyday life	Waking up early: Sikhs may wake up early in the morning.	community/belonging	daily cleanse

		<p>Bathing and cleansing: Sikhs may bathe and cleanse their bodies.</p> <p>Meditating: Sikhs may meditate on God to cleanse their minds.</p> <p>Family life: Sikhs may engage in family life and fulfill their responsibilities within the family.</p> <p>Work and study: Sikhs may attend to work or study routines and earn a living through honest means.</p>		fulfill
2	To retell the teachings of Guru Nanak	The story tells how Guru Nanak, the founder of the Sikh religion, meets Duni Chand, a very wealthy man, and how Guru Nanak teaches him to be generous.	community/belonging belief	generous
3	To explain how Guru Nanak's experience changed his life.	<p>When he was around 30, Guru Nanak went to the river to pray. He disappeared and all that was left were his clothes.</p> <p>He returned three days later and said he had been with God.</p> <p>He had been told to tell the people how they could also become closer to God. He said that all people were equal in God's eyes, "There is only God's path and I shall follow God's path."</p>	belief	equal follow a path
4	Understand the contributions the other Gurus made to the Guru Granth Sahib.	<p>Teachings in Sikhism are based on the ten gurus.</p> <p>Sikhs believe they are all equally important.</p>	belief sacred/special	equally teaching Guru
5	To compare and contrast the Hindu festival and the Sikh festival of Diwali.	<p>Similarities – lights, oil lamps</p> <p>Differences – different stories</p>	community/belonging	<p>festival</p> <p>Diwali</p> <p>Hindu</p> <p>difference</p> <p>similarity</p>



Year 6

Sikhism

<p>Cultural Capital and Enrichment Opportunities: Talk from representatives of the Sikh community Handling artefacts Visits to the local Gurdwara Tour of local Gurdwara Friends/family may be Sikh Sense of community</p>	<p>Enquiry Questions: - How do Sikhs help their communities?</p>
---	--

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To know how the Sikh faith helps people when times get hard.	<p>Sikhs believe that serving others is a way to get closer to God. They do this by: Helping at the gurdwara. This can include cleaning, washing dishes, or working in the kitchen. Preparing langar: Sikhs often prepare and serve a free vegetarian meal called langar at the gurdwara. Langar is open to anyone, regardless of faith, and is eaten together on the floor to symbolise equality. Caring for the poor and sick: Sikhs consider caring for those in need to be an important part of their religion. Donating money: Sikhs may donate money to charity.</p>	community/belonging belief	seva langar donate
2	Understand how Sikhism developed after Guru Nanak's death.	<p>Guru Nanak was the first Guru and nine gurus succeeded him. Guru Nanak Dev Ji died in 1539, and Guru Angad Dev Ji became the next Guru, guiding the Sikh faith. Over the following centuries, after the death of the Guru Nanak Dev Ji, there were a total of nine other living Gurus. The ten Sikh Gurus, and the years that they lived, are: Guru Nanak Dev Ji (1469-1539)</p>	belief sacred/special	Guru Nanak Guru

Children to create own langar meal and serve.

EYFS – Islam

Stories to be shared: Be Kind to Animals

Objectives to be taught through continuous provision reflecting on the different ways in which children learn through playing and exploring, active learning and creating and thinking critically.

Early Learning Goal

Understanding the World

Sticky Knowledge

Past and Present:
Talk about the lives of the people around them and their roles in society.

Can name family members
A community is a group of people.
Their school is a community.

People, Culture and Communities:
Know some similarities and differences between different

People have different beliefs
Muslims celebrate Eid ul-Fitr

Personal and Social Development

Self-Regulation:
Show an understanding of their own feelings and those of others

We are all special and different

Building Relationships:
Show sensitivity to their own and others needs.

Begin to be aware of responding with kindness.

Communication and Language

Listening, attention and understanding
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

It is important to listen to others and share ideas.
All ideas are valued.

Speaking
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate



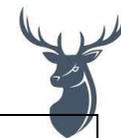
Year 1

Islam

<p>Cultural Capital and Enrichment Opportunities: Talk from Islamic center Handling artefacts Visits to Islamic Center/Mosque Tour of local islamic center/mosque Friends/family may be Muslim. Sense of community</p>	<p>Enquiry Questions:</p>
---	----------------------------------

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To recognise the symbol associated with Islam.	The star and crescent symbol is the symbol most commonly associated with Islam.	sacred/special	Star Crescent Symbol Islam
2	Know that followers of Islam believe in Allah and are referred to as Muslims.	Muslims follow the teachings of Allah and believe he is the creator of the universe. People who follow the Islamic religion are called Muslims.	belief creation	Allah Universe Creator Islamic Muslim
3	Describe the places of worship for Muslim people.	Muslims go to mosque to pray and services are held every day. The most important weekly service is held on a Friday.	sacred/special community/belonging	mosque pray
4	Identify the Islamic holy book and understand how it is treated.	The Qur'an is the holy book for Muslims. Muslims believe it is the perfect word of God.	sacred and special belief	Qur'an holy text Muslim
5	To know that Muslims celebrate Eid.	Muslims all over the world celebrate Eid. Eid Al-Fitr is a celebration that happens when Ramadan ends.	community/belonging sacred/special	Eid Celebration Ramadan

Year 2				
Islam				
Cultural Capital and Enrichment Opportunities: Talk from Islamic center Handling artefacts Visits to Islamic Center/Mosque Tour of local islamic center/mosque Friends/family may be Muslim. Sense of community			Enquiry Questions: How are Ramadan and Eid related? What does it mean to fast?	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To recall the five fingers of faith	FFOF retrieval		
2	To understand why Muslims follow Allah	Muslims believe that Allah is the one and only God. Muslims believe in the Prophets, special messengers between Allah and the people. Muslims believe that Allah already knows what will happen in their lives.	sacred/special belief	Allah Muslim Prophet message
3	Describe ceremonies that are held in a mosque	Daily prayers take place in the mosque. Festivals, weddings and funerals can take place in mosques too. People remove their shoes when entering the mosque. Before people pray in the mosque, they must wash feet, hands, nose, mouth, throat, ears, arms (up to elbow). Women and men worship separately.	sacred/special belief	ceremony mosque pray
4	Name the Islamic holy book and how it is used	The Islamic holy book is the Qur'an. Muslims show respect for the Qur'an by washing their hands before touching it. When not being used, the Qur'an is often wrapped up in a special cloth and kept on a high shelf to show respect.	sacred/special belief	Qur'an Islamic Holy book respect



		It must never touch the floor and is placed on a special stand when being read. Many Muslims around the world learn the Qur'an off by heart!		
5	To explain the meaning of Ramadan	Ramadan is a period of ritual fasting. It marks the time when the Quran (their holy book) was revealed to the Prophet Muhammad. During Ramadan, most Muslims fast. They are not allowed to eat during daylight hours. Muslims will often have a meal called suhoor before sunrise and another called iftar after sunset.	belief	Ramadan fast prophet
6	To learn about the Islamic festival of Eid.	Eid Al-Fitr means 'the feast of breaking the fast'. Eid Al-Fitr is a celebration that happens when Ramadan ends. It lasts for one day. The festival begins when the first sight of the new moon is seen in the sky. They spend time with their families, eating a large meal and giving presents to each other.	community/belonging	Eid Ramadan fast



Year 3				
Islam				
Cultural Capital and Enrichment Opportunities: Talk from Islamic center Handling artefacts Visits to Islamic Center/Mosque Tour of local islamic center/mosque Friends/family may be Muslim. Sense of community			Enquiry Questions: What are the most significant symbols in the Muslim community? What festivals are most important to Muslims?	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To consider the significance of symbols of Islam.	The star and crescent symbol is most recognisable. It is found on many flags across the world. The moon in the star and crescent symbol is significant as the holy month of Ramadan begins at the sighting of the crescent moon in the sky. Fanoos. During Ramadan, these lanterns light up the streets and have been a symbol of Ramadan for hundreds of years. Prayer mats are important as Muslims pray five times a day.	sacred/special	Muslim Islam Star and crescent
2	Explain where Islam was founded and who founded the Muslim faith	Muhammad is seen as the founder of Islam. He was the last prophet sent by Allah. Muhammad is so highly respected that Muslims will say “peace be upon him” whenever his name is mentioned. Islam originated in Mecca – modern day Saudi Arabia.	sacred/ special belief	Muhammed Allah prophet



3	Name the key features in a mosque	<p>Features include: prayer mat shoe rack washroom Qur'an Tasbih beads –they encourage worshippers to think about Allah Minaret- a tall tower used to call people to prayer. Mihrab - An alcove in the wall shows the direction the worshippers need to face.</p>	sacred/special	prayer mat tasbih beads minaret mihrab alcove Qu'ran
4 and 5	To name and describe the key Muslim festivals	<p>Ramadan There are 12 months in the Islamic calendar. The ninth is Ramadan. Muslims fast during Ramadan to help learn self-discipline, self-restraint and generosity. Fasting also reminds them of the suffering of the poor and hungry. Before sunrise, Muslims will have one meal (known as Suhur) and after sunset they will have another meal (known as Iftar). Eid Al-Fitr. Muslims celebrate this festival at the end of the fast of Ramadan. This festival lasts three days and family and friends all get together to eat good food, share presents and give to charity. Eid Al-Adha 70 days after Eid Al-Fitr, Muslims celebrate Eid Al-Adha. It happens in the last month of the Islamic calendar. Al Hijra This is the Islamic New Year. Dhu Al-Hijja This is the month of pilgrimage. It is when all Muslims, at least once in their life, should try and make the pilgrimage to Mecca.</p>	belief community/belonging	Ramadan Eid Al-Fitr Eid Al Adra Al Hiijra Mecca Dhu Al-Hiija pilgrimage

Year 4				
<i>Islam</i>				
Cultural Capital and Enrichment Opportunities: Talk from Islamic center Handling artefacts Visits to Islamic Center/Mosque Tour of local islamic center/mosque Friends/family may be Muslim. Sense of community			Enquiry Questions: Are there links between the Christian and Islamic stories of creation? What are the differences between Eid Al-Fitr and Eid Al-Adha?	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To retell the Islam creation story	In the space before time began, there was just Allah. And when Allah wanted to create something, all he had to say was 'be' and it became. Allah created the world, heavens and creatures. He created angels sun, moon and stars. He created man from soil by breathing life into them.	creation	Allah angel
2	To make links between the Christian and Islamic creation story	The stories differ as the Islamic story describes creation of angels and Allah breathing life into soil to create man. They are linked as God/Allah created the world. They created creatures, heavens and Earth.	creation	God Allah
3	To understand the main beliefs of the Islamic faith	Key belief that there is only one god – Allah. Allah is the Arabic word for God.	sacred/special belief	angel heaven



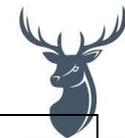
		<p>Belief in angels. Belief in the holy books. Belief in the Prophets (special messengers) and that Muhammad (Peace Be Upon Him) was the final prophet. Belief in the Day of Judgement (the day when Allah decides if a person goes to Heaven or Hell). Belief in Predestination (the belief that Allah has already planned out what will happen).</p>		<p>hell Allah Arabic prophet Muhammad</p>
4	Five pillars of Islam	<p>Muslims believe that doing these five things helps put their faith into action. Each pillar has a different name; Shahada, Salah, Zakat, Sawm, and Hajj. Shahada – Pillar one. This is a declaration of their faith. Salah – pillar two. Prayer. Zakat. Pillar three. Looking after people. Sawm. Pillar four. Ramadan. Hajj - Pillar five. Pilgrimage.</p>	sacred/special belief	<p>pillar faith prayer pilgrimage Ramadan</p>
5	To explain the festival of Eid al Adha	<p>Muslim festivals are based on lunar cycles. There are two Eids in the Islamic calendar: Eid Al-Fitr and Eid Al-Adha. Eid Al-Adha is also known as the 'greater Eid' or the 'Feast of the Sacrifice'. This is because of the loyalty, obedience and devotion shown by one man towards Allah. The story behind Eid Al-Adha can be found in the Qur'an</p>	<p>belief sacred/special</p>	<p>lunar cycle sacrifice Eid Al-Adha Eid Al-Fitr</p>



Year 5

Islam

Cultural Capital and Enrichment Opportunities: Talk from Islamic center Handling artefacts Visits to Islamic Center/Mosque Tour of local islamic center/mosque Friends/family may be Muslim. Sense of community		Enquiry Questions: What does the story of The Crying Camel teach us? How do Muslims live their daily lives? What does the prophet Mohammed teach?		
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To explain what the Qur'an teaches	Muslims believe the Qur'an is the direct word of Allah. The Qur'an tells people to dress modestly. Many Muslim women wear long clothing and veils; men and boys should not wear silk or gold jewellery. There are some Muslims who are called the Hafiz, they learn parts of the Qur'an by heart to recite to others. Muslims say the Qur'an makes them stop and think about their actions.	sacred/special belief	Hafiz Qur'an veil hijab
2	Understand what it means to be Muslim in everyday life.	Pray five times a day. Perform ablution before. Muslim children often attend Madrasah Wear a hijab/dress appropriately. Do not eat pork. Live by the five pillars of Islam	community/belonging belief	ablution hijab Madrasah
3	Enquiry question – What does the story of The Crying Camel teach us?	Be kind to all. Look after all animals and each other.	community/belonging	kindness
4	Who is prophet Mohammed?	The Prophet Muhammad is a central figure in Islam. Many Muslims believe that Prophet Muhammad was the last prophet sent by Allah to teach people about Islam. It is never appropriate to create images of Prophet Muhammed.	sacred/special	prophet Mohammad Allah image



BRADGATE
Education Partnership

		The Prophet Muhammad began preaching that Allah is One, and is believed to have converted many people to follow Islam. He left Mecca to escape persecution for his beliefs, and stayed in Medina for 8 years.		belief Mecca Medina
5	To explain the festival Al Hijra.	Al-Hijra is the start of the Muslim New Year. The New Year begins on the first day of the month of the calendar year (Muharram). It is a time of remembrance and some people fast. People make resolutions and attend prayer at the mosque.	community/belonging	Muharram remembrance prophet Mohammad

Year 6				
<i>Islam</i>				
Cultural Capital and Enrichment Opportunities: Talk from Islamic center Handling artefacts Visits to Islamic Center/Mosque Tour of local islamic center/mosque Friends/family may be Muslim. Sense of community			Enquiry Questions: What do religions say to us when life gets hard?	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1 and 2	To investigate how faith helps people when times get hard.	Through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together.	community/belonging	purpose prayer
3	Explain what the story of the black stone tells us about the prophet Mohammad .	Muhammad is important to Muslims because he teaches them about the word of Allah.	belief	prophet Mohammad



		The story shows how he encouraged people to work together and form a sense of community.		
4 and 5	Explain what Muslim people do to help their communities.	As Muslims believe in the five pillars of Islam many adults donate some of their money to charity. This is called Zakah. Muslims also try to do Sadaqah, which means doing something good for others. E.g holding the door open.	belief community/belonging	Sadaqah Zakah donate charity
	Children to create own Sadaqah jar.	Sadaqa also describes a voluntary charitable act towards others, whether through generosity, love, compassion or faith. These acts are not necessarily physical or monetary. Simple good deeds such as a smile, or a helping hand, are seen as acts of sadaqah.	community/belonging	Sadaqah

EYFS – Buddhism

Stories to be shared: The Monkey King

Objectives to be taught through continuous provision reflecting on the different ways in which children learn through playing and exploring, active learning and creating and thinking critically.

Early Learning Goal

Understanding the World

Sticky Knowledge

Past and Present:
Talk about the lives of the people around them and their roles in society.

Can name family members
A community is a group of people.
Their school is a community.

People, Culture and Communities:
Know some similarities and differences between different

People have different beliefs
Buddhists celebrate Vesak

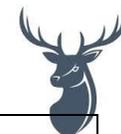
Personal and Social Development

Self-Regulation:
Show an understanding of their own feelings and those of others

We are all special and different

Building Relationships:
Show sensitivity to their own and others needs.

Begin to be aware of responding with kindness.



Communication and Language	
Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions	It is important to listen to others and share ideas. All ideas are valued.
Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	

Year 1				
<i>Buddhism</i>				
Cultural Capital and Enrichment Opportunities: Talk from member Buddhist community Handling artefacts Visits to buddhist temple/monastery Virstual tour of buddhist temple Friends/family may be buddhist Sense of community			Enquiry Questions:	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge		Substantive Strands
				Key Vocabulary



1	To recognise the symbol associated with Buddhism.	The dharma wheel is the symbol associated with Buddhism.	sacred/special	Buddhist Buddhism symbol dharma wheel
2	Understand that followers of Buddhism follow the teachings of Buddha	Buddhists believe in the teachings of Buddha. Buddha means enlightened one.	belief	Follower teaching
3	To know that Buddhists worship in monasteries or temples	Buddhists worship in a temple. Buddhists worship the image of Buddha.	sacred/special community/belonging	temple Buddha Buddhist worship
4	Identify the Buddhist holy book	The Buddhist holy book is called the Tipitaka This means three baskets because the original teachings were written on leaves and kept in baskets.	sacred/special	Holy Buddhist
5	To know that Buddhists celebrate Vesak	Vesak is a Buddhist festival. It is a time when Buddhists celebrate the birth of Buddha.	community/belonging sacred/special	Vesak festival birth Buddha

Year 2

Buddhism

Cultural Capital and Enrichment Opportunities:

Talk from member Buddhist community
Handling artefacts
Visits to buddhist temple/monastery
Virstual tour of buddhist temple
Friends/family may be buddhist
Sense of community

Enquiry Questions:

What would you find in a Buddhist temple?
How do Buddhists celebrate Vesak?

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1		Retrieval FFOF		
2	To understand the meaning of the Dharma Wheel.	The dharma wheel is the wheel of life. It signifies the journey to perfection.	sacred and special belief	Dharma wheel journey



				perfection temple meditation worshipper statue buddha monk
3	Describe features of a Buddhist temple.	All temples contain an image of statue of Buddha. A lectern is where the head monk may give a talk to worshippers. A courtyard or meditation area – a silent area to sit. The symbol of the Dharma wheel.	sacred/special community/belonging	
4	To know how the Buddhist holy book is organised.	Tripitaka is split in to three baskets. The first basket is discipline and has rules for the monks to follow. The second basket contains most of the teachings of Buddha. The third basket is for higher teachings and it explains the teaching of Buddha.	sacred and special belie	Tripitaka Discipline Buddha
5	To explain ways Vesak is celebrated by Buddhists.	Vesak takes place on the day of the full moon in the Buddhist month of Vesakha. This is usually during the month of May. Buddhists celebrate Vesak by decorating temples with flowers, raising the Buddhist flag and singing celebration songs. Buddhists traditionally enjoy vegetarian dishes at Vesak.	community/belonging	Vesak celebrate vegetarian Veshaka

Year 3					
Buddhism					
Cultural Capital and Enrichment Opportunities: Talk from member Buddhist community Handling artefacts Visits to buddhist temple/monastry Virstual tour of buddhist temple Friends/family may be buddhist Sense of community			Enquiry Questions: What are the main beliefs held by Buddhists? Why are certain symbols impostant to Buddhists?		
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge		Substantive Strands	Key Vocabulary



1	To recognise Buddhist symbols and explain why they are important.	Kalasha – treasure vase. Shankha – The conch shell Chattra- the parasol Padma – lotus flower Shrivasta – endless knot	sacred/special	vase conch shell lotus endless Kalasha Shankha Chattra Padma Shrivasta
2	To be able to explain the story of Buddha's birth	The Buddha is the founder of Buddhism. He was born in India 2,500 years ago. His real name was Siddharth Gautama. He was born in to a life of luxury and did not go outside the palace. When he was born, a holy man called Asita visited him and predicted he would become an important religious leader or teacher.	sacred/special belief	founder luxury Holy predict
3	To explain the four sights and how they affected Buddha	Buddha became frustrated living in the palace and wanted to leave. He saw four sights. 1- An old person. He then realised old age is unavoidable. 2- An ill person. He realised illness is a part of life. 3- A dead body. He realised death comes to us all. 4- A holy man. He realised living like this could end suffering.	belief	
4	To explain the story of Buddha's enlightenment	Buddha left the palace and lived as a holy man. It was a difficult life. Buddha decided to sit and meditate until he became enlightened. To become enlightened means to have knowledge, wisdom and understanding. By achieving enlightenment, the man known as Siddhartha has become the Buddha. He would go on to found the Buddhist religion. In the years following his enlightenment, Buddha would teach what he had learnt to many people.	sacred/special belief	enlightenment meditate
5.	To use drama to retell the story of Siddhartha.	Children revisit previous learning and consolidate the story.		



Year 4

Buddhism

Cultural Capital and Enrichment Opportunities:		Enquiry Questions:		
Talk from member Buddhist community Handling artefacts Visits to buddhist temple/monastry Virstual tour of buddhist temple Friends/family may be buddhist Sense of community		How did the four sights that Buddha saw influence his life choices? What gift woould you give on Nirvana Day?		
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To explain the main beliefs held by Buddhists	Key beliefs- the three jewels. Belief – belief in the Buddha Dharma – the teachings of Buddha Sangha – the Buddhist community Three marks of existence – this is how Buddha described life	belief	three jewels marks of existence dharma sangha
2	To explain the main beliefs held by Buddhists	The four noble truths Dukkha – life is suffering Suffering is caused by trying to control things and cravings Suffering can end if we learn to live a day at a time and control cravings The Noble Eightfold Path is a path you must follow to end suffering.	belief	
3	Explain the message in the story Siddhartha and the Swan and how this helps Buddhists live their lives.	Buddhists believe that animals should be treated with the same respect as humans, and not be harmed.	belief	harm respect
4	Nirvana Day	Celebrated in February. Buddhists remember the death of Buddha. They believe he reached Nirvana at the age of 80. Nirvana is a state of complete understanding when no more suffering can be experienced. When celebrating, Buddhists visit the temple. People visit the monastery and bring gifts such as clothes/money for the monks.	belief community/belonging	Nirvana temple monastery



Year 5

Buddhism

<p>Cultural Capital and Enrichment Opportunities: Talk from member Buddhist community Handling artefacts Visits to buddhist temple/monastery Virstual tour of buddhist temple Friends/family may be buddhist Sense of community</p>	<p>Enquiry Questions: Why is pilgrimage important to Buddhists? Why is there no Buddhist creation story? What does the story of Buddha and the elephant teach us?</p>
--	---

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Explain the role of Pilgrimage in Buddhism	A pilgrimage is a special type of journey. They are very important in Buddhism. The most important sites are called 'The Eight Great Places' Lumbini. Bodh Gaya. Sarnath. Rajgir. Sravasti. Sankasia. Vaishali. Kusinara. It is believed that miracles took place at four of the places.	sacred/special	pilgrimage
2	To recall the five Buddhist morals	Five Buddhist morals are: Do not take the life of anything Do not steal Be faithful to your partner Do not lie Do not drink alcohol	belief	moral faithful alcohol



3	Understand the term meditation and why it is important to Buddhists	Meditation can be used to focus a person's mind It can help people feel focused, relaxed and more in control. Buddhists believe it helps them reach enlightenment and Nirvana.		meditation enlightenment Nirvana
4	What does the story of Buddha and the Elephant teach us?	To be kind and respect each other and animals. Make sure no creature suffers.	community/belonging	
5	Nirvana Day	Consolidate previous learning.		

Year 6				
Buddhism				
Cultural Capital and Enrichment Opportunities: Talk from member Buddhist community Handling artefacts Visits to buddhist temple/monastery Virstual tour of buddhist temple Friends/family may be buddhist Sense of community		Enquiry Questions: Is death just the beginning? What does the story Kisa and the Mustard Seed teach us about death?		
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary



1	To understand the term Samsara.	For most Hindus and Buddhists, life is seen as a cycle of birth, life, death and rebirth. In both Hindu Dharma and Buddhism, this is known as the cycle of samsara. Buddhists see rebirth as the soul entering another life of suffering. Buddhists aim to escape this cycle.	creation	samsara reincarnation cycle dharma soul
2	To understand what Dharmic faiths believe happens after death	Buddhism is a dharmic faith. Hinduism, Sikhism are also dharmic faiths. Dharmic faiths stress that death is not the end but the beginning.	belief	five precepts dharma karma nirvana
3	To understand the term karma	Karma is a word that originates from the Indian Sanskrit language that means 'action'. The meaning of the word karma has developed to encompass the link between action and result. Buddhists try to pursue good karma and avoid bad karma. Karma, to Buddhists, is the action of mind, speech and action.	belief sacred/special	karma Sanskrit
4	Enquiry Question – what does the story Kisa and the mustard seed teach us about death?	Death is an inevitable part of life and something that everybody who lives will experience.		inevitable
5	Festival session – Bodhi Day		community/belonging	Bodhi Day

EYFS – Humanism

Stories to be shared: We All Belong

Objectives to be taught through continuous provision reflecting on the different ways in which children learn through playing and exploring, active learning and creating and thinking critically.

Early Learning Goal

Understanding the World

Sticky Knowledge



Past and Present: Talk about the lives of the people around them and their roles in society.	Can name family members A community is a group of people. Their school is a community.
People, Culture and Communities: Know some similarities and differences between different	People have different beliefs Humanists do not believe in God
<i>Personal and Social Development</i>	
Self-Regulation: Show an understanding of their own feelings and those of others	We are all special and different
Building Relationships: Show sensitivity to their own and others needs.	Begin to be aware of responding with kindness.
<i>Communication and Language</i>	
Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions	It is important to listen to others and share ideas. All ideas are valued.
Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	



KS1

Humanism

Humanism will be taught through discussions and stories throughout KS1.

By the end of KS1 children will understand that some people do not follow a religion and do not believe in God.

Humanists do not have a holy book.

Cultural Capital and Enrichment Opportunities:

Talk from member Humanist community
Virtual tour Markfield Natural Burial Ground (Tithe Green)
Friends/family may be humanist
Sense of community

Enquiry Questions:

What is important to you?
What is fairness?

Suggested Teaching Sequence	Formal Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To understand the term Humanism.	Humanists are people who do not follow a religion. Humanism is a way of life.	belonging	Humanism God believe
2	To recognise the symbol linked to the Humanist faith.	The symbol of Humanism is The Happy Human.	sacred/special	The Happy Human symbol
3	Understand the importance of the golden rule.	The golden rule is to treat others as you wish to be treated. The golden rule teaches us how to put ourselves in someone else's shoes. Humanists believe the golden rule can be used by everyone. The golden rule teaches kindness, compassion and empathy.	Belonging/Community	golden rule kindness compassion empathy
4	To know that Humanists celebrate World Humanitarian Day.	World Humanist Day is celebrated 21 st June. This day promotes the values humanists live by.	Belonging/community	celebrate value

Year 3				
Humanism				
Cultural Capital and Enrichment Opportunities: Talk from member Humanist community Virtual tour Markfield Natural Burial Ground (Tithe Green) Friends/family may be humanist Sense of community			Enquiry Questions: Do humanists go to church? Is it fair that football players earn so much money?	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1 and 2	To understand the main beliefs of Humanism	Humanists believe we can live a good and happy life without God. Humanists believe that we have one life, and they use science and reason to explain the way the world is. Humanists try to live by three key messages: Be kind, show respect and live our lives how we want to. Humanists believe it is important to make life fair for everyone. Humanists are atheists	belief community/belonging	kindness respect empathy atheist
3	Explain who founded Humanism and where.	Humanism isn't a new way of life. Humanists beliefs date back to over 2,000 years ago in China, India and Greece.	creation belief	Humanist
4	To understand humanists hold special ceremonies in different places	Humanists still hold special ceremonies such as: Naming ceremonies weddings and funerals.	Community/belonging	ceremony funeral
5	World Humanist Day		community/belonging	

Year 4				
Humanism				
Cultural Capital and Enrichment Opportunities:			Enquiry Questions:	
Talk from member Humanist community Virtual tour Markfield Natural Burial Ground (Tithe Green) Friends/family may be humanist Sense of community			Who has responsibility to take care of the planet?	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To explore the humanist story of creation.	Humanists turn to science to find answers. Humanists explain that the universe started with a series of atoms that collided nearly 14 billion years ago! The early universe was just a collection of billions of atoms. Gravity pulled these atoms together leading them to expand. This caused the Big Bang.	belief	atheist atom universe gravity
2	Understand that the golden rule is a moral principle for life.	Humanists believe in the happiness of humankind and believe that part of their duty is to help and support others. Humanists believe that people should be treated fairly and with kindness. Humanists place emphasis on using empathy when making decisions that involve others so that actions do not negatively affect other people and animals.	sacred/special belief community/belonging	empathy fairness
3	Understand the terms theist, atheist and agnostic	Theist believes there is a god/gods who created the world. Atheist believes there is no god/gods. Agnostic believes we cannot know or prove whether god exists.	creation belief	atheist theist agnostic



4	Enquiry question – who has responsibility to take care of the planet?	Humanists believe it is everyone’s responsibility to take care of the planet.	belief community/belonging	responsibility BRADGATE Education Partnership
5	World Humanist Day			

Year 5				
<i>Humanism</i>				
Cultural Capital and Enrichment Opportunities:			Enquiry Questions:	
Talk from member Humanist community Virtual tour Markfield Natural Burial Ground (Tithe Green) Friends/family may be humanist Sense of community			What are the most important things you believe people should be able to do? Should animals be treated the same as humans? How do humanist values differ from your own? What are human rights?	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To understand human rights and why we have them	The Universal Declaration of Human Rights is a document created in 1948 after WW2. It states all people should have human rights. Humans should have the right to: Live in freedom and safety To believe in what we want to believe. To make up your own mind.	community/belonging belief	human right declaration
2	Explain how humanists show empathy	Humanists believe that people should use empathy. People should think about the feelings of other people and animals and consider the affect that our own actions can have on them. They believe that we all have the responsibility to act in this way.	community/belonging belief	empathy



3	To explain how humanists work out what is right and wrong.	Humanism does not have a holy book and therefore there are no written rules to follow as a humanist. Humans have responsibility for their actions. In order to work out right and wrong humanists will: Consider the particular situation Think about the effect on other humans and animals involved. Decide on the kindest course of action. The approach relies on reason, experience, empathy.	belief community/belonging	responsibility experience empathy
4	Understand how our actions can have a negative effect on people and animals.	Our actions have consequences and affect people, animals and the environment. Consequences can be positive and negative.	community/belonging belief	consequence positive negative
5	World Humanist Day			

NOTE: On the Oak Academy website there is an excellent unit that covers Humanism. This will help with planning for Y5 and Y6.

Year 6				
<i>Humanism</i>				
Cultural Capital and Enrichment Opportunities: Talk from member Humanist community Virtual tour Markfield Natural Burial Ground (Tithe Green) Friends/family may be humanist Sense of community			Enquiry Questions:	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary



BRADGATE
Education Partnership

1	To explore what a world view is	A worldview is 'the way people see and understand the world'. Our worldviews can be powerful as they influence our beliefs, actions, decisions and opinions. People have religious and non-religious world views.	belief	world view belief science
2	To identify key ideas of influential humanist thinkers.	Secular means not connected with religious or spiritual matters.		secular
3	Humanist thinkers			
4	To communicate my understanding of humanist beliefs to others	Humanists believe in making ethical decisions. They take responsibility for right and wrong actions/decisions Live a positive life for the good of all human beings Work towards solutions for mankind and learn from mistakes	belief	ethical ethics
5	To consider scenarios and suggest how a humanist may respond.	Humanists have to decide for themselves how to behave or where to find the answers to their dilemmas. They use history, science and life experience to make good decisions.	belief	dilemma
5	To consider what humanists believe about life after death	Humanists believe that this is our only life. There is no life after death; there is no afterlife. Death is a natural process and is the end of our time on Earth. Believing this places more value on the life we are living.	belief	afterlife
6	World Humanist Day			

NOTE: On the Oak Academy website there is an excellent unit that covers Humanism. This will help with planning for Y5 and Y6.