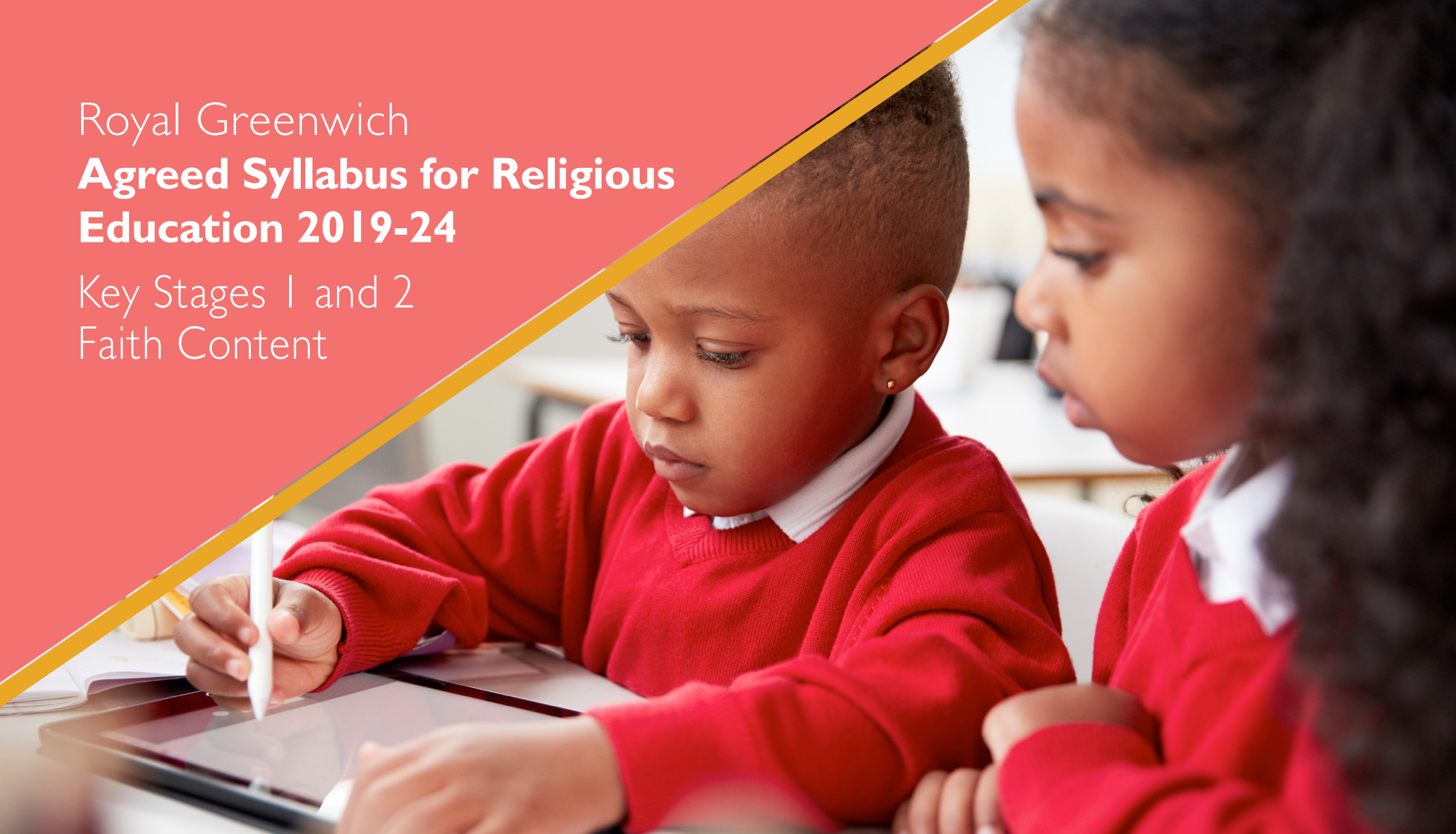


Royal Greenwich
**Agreed Syllabus for Religious
Education 2019-24**

Key Stages 1 and 2
Faith Content



Introduction

Throughout Key Stage 1, pupils should explore Christianity and three other principal religions. Through these they learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils should be encouraged to ask relevant questions and develop a sense of wonder about the world, using their imaginations. They should talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

The Agreed Syllabus places importance on the belief that in the Primary phase pupils are able to find out more about their own faith and that of others around them.

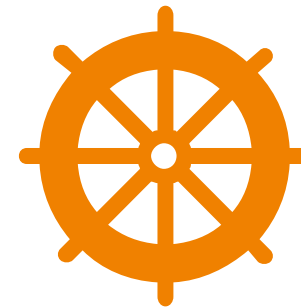
This syllabus is constructed so that in Key Stage 1 pupils will find out about Christianity and three other major faiths and in Key Stage 2 they will study Christianity and all five other main faiths. From the materials produced for the Primary phase, teachers should therefore select in Key Stage 1 the Part 1 elements of those 3 faiths that most represent the pupils in the school community to incorporate into their scheme of work alongside Christianity.

The Mandatory Faith Content provides an example of possible ways to organise the syllabus content.

Educational practitioners need to consider how to eliminate discrimination on the basis of religion or belief (or absence of religion or belief), advance equality of opportunity and foster good relations, by addressing prejudice and promoting understanding. It is important that schools are aware of cultural and religious sensitivities related to delivering the Curriculum. Whilst members of some faiths may have concerns regarding delivery of elements of the curriculum and may wish to withdraw their children from these subjects / topics, in fact the only subjects from which they may withdraw their children are religious education, collective worship and sex education. In order to reassure parents and encourage inclusion, there are sometimes ways in which schools can support concerned parents by being aware of their concerns, opening dialogue with them and using resources sensitively. Schools should draw on knowledge that exists within the school community, involving parents, carers and governors. By being as aware as possible of cultural and religious sensitivities, schools should hopefully minimise situations arising where parents make a request to withdraw their child from subjects.

Further guidance is available in the Royal Borough of Greenwich Multi-Faith Guidelines. [Royal Borough of Greenwich Multi-Faith Guidelines](#)

Buddhism



Buddhism

Part I Mandatory Content

Learning about religion – mainly AT1

| Beliefs, teaching and sources – <i>What do I believe in and where do these beliefs come from?</i> | Practices and ways of life – <i>How do I live my life?</i> | Forms of expressing meaning – <i>How do I show my belief?</i> |
|--|--|---|
| <ul style="list-style-type: none"> • the Buddha was a human being, not a God • all things change • actions have consequences • the Buddha searched for truth and found an answer to problem of suffering and dissatisfaction in life • Buddha means the ‘awakened one’. He was a human being who ‘woke up’ from the ‘sleep of confusion’ and became aware of the truth. The Buddha became free of suffering and was able to help others to ‘awaken themselves’ <p>Buddha’s teachings:</p> <ul style="list-style-type: none"> – the Four Noble truths | <ul style="list-style-type: none"> • Buddhists try to follow the example of the Buddha’s life and live by his teachings • the Buddhist Temple or Centre <ul style="list-style-type: none"> – important for worship, meditation or ceremonies – significant features and objects – e.g. water offering bowls, image of Buddha, incense, flowers – the Buddha image is not worshipped as an idol | <ul style="list-style-type: none"> • the importance of reflection and meditation |

Learning about religion – mainly AT2

| Identity, diversity and belonging – <i>What does it mean to be a member of my faith locally, nationally and globally?</i> | Meaning, purpose and truth – <i>How does my faith help my understanding of life’s journey?</i> | Values and commitment – <i>What is important to me and my faith?</i> |
|---|--|---|
| <ul style="list-style-type: none"> • the Sangha, The Buddhist Community <ul style="list-style-type: none"> – includes ordained (e.g. monks, nuns and priests) and lay people – Story of the King’s Elephant | <p>Teachings as answer to the problem of suffering in life e.g.</p> <ul style="list-style-type: none"> • the story of Siddhartha and the swan | <ul style="list-style-type: none"> • People should work at becoming kind, compassionate, generous, truthful • people should try not to hurt any living thing, take things that are not given and try to be honest and straightforward |

Buddhism

Learning about religion – mainly AT1

| Beliefs, teaching and sources – <i>What do I believe in and where do these beliefs come from?</i> | Practices and ways of life – <i>How do I live my life?</i> | Forms of expressing meaning – <i>How do I show my belief?</i> |
|---|--|--|
| <ul style="list-style-type: none"> • the Buddha is the perfect example of what people can become • Buddha’s teachings: <ul style="list-style-type: none"> – the Five Moral Precepts Important in forming attitudes of mind and as guidance for living | <ul style="list-style-type: none"> • Buddhists try to follow the example of the Buddha’s life and live by his teachings • following the Noble Eightfold Path (the 8-spoked wheel) • The Home shrine • the Buddhist Temple or Centre <ul style="list-style-type: none"> – important for worship, meditation or ceremonies – significant features and objects – e.g. water offering bowls, image of Buddha, incense, flowers – the Buddha image is not worshipped as an idol | <ul style="list-style-type: none"> • the importance of awareness (mindfulness) • the importance of reflection and meditation • being aware of thoughts, feelings and how they lead to actions • things Buddhists do to try to alleviate suffering: <ul style="list-style-type: none"> – practice the Dharma; <p>Festivals</p> <p>Wesak – a festival that celebrates the birth, Enlightenment and passing away of the Buddha</p> |

Learning about religion – mainly AT2

| Identity, diversity and belonging – <i>What does it mean to be a member of my faith locally, nationally and globally?</i> | Meaning, purpose and truth – <i>How does my faith help my understanding of life’s journey?</i> | Values and commitment – <i>What is important to me and my faith?</i> |
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|---|---|---|
| <ul style="list-style-type: none"> the Sangha, The Buddhist Community <ul style="list-style-type: none"> includes ordained (e.g. monks, nuns and priests) and lay people | <p>Teachings as answer to the problem of suffering in life e.g.</p> <ul style="list-style-type: none"> the story of Kisa and the mustard seed the story of the Monkey King <p>Symbols</p> <p>The Bodhi tree - Bodhgaya</p> <p>The Lotus Flower – symbol of enlightenment</p> | <p>The importance of compassion</p> <ul style="list-style-type: none"> respect for all living things and the intention not to harm them the importance of being generous, kind, truthful, helpful and patient |
|---|---|---|

Buddhism

Content organised in to non-mandatory units

| Part 1 Unit 1: The Buddha | Part 1 Unit 2: Living as a Buddhist | Part 2 Unit 3: Following the Buddha’s Teaching | Part 2 Unit 4: The Buddhist Community worldwide |
|--|--|--|--|
| <p>Key Questions</p> <ul style="list-style-type: none"> what is a Buddha? how did the Buddha teach that people should live? | <p>Key Questions:</p> <ul style="list-style-type: none"> what is the importance of a temple or a Buddhist centre? why do Buddhists have images of the Buddha? | <p>Key Questions:</p> <ul style="list-style-type: none"> how do Buddhists try to follow the teachings of the Buddha? how do the teachings and example of the Buddha help Buddhists to grow towards enlightenment? | <p>Key Questions:</p> <ul style="list-style-type: none"> which places have special meaning to Buddhists? what might Buddhists gain from visiting these places? how do Buddhists try to live a good life? |

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| <p>The Buddha</p> <ul style="list-style-type: none"> • the Buddha was a human being, not a God • his search for truth. • Buddha means the ‘awakened one’. He was a human being who ‘woke up’ from the ‘sleep of confusion’ and became aware of the truth. The Buddha became free of suffering and was able to help others to ‘awaken themselves’ • teachings of the Buddha • the Four Noble Truths. People should work at becoming kind, compassionate, generous, truthful • people should try not to hurt any living thing, take things that are not given and try to be honest and straightforward • story of Siddhartha and the Swan • Teaching- actions have consequences | <p>The Buddhist Community – Sangha</p> <p>Lives out the teachings of the Buddha</p> <ul style="list-style-type: none"> • all members support one another • story of The King’s Elephant – keeping good company matters • Buddhists meditate to help them understand the Buddha’s teachings <p>The home shrine</p> <p>A Temple or Buddhist Centre</p> <ul style="list-style-type: none"> • where teachings are given • where Buddhists meditate together • a sacred space, where removal of shoes shows respect • a shrine with an image of the Buddha <p>Images of the Buddha communicate values of wisdom and compassion</p> | <p>The Buddha</p> <ul style="list-style-type: none"> • Buddha is the perfect example of what people can become • the Noble Eightfold Path • symbols, e.g. the wheel and lotus. The Dharma (Buddhist teachings) • story that illustrates Buddhist values <ul style="list-style-type: none"> – The Monkey King <p>All Buddhists try to</p> <ul style="list-style-type: none"> - learn and practice the Dharma. This is the teaching and practice that leads to awakening <ul style="list-style-type: none"> - be sympathetic and kind to others, including animals; - Give generously of time, food and abilities <p>Vaisakha Puja or Vesak/Wesak</p> <ul style="list-style-type: none"> • festival remembering the life, enlightenment and teaching of the Buddha | <ul style="list-style-type: none"> • the Sangha - people who follow the Dharma • some live as monks and nuns, others meditate and practice Buddhism in ordinary lives • The five precepts <p>The importance of compassion</p> <ul style="list-style-type: none"> • respect for all living things and the intention not to harm them • the importance of being generous, kind, truthful, helpful and patient <p>Buildings and Places in the wider world</p> <p>Places of pilgrimage and their significance, e.g. Lumbini – birthplace of Buddha; Bodhgaya – place of enlightenment; Deer park at Sarnath – first teachings of Buddha; Kushinagar – where he passed away</p> |
|--|---|--|--|

Christianity



| Christianity | | |
|--|--|--|
| Learning about religion – mainly AT1 | | Key Stage 1 and KSI units Mandatory Content |
| Beliefs, teaching and sources – <i>What do I believe in and where do these beliefs come from?</i> | Practices and ways of life – <i>How do I live my life?</i> | Forms of expressing meaning – <i>How do I show my belief?</i> |
| <ul style="list-style-type: none"> • God is Father, Son • Jesus is the Son of God <p>The Bible</p> <ul style="list-style-type: none"> • Stories about the birth and life of Jesus • Jesus’ teaching – the 2 greatest commandments • Gospels • Jesus’ resurrection shows he is special to Christians | <ul style="list-style-type: none"> • most Christians keep Sunday as a special day • Symbols of Easter – foods, colours, Maundy Thursday | <p>Christmas</p> <p>Easter</p> |
| Learning about religion – mainly AT2 | | |
| Identity, diversity and belonging – <i>What does it mean to be a member of my faith locally, nationally and globally?</i> | Meaning, purpose and truth – <i>How does my faith help my understanding of life’s journey?</i> | Values and commitment – <i>What is important to me and my faith?</i> |
| <ul style="list-style-type: none"> • Jesus’ contemporary followers are world-wide <p>Places of Worship</p> <p>Church buildings and other places: there are many places where Christians worship together, read the Bible, sing and pray one or more times weekly</p> <ul style="list-style-type: none"> • leaders of the service and community e.g. priests, ministers, elders • objects and symbols in buildings • important ceremonies e.g. welcoming/ dedication/ infant baptisms • ceremonies that take place there – baptisms, christening, | <ul style="list-style-type: none"> • Jesus’ teaching and life give humans the perfect example. They explain how Christians people should behave to each other | <p>Stories about Jesus develop Christian values</p> <p>Stories about forgiveness and love :</p> <p>Zacchaeus</p> <p>The Lost son</p> <p>The Good Samaritan</p> <p>Christians try to follow the example of Jesus by caring for others, e.g. the elderly and those less fortunate, for example at Harvest, through charities</p> |

| Learning about religion – mainly AT1 | | Christianity | Key Stage 2 and KS 2 units Mandatory Content |
|---|--|--|--|
| <p>Beliefs, teaching and sources – <i>What do I believe in and where do these beliefs come from?</i></p> <ul style="list-style-type: none"> • God is Father, Son and Holy Spirit • God is the Creator of the world who loves His creation • Jesus is the Son of God • The Bible - Old Testament/New Testament – different genres • Psalms and Prophets • Gospels and Letters • Jesus’ life and miracles | <p>Practices and ways of life – <i>How do I live my life?</i></p> <ul style="list-style-type: none"> • the Ten Commandments • The 2 Greatest Commandments • Worship • includes the use of stillness and silence. • Reasons why people pray. • The Lord’s prayer | <p>Forms of expressing meaning – <i>How do I show my belief?</i></p> <p>Advent is a time of preparation for Christmas and Epiphany</p> <p>Lent is a time of preparation for Easter.</p> <p>Pentecost is the birthday of the church.</p> | |

Learning about religion – mainly AT2

| Identity, diversity and belonging – <i>What does it mean to be a member of my faith locally, nationally and globally?</i> | Meaning, purpose and truth – <i>How does my faith help my understanding of life’s journey?</i> | Values and commitment – <i>What is important to me and my faith?</i> |
|--|--|---|
| <p>Places of Worship</p> <ul style="list-style-type: none"> • there are many different types of Christian places of worship, e.g. churches, chapels, cathedrals. Complete a study of 2 in depth. • special ceremonies that take place there –funerals, first communion, confirmation, marriage • Christian diversity in the locality | <ul style="list-style-type: none"> • Jesus was human and divine • Jesus showed His power as a miracle worker • Jesus’ teaching and life give humans the perfect example. They explain how Christians people should behave to each other • Jesus’ resurrection shows Christians that death is not an end <p>Christians believe Jesus’ life and death helps them have a relationship with God.</p> | <p>Christians try to show God’s love through their actions. By loving their neighbour, Christians show their care for all people.</p> <ul style="list-style-type: none"> • belonging to the Community • Christians belong to a worldwide family • people who followed the example of Jesus - e.g. Martin Luther King • A charity showing Christianity in action |

Christianity – Key Stage I

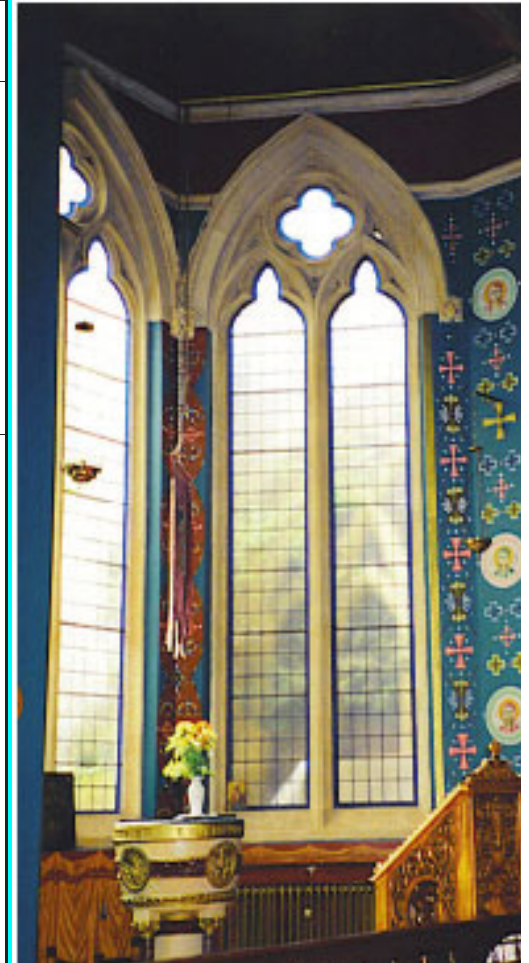
Content organised into non-mandatory units

| Unit 1: Jesus' birth and Christmas | Unit 2: Jesus the teacher | Unit 3: Easter and Symbols | Unit 4: A Local Church |
|--|--|---|--|
| <p>Key Questions</p> <ul style="list-style-type: none"> • what do Christians remember at Christmas? • what do Christians believe about Jesus? • why is the Bible important to Christians? | <p>Key Questions</p> <ul style="list-style-type: none"> • what values do Christians believe • Jesus taught? • how do Christians believe Jesus taught them these values? | <p>Key Questions</p> <ul style="list-style-type: none"> • what do symbols of Easter represent? • how do symbols and symbolic actions show the importance of Easter for Christians? | <p>Key Questions</p> <ul style="list-style-type: none"> • what happens in a Christian place of worship? • how does a place of worship help Christians to develop their beliefs about Jesus? • how do Christians try to follow Jesus' example? |
| <p>Beliefs</p> <ul style="list-style-type: none"> • Christians believe that Jesus is God's Son • Christian celebrations: Christmas is the celebration of Jesus' birth which shows he is special for Christians • The Bible is a special book: <ul style="list-style-type: none"> – different from other books – it contains stories about the birth and life of Jesus | <ul style="list-style-type: none"> • Jesus' teaching and life give Christians the perfect example • there are stories about Jesus which develop Christian values: <ul style="list-style-type: none"> • Zacchaeus • Jesus told stories about forgiveness and love: <ul style="list-style-type: none"> – The Lost Son – The Good Samaritan • Jesus taught the two greatest Commandments are 'Love God' and 'Love your neighbour' • The Bible is a special book: <ul style="list-style-type: none"> – Christians read it to learn about Jesus | <ul style="list-style-type: none"> • the story of Jesus' death and resurrection emphasises the idea that Jesus is special for Christians • Jesus washing feet and sharing food with his friends – some of whom let him down <p>Symbols</p> <ul style="list-style-type: none"> • cross and egg • symbols of Easter e.g. palm crosses, Easter gardens, colours of vestments and candles • symbolic actions: washing feet on Maundy Thursday • Christians share food together to recall Jesus' last meal with his friends | <ul style="list-style-type: none"> • through finding out about a local church: • most Christians keep Sunday as a special day <p>Church buildings:</p> <ul style="list-style-type: none"> • there are many places where Christians worship together, read the Bible, sing and pray one or more times weekly • leaders of the service and community e.g. priests, ministers, elders • objects and symbols in buildings • important ceremonies e.g. welcoming/ dedication/ infant baptisms <p>Christians try to follow the example of Jesus by caring for others, e.g. the elderly and those less fortunate, for</p> |

Christianity – Key Stage 2

Content organised into non-mandatory units

| Unit 5: The Bible | Unit 6: Local Christian places of worship | Unit 7: Who was Jesus? – Human and Divine |
|--|---|--|
| <p>Key Questions</p> <ul style="list-style-type: none"> • how do Christians use the Bible? • what is the relationship between the life of Jesus and the Old and New Testaments? • what does the Bible contain? • how does using the Bible help Christians to grow in their faith? | <p>Key Questions</p> <ul style="list-style-type: none"> • why are there different places of worship for Christians? • what similarities are there in what Christians believe? • how does coming together help Christians to grow in their faith? | <p>Key Questions</p> <ul style="list-style-type: none"> • who do Christians believe Jesus to be? • what evidence do Christians base their beliefs upon? • what meaning does the life and death of Jesus have for Christians. |
| <ul style="list-style-type: none"> • A source of Christian belief and teaching – some Christians read the Bible every day and find it helpful for their everyday lives • The Old and New Testaments include many books with different genres; these include history, law, songs; Gospels and letters • The Gospel stories tell about events in Jesus’ life • Jesus’ teaching about the Kingdom of God in parables: The Lost Sheep • Ten Commandments with particular focus on the two greatest commandments | <p>Through finding out about a second local place of worship:</p> <ul style="list-style-type: none"> • special places for Christians • there are many different types of Christian places of worship • belonging to a group and sharing activities with others is important and meaningful • worship includes the use of stillness and silence for reflection • Reasons why people pray • The Lord’s Prayer • The Bible (a source of Christian belief and teaching) used in services | <p>God:</p> <ul style="list-style-type: none"> • The Trinity - Father, Son and Holy Spirit • Christmas – Jesus’ birth • Choosing 12 disciples and friends • Jesus’ temptations • Jesus’ baptism • miracles and acts of healing e.g. ‘Stilling the storm’, ‘The four friends’ or ‘Healing a leper’ • Easter – Jesus’ death, resurrection and afterwards • Christians believe Jesus’ life and death helps them have a relationship with God |



Christianity – Key Stage 2 continued

Content organised into non-mandatory units

| Unit 8: Christian Festivals | Unit 9: Leading a Christian life |
|---|---|
| <p>Key Questions</p> <ul style="list-style-type: none"> • how do festivals help Christians to remember Jesus and His teachings? • what happens in places of worship to help Christians understand the meaning behind their festivals? | <p>Key Questions</p> <ul style="list-style-type: none"> • how do Christians follow Jesus and His teachings in their daily lives? • what Christian values guide the actions of the people and organisations studied? • what are the challenges of living a Christian life today? |
| <p>The Church has its own calendar with special names for certain times of the year:</p> <ul style="list-style-type: none"> • times associated with Jesus’ life; how Christians understand and celebrate these events – Christmas and Easter • times of reflection: Advent – preparing for Jesus’ birth and Lent - Jesus’ temptation • sharing the Lord’s Supper • Pentecost | <p>Commitment, belonging and belief in the special presence of God during significant life events</p> <p>Example of at least one person and one charitable organisation that exemplifies Christianity in action</p> <p>Encounter with one local Christian to share how their life is led by faith</p> |



Hinduism



Learning about religion – mainly AT1

Hinduism

Part 1 and KSI units Mandatory Content

| Beliefs, teaching and sources – <i>What do I believe in and where do these beliefs come from?</i> | Practices and ways of life – <i>How do I live my life?</i> | Forms of expressing meaning – <i>How do I show my belief?</i> |
|---|---|--|
| <ul style="list-style-type: none"> • there is one God, who is seen in different ways , believed to be formless and represented through different forms (deities) such as Rama • the story of Rama and Sita recalled at Diwali • some forms of God: Shiva, Hanuman, Lakshmi, Krishna, Ganesh, Rama • Sacred Texts: <ul style="list-style-type: none"> – The Ramayana is the source of stories about Rama | <ul style="list-style-type: none"> • Puja at home and in the Temple (Mandir) <ul style="list-style-type: none"> – The shrine – The Arti Ceremony – The role of the divine images – The puja tray – Meditation • worship in the Temple (Mandir) <ul style="list-style-type: none"> – The Mandir is the Hindu place of worship – respect shown by removing shoes and sitting on the floor • Festivals <ul style="list-style-type: none"> – Diwali – Raksha Bandhan | <ul style="list-style-type: none"> • religious symbols and their meanings <ul style="list-style-type: none"> – The diva – Hands in prayer (Namaste) • ways that respect is shown to God |

Learning about religion – mainly AT2

| Identity, diversity and belonging | Meaning, purpose and truth | Values and commitment |
|---|-----------------------------------|--|
| <ul style="list-style-type: none"> • love and loyalty between members of the extended family | <p>Birth,</p> | <ul style="list-style-type: none"> • respect for all people and living things • the importance of caring for others • respect for <ul style="list-style-type: none"> – Other people (shown through namaste) |

| Hinduism | | |
|---|---|--|
| Learning about religion – mainly AT1 | | Part 2 and KS 2 Units Mandatory Content |
| Beliefs, teaching and sources – <i>What do I believe in and where do these beliefs come from?</i> | Practices and ways of life – <i>How do I live my life?</i> | Forms of expressing meaning – <i>How do I show my belief?</i> |
| <ul style="list-style-type: none"> • there is one God, who is seen in different ways , believed to be formless and represented through different forms (deities) • some forms of God: Shiva, Hanuman, Lakshmi, Krishna, Ganesh, • God is represented as a trimurti – showing the 3 main images of God; Brahma, Vishnu and Shiva • the birth of Krishna(Janmashtami) • Krishna and Sudhama • beliefs about creation • Sacred Texts: <ul style="list-style-type: none"> – Bhagavad Gita is the source of stories about Krishna | <ul style="list-style-type: none"> • Festivals <ul style="list-style-type: none"> – the birth of Krishna • Samskars - especially initiation (sacred thread)Birth, marriage, death and rebirth | <ul style="list-style-type: none"> • religious symbols and their meanings <ul style="list-style-type: none"> – Aum/Om |

Learning about religion – mainly AT2

| Identity, diversity and belonging | Meaning, purpose and truth | Values and commitment |
|---|---|---|
| <ul style="list-style-type: none"> • Hinduism was originally an Indian religion • many Hindu families around the world maintain links with India • Local Hindu communities and their diversity | <p>The Life journey</p> <ul style="list-style-type: none"> • what makes each person’s unique identity • 4 ashramas | <ul style="list-style-type: none"> • Respect for all people and living things • Ahimsa– the importance and reasons for non-violence and its implications e.g. vegetarianism, not hurting living things created by God • Gandhi and non-violent protest Respect for <ul style="list-style-type: none"> – All forms of life, especially the cow • working to support the environment |

Hinduism

Content organised into non-mandatory units

| Part 1: Unit 1 – Diwali | Part 1: Unit 2 – Worship | Part 2: Unit 3 – Hindu life | Part 2: Unit 4 – God and beliefs |
|---|--|--|--|
| <p>Key Questions</p> <ul style="list-style-type: none"> • what understanding do Hindus have about God? • what do stories at Diwali explain about God? • what is the role of a Hindu temple in a Hindu's life? <p>Concepts: AT1: Beliefs, teaching, sources; Practices and ways of life. AT2: Identity and belonging. Meaning, purpose and truth.</p> | <p>Key Questions:</p> <ul style="list-style-type: none"> • what is the importance of families in Hinduism? • why are honesty and truthfulness important in Hinduism? • how do Hindus pray at home and in the Temple? <p>Concepts: AT1: Beliefs, teaching, sources. Practices and ways of life. AT2: Identity and belonging. Meaning, purpose and truth.</p> | <p>Key Questions:</p> <ul style="list-style-type: none"> • why is the natural world important to a Hindu? • how does belief about creation lead to vegetarianism and ahimsa? <p>Concepts: AT1: Beliefs, teaching, sources. Practices and ways of life. AT2: Identity and belonging meaning, purpose and truth.</p> | <p>Key Questions:</p> <ul style="list-style-type: none"> • how do Rama and Krishna help Hindus to understand God? • what stories do you know that help Hindus to learn about right and wrong or evil or good? • what does it mean to be a Hindu? <p>Concepts: AT1: Beliefs, teaching, sources. Practices and ways of life. AT2: Meaning, purpose and truth.</p> |

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| <p>Hindus believe in one God</p> <ul style="list-style-type: none"> represented through different names and forms e.g. Rama Ganesh, Hanuman, Lakshmi God has visited earth at different times in different forms to help people: Rama stories on the theme of good and evil connected to Rama and Sita recalled at Diwali stories are found in the Ramayana <p>Worship at Diwali</p> <ul style="list-style-type: none"> the Hindu Mandir respect shown by sitting on the floor the shrine the Aarti ceremony Puja | <p>The Hindu Home</p> <ul style="list-style-type: none"> respect for all people and living things the importance of caring for others importance of honesty and truthfulness love and loyalty between member of the extended family value of the relationship between brother and sister and the Festival of Raksha Bandhan. worship at home – the home shrine Namaste - symbol of respect and greeting <p>The Hindu Mandir</p> <ul style="list-style-type: none"> worship in a Mandir the role of the Hindu priest the role of divine images Prashad (food offered, blessed and served after prayer) | <p>The Environment</p> <ul style="list-style-type: none"> beliefs about creation Aum/Om symbol attitudes towards animals, especially cows / bulls Ahimsa– the importance and reasons for non-violence and its implications e.g. vegetarianism, not hurting living things created by God <p>The World</p> <ul style="list-style-type: none"> originally an Indian religion Hindus live in Great Britain and across the world and often keep links to India | <p>God</p> <ul style="list-style-type: none"> forms of God include Krishna, Rama, Shiva, Ganesh God as Trimurti – 3 main images: Brahma, Vishnu and Shiva the universe and the endless cycle of creation, preservation and destruction birth of Krishna (Janmashtami) Bhagavad Gita is the source of stories about Krishna stories: The Birth of Krishna, Krishna and Sudhama <p>The Life journey</p> <ul style="list-style-type: none"> what makes each person’s unique identity 4 ashramas Samskars - especially initiation (sacred thread) |
|--|--|---|--|

Humanism



Humanism

Mandatory Content

| Beliefs, teaching and sources – <i>What do I believe in and where do these beliefs come from?</i> | Practices and ways of life – <i>How do I live my life?</i> | Forms and expressing meaning – <i>How do I show my belief?</i> |
|--|--|---|
| <ul style="list-style-type: none"> • Human beings are special and human life is valuable. • Celebrating human companionship, curiosity, intellectual and artistic creativity. • Atheism; agnosticism; beliefs about there being no God or afterlife. • Humanists believe we can lead good and happy lives without religion. • Science as the best method to understand the world; the Big Bang and evolution. • There are no sacred texts or divine authority; | <ul style="list-style-type: none"> • No places of worship, or regular activities such as prayer – Humanism is a general outlook on life not tied to specific rituals. • Ways of marking key moments in people’s lives such as births, weddings, and death, including humanist ceremonies. • Non-religious pastoral support. • No special festivals; however, many humanists will celebrate at Christmas, and join in with festivals such as harvest. | <ul style="list-style-type: none"> • Love and support comes from other people in our lives. • Celebrating humanity and the human spirit. • Taking pleasure in the natural wonder of the world and other living things around us; belief the environment should be protected; humane treatment of animals. • Celebrating the many achievements of human beings – intellectual, philosophical, technological, and creative/artistic (literature, music, art, architecture). |

Learning about religion – mainly AT2

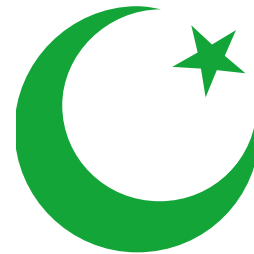
| <p>Identity, diversity and belonging – <i>What does it mean to be a member of my worldview locally, nationally and globally?</i></p> | <p>Meaning, purpose and truth – <i>How does my worldview help my understanding of life’s journey?</i></p> | <p>Values and commitment – <i>What is important to me and my worldview?</i></p> |
|---|---|--|
| <ul style="list-style-type: none"> • Who is a humanist? • How many people share humanist beliefs in the local community, nationally and globally? • The importance to humanists of human relationships and companionship. • What makes certain places special to humanists • Humanists inspired to practical action. • Organised Humanism and the Happy Human symbol. | <ul style="list-style-type: none"> • The importance of making the most of this life. • Happiness, meaning and purpose as created; different things will make different people happy: there is no one recipe for happiness. • The value of using science and evidence to understand the world; humanist responses to astrology, mediums, alternative medicine, etc. • No sacred texts or divine rules or authorities to follow; problems with rules. | <ul style="list-style-type: none"> • Happiness as a worthwhile goal. • The golden rule; the harm principle; respect for different people’s choices and ways of life. • Valuing human beings; putting human well-being at the centre when making ethical decisions. • Reason, empathy, compassion, and respect in deciding how to behave. • Other shared human moral values: kindness, compassion, fairness, justice, honesty. |

Humanism

Content organised in to non-mandatory units

| Unit 1: Human capabilities | Unit 2: Understanding the world | Unit 3: Deciding what's right and wrong | Unit 4: Happiness and celebration |
|--|--|--|---|
| <p>Key Questions:</p> <ul style="list-style-type: none"> • Why are human beings special? • What can humans do that other animals can't? • How can questions make the world a better place? <p>Concepts: AT1: Beliefs, teachings and sources. Forms and expressing meaning. AT2: Identity, diversity and belonging. Values and commitment.</p> | <p>Key Questions:</p> <ul style="list-style-type: none"> • What does it mean to believe something is true? • Where does the universe and humanity come from? • What is the difference between an atheist, an agnostic, and a humanist? <p>Concepts: AT1: Beliefs, teachings and sources. Forms and expressing meaning. AT2: Meaning, purpose and truth.</p> | <p>Key Questions:</p> <ul style="list-style-type: none"> • How do humanists decide what the right thing to do is? • Where do rules come from? What do we need them for? Do they always help, or is it sometimes okay to break them? • Why do humanists think we should be good to each other? <p>Concepts: AT1: Beliefs, teachings and sources. AT2: Values and commitment.</p> | <p>Key Questions:</p> <ul style="list-style-type: none"> • Is happiness the purpose of life? Is anything more important? • What should I do when there are things that make me happy but others unhappy? • What do humanists celebrate; why? How do they support each other? <p>Concepts: AT1: Practices and ways of life. AT2: Identity, purpose and belonging. Meaning, purpose and truth.</p> |

| | | | |
|--|---|---|---|
| <p>Reasoning and questioning</p> <ul style="list-style-type: none"> Some of the things that are special about humans we share with animals but others are unique to human beings. <p>Special human attributes include</p> <ul style="list-style-type: none"> our ability to question and reason our empathy for other humans and animals our creativity <p>Achievements of humanity</p> <p>Explore some intellectual, philosophical, technological, and creative/artistic achievements in the humanist canon, e.g. Charles Darwin, Mary Wollstonecraft, Jawaharlal Nehru; and objects that represent human achievement, e.g. the Hubble telescope.</p> | <p>Evidence and science</p> <ul style="list-style-type: none"> Different forms of evidence; humanist beliefs about the value of science as the best method to understand the world. The universe is billions of years old and began with the Big Bang. No evidence that the universe was created by a divine being. All life on Earth, including human beings, evolved over billions of years from a common ancestor. <p>Atheism and agnosticism</p> <ul style="list-style-type: none"> Why people hold atheist/agnostic beliefs; their consequences on living. Humanism as a positive philosophy: more than just not believing in god. | <ul style="list-style-type: none"> The golden rule and the harm principle. Rewards and punishment should not be our only motivation to do good; we should consider the effect of our actions on others and the outcome if everyone acted the same way. Importance of reason, empathy, compassion and respect when deciding how to act. How humanists reason: consideration of the particular situation and of likely consequences of our actions. Shared human moral values: kindness, compassion, fairness, justice, honesty. | <ul style="list-style-type: none"> Humans can all find ways to be happy and different things will make different people happy: there is no one recipe for happiness. ‘Happiness is the only good. The place to be happy is here. The time to be happy is now. The way to be happy is to make others so.’ – Robert Ingersoll. The Happy Human – a symbol to represent Humanism. Non-religious ways of marking births, weddings, and death; humanist ceremonies. Humanist approaches to festivals such as Christmas and Easter. The importance of family, friendship, and kindness. |
|--|---|---|---|



Islam

Learning about religion – mainly AT1

Islam

Part 1 and KSI units Mandatory Content

| Beliefs, teaching and sources – <i>What do I believe in and where do these beliefs come from?</i> | Practices and ways of life – <i>How do I live my life?</i> | Forms of expressing meaning – <i>How do I show my belief?</i> |
|--|---|--|
| <ul style="list-style-type: none"> – Prophet Muhammad (pbuh); – The Qur’an • Revelation of Qur’an – the final message • Prophet Muhammad (pbuh) was chosen by Allah as • the • final Messenger • The Qur’an <ul style="list-style-type: none"> – is treated with respect – children learn the Qur’an | <p>The Mosque:</p> <ul style="list-style-type: none"> ○ the Ka’aba – first house of worship for God; ○ Prophets Ibrahim and Ismail (pbuh) built the Ka’aba; ○ features of a mosque <p>The Muslim Home</p> <ul style="list-style-type: none"> • worship in the home | <ul style="list-style-type: none"> • Allah is the Islamic name for God • Muslims worship Allah (God) • the naming of a child: <ul style="list-style-type: none"> – practices associated with the birth and name of a child – names are usually selected because they have a good meaning. • prayer to Allah by five daily salat / prayers |

Learning about religion – mainly AT2

| Identity, diversity and belonging | Meaning, purpose and truth | Values and commitment |
|--|---|---|
| <ul style="list-style-type: none"> • establishing the first Muslim community and the Muslim Calendar. | <ul style="list-style-type: none"> • the birth of a child as a blessing (blessings/barakah). | <ul style="list-style-type: none"> • following the teaching of the Qur’an, e.g. showing respect to others, being honest and kind, and keeping your temper) • following instructions, e.g. halal food • giving charity and doing charitable works |

Learning about religion – mainly AT1

Islam

Part 2 and KS2 units Mandatory Content

| Beliefs, teaching and sources – <i>What do I believe in and where do these beliefs come from?</i> | Practices and ways of life – <i>How do I live my life?</i> | Forms of expressing meaning – <i>How do I show my belief?</i> |
|--|---|--|
| <ul style="list-style-type: none"> • Allah (God) is the creator and provides all things • Allah sent messengers and books to give His guidance: <ul style="list-style-type: none"> – The Qur’an – The actions and deeds of the Prophet Muhammad | <ul style="list-style-type: none"> • Ramadan: <ul style="list-style-type: none"> – the month in which the Qur’an was revealed; – fasting and breaking fast together – reciting the Qur’an • Eid ul Fitr - Celebration of the successful completion of Ramadan and how it is celebrated • Hajj - Visiting Makkah for Hajj. • Eid ul Adha <ul style="list-style-type: none"> – celebration at the end of the Hajj. – The Mosque: <ul style="list-style-type: none"> ○ the Ka’aba – first house of worship for God; ○ Prophets Ibrahim and Ismail (pbuh) built the Ka’aba; | <ul style="list-style-type: none"> • Allah is the Islamic name for God • Muslims worship Allah • Muslims give thanks for Allah’s creation <ul style="list-style-type: none"> – the Ka’aba the Qiblah for all prayer/worship |

Learning about religion – mainly AT2

| Identity, diversity and belonging | Meaning, purpose and truth | Values and commitment |
|---|--|--|
| <ul style="list-style-type: none"> • the world is a mosque: <ul style="list-style-type: none"> – role of the mosque as a local social, religious, educational and welfare centre; • Muslim communities locally and the Muslim community worldwide | <ul style="list-style-type: none"> • beliefs about life, death and the hereafter. | <ul style="list-style-type: none"> • Muslims respect and appreciate everything Allah created • respect for all creation • giving charity and doing charitable works |

Islam

Content organised into non-mandatory units

| Part 1: Unit 1 – Prophet Muhammad (pbuh) | Part 1: Unit 2 – Five Pillars of Islam | Part 2: Unit 3 – Ramadan and Eid ul Fitr | Part 2: Unit 4 – Hajj – the journey of a lifetime |
|---|--|--|--|
| <p>Key Questions</p> <ul style="list-style-type: none"> • what do Muslims believe? • why is Prophet Muhammad (pbuh) important to Muslims? • what is the Qur’an? | <p>Key Questions:</p> <ul style="list-style-type: none"> • what are the five pillars of Islam? • what does worship mean to Muslims? • how do Muslims show their respect for Allah in everyday life? | <p>Key Questions:</p> <ul style="list-style-type: none"> • why do Muslims fast during Ramadan? • how does fasting help Muslims to grow closer to Allah and to each other? • how do Muslims celebrate Eid? | <p>Key Questions:</p> <ul style="list-style-type: none"> • what is a pilgrimage? • why do Muslims go on Hajj? • which stories are associated with the places on Hajj? • how does the Hajj make Muslims feel they are all part of one family? |
| <p>Stories from the life of the Prophet Muhammad (pbuh)</p> <ul style="list-style-type: none"> • revelation of the Qur’an • the early Muslims • migration to Madinah <p>The Qur’an</p> <ul style="list-style-type: none"> • The Qur’an is the holy book of Islam, written in Arabic • The Qur’an must be treated with respect <p>Place of Worship</p> <ul style="list-style-type: none"> • the Mosque • the first call to prayer | <ol style="list-style-type: none"> 1. Shahadah 2. Salah – Prayer 3. Sawm – Fasting 4. Zakat – Charity 5. Hajj - Pilgrimage <p>Worship of Allah</p> <p>Muslims serve Allah in many ways</p> <ul style="list-style-type: none"> • giving charity • daily Salah <p>The Muslim Home</p> <ul style="list-style-type: none"> • worship in the home <p>Living as a Muslim</p> <ul style="list-style-type: none"> • the importance of good values for Muslims e.g. honesty, truthfulness and dressing modestly • respect for everyone • birth and naming of a baby – names | <p>Sawm</p> <ul style="list-style-type: none"> • the importance of the month of Ramadan • Qur’anic quotes about fasting • Ramadan – a time to focus on Allah, being a good Muslim and considering those who have less • fasting requirements • breaking the fast • worship during Ramadan. <p>Eid ul Fitr</p> <p>Celebration of keeping the fast at its end. Zakat al Fitr (charity at Eid.)</p> | <p>Allah sent guidance through the Qur’an and his Prophets</p> <p>The Ka’aba</p> <ul style="list-style-type: none"> • Through sayings and deeds of the Prophet Muhammad. • first house of worship for God; • Prophets Ibrahim and Ismail (pbuh) built the Ka’aba; <p>Hajj requirements, stories associated with the places of the Hajj</p> <p>Eid ul Adha</p> <p>Festival that takes place the day after the gathering of pilgrims on Mount Arafat. A time for Muslims worldwide to celebrate</p> |

Judaism



Learning about religion – mainly AT1

Judaism

Part 1 and KS 1 units Mandatory Content

| Beliefs, teaching and sources – <i>What do I believe in and where do these beliefs come from?</i> | Practices and ways of life – <i>How do I live my life?</i> | Forms of expressing meaning – <i>How do I show my belief?</i> |
|--|--|---|
| <ul style="list-style-type: none"> • God is the Creator • the Torah <ul style="list-style-type: none"> – is in the form of a scroll; written in Hebrew; – written on parchment – came in two forms – written and oral <p>Keeping Shabbat</p> | <p>Shabbat</p> <ul style="list-style-type: none"> • Shabbat and the day of rest • preparations for and welcoming Shabbat • the Friday night meal and eating as a family • lighting and blessing candles • blessing the wine and the challah • Havdalah <p>Festivals and Celebrations – stories and how celebrated.</p> <ul style="list-style-type: none"> • Hannukah • Passover • Purim (the Story of Esther) <p>The Synagogue</p> <ul style="list-style-type: none"> • community centre | <ul style="list-style-type: none"> • following the commandments of the Torah – e.g. keeping Shabbat, keeping kosher <p>The value and expression of gratitude</p> <ul style="list-style-type: none"> • general blessings, including blessing after meals |

Learning about religion – mainly AT2

Judaism

Mandatory Content

| Identity, diversity and belonging | Meaning, purpose and truth | Values and commitment |
|--|--|---|
| <p><i>What does it mean to be a member of my faith locally, nationally and globally?</i></p> | <p><i>How does my faith help my understanding of life's journey?</i></p> | <p><i>What is important to me and my faith?</i></p> |
| <ul style="list-style-type: none"> • family life • the Jewish Home | <ul style="list-style-type: none"> • the first four of the Ten Commandments | <ul style="list-style-type: none"> • charity at Shabbat (Tzedekah) |



Learning about religion – mainly ATI

Judaism

Part 2 and KS 2 units Mandatory Content

| Beliefs, teaching and sources – <i>What do I believe in and where do these beliefs come from?</i> | Practices and ways of life – <i>How do I live my life?</i> | Forms of expressing meaning – <i>How do I show my belief?</i> |
|--|---|--|
| <ul style="list-style-type: none"> • God is One, the Creator • the Torah <ul style="list-style-type: none"> – is in the form of a scroll; written in Hebrew; – written on parchment contains: <ul style="list-style-type: none"> – laws and rules setting out how people should live: – The Ten Commandments – keeping Shabbat – Kashrut (the Kosher kitchen) – examples of writings, e.g. psalms and proverbs – stories – the life of Moses • role of the Rabbi | <p>Family Life – life rituals</p> <ul style="list-style-type: none"> • Bar and Bat Mitzvah • marriage <p>The Synagogue</p> <ul style="list-style-type: none"> • community centre • place of prayer, worship and study • main features and components | <ul style="list-style-type: none"> • The Shema; tefillin • wearing kippah, tallit, tzitzit • the mezuzah identifies the home as Jewish. |

Judaism

Learning about religion – mainly AT2

Mandatory Content

| Identity, diversity and belonging <i>What does it mean to be a member of my faith locally, nationally and globally?</i> | Meaning, purpose and truth <i>How does my faith help my understanding of life's journey?</i> | Values and commitment <i>What is important to me and my faith?</i> |
|--|---|---|
| <ul style="list-style-type: none"> • family life • the Jewish Home • The Jewish community locally and internationally | <ul style="list-style-type: none"> • the first four of the Ten Commandments • beliefs about life, death and the hereafter | <ul style="list-style-type: none"> • care for the environment • hospitality |

Judaism

Content organised into non-mandatory units

| Part 1: Unit 1 – Shabbat – A day of rest | Part 1: Unit 2 – Festivals in the Jewish year | Part 2: Unit 3 – The Synagogue | Part 2: Unit 4 – Jewish life |
|---|--|--|--|
| <p>Key Questions</p> <ul style="list-style-type: none"> • why is Shabbat important to Jews? • why do Jews attend the synagogue? • why a day of rest? | <p>Key Questions:</p> <ul style="list-style-type: none"> • why is it important to keep traditions/ customs alive? • how do the Festival events help to teach young Jews about their past? • what do these festivals show about the Jews’ relationship with God? | <p>Key Questions:</p> <ul style="list-style-type: none"> • how do Jews show that God is present in the synagogue. • how does the Torah help Jewish people to understand what being Jewish means? | <p>Key Questions:</p> <ul style="list-style-type: none"> • how does the Shema tell Jews to keep their religion alive? • how does life change for a Jew after their Bar/Bat Mitzvah? • why are the home and synagogue equally important in Jewish life? |
| <p>Shabbat – the Sabbath Day</p> <ul style="list-style-type: none"> • God resting and creation • preparing for Shabbat • starts at sunset • day of separation and different from other days – day of rest/day of joy • blessings • shared meal – kosher food • Shabbat Table and customs • charity contributions given (Tzedakah) • keeping Shabbat - instructions in Torah <p>Synagogue – Attend for prayer with the community.</p> <p>Havdalah</p> <ul style="list-style-type: none"> • end of Shabbat • spices, wine and plaited candle • blessing of Shabbat taken into the week | <p>Succot (Sukkoth)</p> <ul style="list-style-type: none"> • Festival of Tabernacles • Succoth – temporary shelters (singular succah) • celebration at home and the Synagogue • story told of 40 years in the desert • harvest <p>Passover (Pesach)</p> <ul style="list-style-type: none"> • story recalled: Moses and the Exodus from Egypt found in the Torah • celebration at home • symbolism and ritual of seder meal – questions from youngest child • Israel- a special place for Jews <p>Purim</p> <ul style="list-style-type: none"> • story recalled: Esther saves her people • celebration at home and synagogue • symbolism and ritual of story telling and dressing up | <p>Synagogue</p> <ul style="list-style-type: none"> • Ark • Ner Tamid • Torah portion read in services. • role of the Rabbi <p>Torah</p> <ul style="list-style-type: none"> • written on parchment scroll in Hebrew • laws and rules • treated with respect • laws and rules which set out how people should live • The Ten Commandments • examples of writings, e.g. psalms and proverbs • stories – the life of Moses • where stories about the Jews’ relationship with God are found – the story of David and Goliath | <p>The Jewish home</p> <ul style="list-style-type: none"> • Mezuzah • keeping Kashrut – rules found in the Torah • hospitality <p>The Shema</p> <ul style="list-style-type: none"> • said daily. • preparing for prayer. • Philacteries, Tallit, Kippah • The Shema in the Mezuzah – signifying a Jewish home <p>The journey of Jewish life</p> <ul style="list-style-type: none"> • Bar/Bat Mitzvah • wearing Kippah, tallit and tzitzit in worship • family celebrations in the synagogue |

Sikhism



| Learning about religion – mainly AT1 | Sikhism | Part 1 and KS 1 units Mandatory Content |
|--|--|---|
| <p>Beliefs, teaching and sources – <i>What do I believe in and where do these beliefs come from?</i></p> <ul style="list-style-type: none"> • there is one God, the Creator of all things • God is the supreme truth <p>Guru Nanak</p> <ul style="list-style-type: none"> • Sikhism was founded by Guru Nanak in India; • stories which tell about his youth and travels, e.g. feeding the poor and needy. <p>The Guru Granth Sahib</p> <ul style="list-style-type: none"> • the final and everlasting Guru of the Sikhs • teachings of Guru Nanak • written in Gurmurkhi • contains hymns sung in services • The Mool Mantra • Akhand Path • ten human Gurus – from Guru Nanak to Guru Gobind Singh | <p>Practices and ways of life – <i>How do I live my life?</i></p> <p>Celebration of Guru Nanak’s birthday</p> | <p>Forms of expressing meaning – <i>How do I show my belief?</i></p> <ul style="list-style-type: none"> • IK Onkar symbol (there is one God). • Sikhs worship and share food together, this demonstrates belief that everyone is equal <p>The Guru Granth Sahib</p> <ul style="list-style-type: none"> • treated as a living Guru |

Learning about religion – mainly AT2

Sikhism

Mandatory Content

| Identity, diversity and belonging <i>What does it mean to be a member of my faith locally, nationally and globally?</i> | Meaning, purpose and truth <i>How does my faith help my understanding of life's journey?</i> | Values and commitment <i>What is important to me and my faith?</i> |
|--|--|--|
| <p>Guru Har Gobind</p> <ul style="list-style-type: none"> • story of the Guru celebrated at Divali <p>Guru Gobind Singh</p> | <p>equality of gender</p> <p>equality of race and creed – all humans are one</p> | <ul style="list-style-type: none"> • teaching – all people are equal • beliefs in action – story of the Watercarrier Bhai Ghanaya • work honestly (kirat karma) • sharing (vand chhakna) • service to all human beings (sewa) e.g. Pingalwara |



Learning about religion – mainly AT1

Sikhism

Part 2 and KS 2 units Mandatory Content

| Beliefs, teaching and sources – <i>What do I believe in and where do these beliefs come from?</i> | Practices and ways of life – <i>How do I live my life?</i> | Forms of expressing meaning – <i>How do I show my belief?</i> |
|---|---|---|
| <p>The Gurus</p> <ul style="list-style-type: none"> • ten human Gurus – from Guru Nanak to Guru Gobind Singh • Guru Gobind Singh – founded the Khalsa | <ul style="list-style-type: none"> • growing up as a Sikh • Sikhs worship at home and in the Gurdwara <p>The Gurdwara</p> <ul style="list-style-type: none"> • place of Sikh worship and community centre • karah ppassad • where the Guru Granth Sahib is based • other ceremonies that take place there: naming; weddings; festivals • shoes removed, head covered • free meal (langar) • use of the Guru Granth Sahib • role of the Granthi • music and musicians • the Nisan Sahib <p>Celebration of Vaisakhi</p> | <ul style="list-style-type: none"> • the Khanda symbol • ceremonies – ceremony of belonging, the Amrit Ceremony and festivals |

Learning about religion – mainly AT2

Sikhism

Mandatory Content

| Identity, diversity and belonging <i>What does it mean to be a member of my faith locally, nationally and globally?</i> | Meaning, purpose and truth <i>How does my faith help my understanding of life's journey?</i> | Values and commitment <i>What is important to me and my faith?</i> |
|--|--|--|
| <p>Guru Gobind Singh</p> <ul style="list-style-type: none"> • Vaisakhi • the introduction of the 5 Ks and Sikh names <p>Belonging to the community</p> <ul style="list-style-type: none"> • The Khalsa - Amrit ceremony • The 5 Ks <p>India – the Golden Temple, a special place for Sikhs</p> <p>The Sikh community locally</p> | <p>Beliefs about life, death and the hereafter</p> | <ul style="list-style-type: none"> • service to all human beings (sewa) e.g. Pingalwara • Langar kitchen – free food for all |

Sikhism **Content organised into non-mandatory units**

| Part 1: Unit 1 – Guru Nanak and his teachings | Part 1: Unit 2 – Sikh teaching and life | Part 2: Unit 3 – The Gurdwara and the Guru Granth Sahib – final and | Part 2: Unit 4 – Belonging to the Sikh community |
|--|--|--|--|
| <p>Key Questions</p> <ul style="list-style-type: none"> • what do Sikhs believe about God? • what does Guru mean? • what does it mean to be equal? | <p>Key Questions:</p> <ul style="list-style-type: none"> • how do the lives of Sikhs show they follow rules in their lives? • what does worship mean to Sikhs? | <p>Key Questions:</p> <ul style="list-style-type: none"> • how is the Gurdwara a centre for worship and a place that demonstrates Sikh values? • why is the Guru Granth Sahib ‘The Everlasting Guru’? | <p>Key Questions:</p> <ul style="list-style-type: none"> • why was Guru Gobind Singh important? • what is the significance of the Amrit Ceremony? |
| <p>The Gurus</p> <ul style="list-style-type: none"> • there were 10 human Gurus • Guru Nanak was the first Guru • Guru Granth Sahib – last of the Gurus • Guru Nanak’s life and teaching • Guru Nanak’s teaching that all people are equal <p>Celebration of Guru Nanak’s birthday Guru Har Gobind</p> <ul style="list-style-type: none"> • story of the Guru celebrated at Divali <p>Beliefs about God</p> <ul style="list-style-type: none"> • Sikhs believe in one God – symbolised by the Ik Onkar symbol • God created all things | <p>Sikh Teaching</p> <p>The Gurus and the Guru Granth Sahib teach Sikhs how to live</p> <p>Three important rules to follow:</p> <ul style="list-style-type: none"> • work honestly • share food with the needy • remember God <p>The Gurus showed how to put teachings into practice in their lives</p> <ul style="list-style-type: none"> • story of Guru Gobind Singh and the Water Carrier, Bhai Ghanaya <p>Sikh Life</p> <ul style="list-style-type: none"> • special celebrations – Akhand Path • Sikhs worship at home and in the Gurdwara • the Guru Granth Sahib teaches Sikhs how to live • Sikhs share and show that everyone is equal in the Gurdwara | <p>The Gurdwara</p> <ul style="list-style-type: none"> • centre for the community and place of prayer and worship • Nishan Sahib and Khanda symbol • shoes removed, hair covered • role of Granthi • use of music • Karah Prasad • the Langar kitchen- free food for all <p>The Golden Temple- a special place for Sikhs around the world</p> <p>The Guru Granth Sahib</p> <ul style="list-style-type: none"> • Sikh holy book, final everlasting Guru • written in Gurmurkhi • treated with respect as a human Guru • contains: teachings of Guru Nanak and other Gurus & teaching hymns from Hindu low caste saints and Muslim sufi Seikh Farid; hymns and sung prayers | <p>Guru Gobind Singh</p> <ul style="list-style-type: none"> • the last human Guru • celebration of Vaisakhi • established the Khalsa • the 5 Ks and Sikh names <p>Belonging to the Community</p> <ul style="list-style-type: none"> • becoming a Khalsa Sikh • Amrit ceremony <p>Obligations accepted with Amrit</p> |