

## Key Stage 1 and 2 Faith Content

### Key Stage 1 and 2 Programmes of Study



**Buddhism**



**Christianity**



**Hinduism**



**Islam**



**Judaism**



**Sikhism**



# Key Stages 1 and 2 Introduction

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### Key Stages 1 and 2 Programmes of Study

#### Statutory and non-statutory content

#### Key Stage 1

Throughout Key Stage 1, pupils explore Christianity and two other principal religions. They learn 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 ask relevant questions and develop a sense of wonder about the world, using their imagination. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

#### Knowledge, skills and understanding for Key Stage 1

##### Attainment Target 1: Learning about religion

Pupils should be taught to:

- a. explore a range of religious stories and sacred writings and talk about their meanings;
- b. name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate;
- c. identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;
- d. explore how religious beliefs and ideas can be expressed through the arts and communicate their responses; and
- e. identify and suggest meanings for religious symbols and begin to use a range of religious words.

# Key Stages 1 and 2 Introduction

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### **Attainment Target 2: Learning from religion**

Pupils should be taught to:

- a. reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness;
- b. ask and respond imaginatively to puzzling questions, communicating their ideas;
- c. identify what matters to them and others, including those with religious commitments, and communicate their responses;
- d. reflect on how spiritual and moral values relate to their own behaviour; and
- e. recognise that religious teachings and ideas make a difference to individuals, families and the local community.

### **Breadth of study**

During the two years of Key Stage 1, pupils in Lewisham schools should be taught the knowledge, skills and understanding through the following areas of study:

### **Religions and beliefs and compulsory units**

- a. Christianity for Key Stage 1 – 4 half termly units
- b. **Two** other principal religions from the content provided for Buddhism, Hinduism, Islam, Judaism and Sikhism, one of which should be a religious community with a significant local presence in and around the school – the first two units of each = 4 half termly units
- c. A secular world view, where pupils introduce this from their own experience as appropriate; and
- d. The Natural World statutory unit

### **Plus three of the four following Key Stage 1 Optional Units:**

- a. Belonging / Who am I?
- b. Right and Wrong
- c. Sharing Food
- d. Weddings

# Key Stages 1 and 2 Introduction

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### Themes

1. Believing: what people believe about God, humanity and the natural world;
2. Story: how and why some stories are sacred and important in religion;
3. Celebrations: how and why celebrations are important in religion;
4. Symbols: how and why symbols express religious meaning;
5. Leaders and teachers: figures who have an influence on others locally, nationally and globally in religion;
6. Belonging: where and how people belong and why belonging is important; myself: who I am and my uniqueness as a person in a family and community;

### Experiences and opportunities

1. Visiting places of worship and focusing on symbols and feelings.
2. Listening and responding to visitors from local faith communities.
3. Using their senses and having times of quiet reflection.
4. Using music, dance, drama, art and design to develop their creative talents and imagination.
5. Sharing their own beliefs, ideas and values and talking about their feelings and experiences.
6. Beginning to use ICT to explore religions and beliefs as practised in the local and wider community.

# Key Stages 1 and 2 Introduction

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### Key Stage 2

Throughout Key Stage 2, pupils learn about Christianity and all five of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression.

They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.

They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

# Key Stages 1 and 2 Introduction

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### Knowledge, skills and understanding for Key Stage 2

#### Attainment Target 1: Learning about religion

Pupils should be taught to:

- a. describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;
- b. describe the variety of practices and ways of life in religions and understand how they stem from, and are closely connected with, beliefs and teachings;
- c. identify and begin to describe the similarities and differences within and between religions;
- d. investigate the significance of religion in the local, national and global communities;
- e. consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them;
- f. describe and begin to understand religious and other responses to ultimate and ethical questions;
- g. use specialist vocabulary in communicating their knowledge and understanding; and
- h. use and interpret information about religions from a range of sources.

#### Attainment Target 2: Learning from religion

Pupils should be taught to:

- a. reflect on what it means to belong to a faith community, communicating their own and others' responses;
- b. respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways;
- c. discuss their own and others' views of religious truth and belief, expressing their own ideas;
- d. reflect on ideas of right and wrong and their own and others' responses to them;
- e. reflect on sources of inspiration in their own and others' lives.

# Key Stages 1 and 2 Introduction

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### Breadth of study

During this key stage, pupils in Lewisham schools should be taught the knowledge, skills and understanding through the following areas of study:

- a. Christianity for Key Stage 2 – 5 half term units
- b. five other principal religions – Buddhism, Hinduism, Islam, Judaism and Sikhism, - **the remaining** two units from those faiths introduced in KS1 and **all** four units from the other 3 faiths that have not yet been studied totalling 16 half termly units
- c. a secular world view, where appropriate

### Plus the following statutory units:

- a. The Journey of life and death
- b. Peace
- c. Understanding faith and belief in Lewisham

**The units for every faith in Key Stages 1 and 2 have been written to be taught in the order that they are numbered so that learning is scaffolded to develop knowledge, understanding and concepts.**

# Key Stages 1 and 2 Introduction

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### Themes

1. Beliefs and questions: how people's beliefs about God, the world and others impact on their lives;
2. Teachings and authority: what sacred texts and other sources say about God, the world and human life;
3. Worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites;
4. The journey of life and death: why some occasions are sacred to believers, and what people think about life after death;
5. Symbols and religious expression: how religious and spiritual ideas are expressed;
6. Inspirational people: figures from whom believers find inspiration;
7. Religion and the individual: what is expected of a person in following a religion or belief;
8. Religion, family and community: how religious families and communities practice their faith, and the contributions this makes to local life; and
9. Beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.

### Experiences and opportunities

1. Encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community;
2. Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others;
3. Considering a range of human experiences and feelings;
4. Reflecting on their own and others' insights into life and its origin, purpose and meaning;
5. Expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT; and
6. Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.



# Buddhism

<p><b>Unit 1 – The Buddha</b></p> <p><b>The Buddha</b></p> <ul style="list-style-type: none"> <li>• The Buddha’s life and search for truth.</li> <li>• The Buddha means the ‘awakened one’.</li> <li>• He was a human being who ‘woke up’ from the ‘sleep of confusion’. This is like awakening from a dream and becoming perfectly aware of the truth. The Buddha became free of suffering and was able to help others to ‘awaken themselves’.</li> </ul> <p><b>Teachings of the Buddha</b></p> <ul style="list-style-type: none"> <li>• The Four Noble Truths. People should work at becoming kind, compassionate, generous, truthful and patient.</li> <li>• People should try not to hurt any living thing, take things that are not given and try to be honest and straightforward.</li> <li>• Story of Siddhartha and the Swan.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What is a Buddha?</li> <li>• How did the Buddha teach that people should live?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings and sources. Practices and ways of life.  <b>AT2:</b> Meaning, purpose and truth. Values and commitments.</p>	<p><b>Unit 2 – Living as a Buddhist</b></p> <p><b>The Buddhist Community – Sangha</b>  Lives out the teachings of the Buddha.</p> <ul style="list-style-type: none"> <li>• All members support one another.</li> <li>• Story of The King’s Elephant – keeping good company matters.</li> <li>• Buddhists meditate to help them understand the teachings of the Buddha by developing awareness and mindfulness.</li> </ul> <p><b>The home shrine, a Temple or Buddhist Centre</b></p> <ul style="list-style-type: none"> <li>• Place where teachings are given.</li> <li>• Where Buddhists meditate together.</li> <li>• A sacred space, where removal of shoes shows respect.</li> <li>• A shrine – with an image of the Buddha. Images of the Buddha communicate values of wisdom and compassion.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the importance of a temple or a Buddhist centre?</li> <li>• Why do Buddhists have images of the Buddha?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings and sources. Practices and ways of life.  <b>AT2:</b> Identity and belonging. Meaning, purpose and truth.</p>	<p><b>Unit 3 – Following the Buddha’s Teaching</b></p> <p><b>The Buddha</b></p> <ul style="list-style-type: none"> <li>• The Buddha is the perfect example of what people can become.</li> <li>• The Noble Eightfold Path.</li> <li>• Symbols, e.g. the wheel and lotus. The Dharma (Buddhist teachings).</li> <li>• Story that illustrates Buddhist values – The Monkey King.</li> <li>• All Buddhists try to learn and practice the Dharma. This is the teaching and practice that leads to awakening.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How do Buddhists try to follow the teachings of the Buddha?</li> <li>• How do the teachings and example of the Buddha help Buddhists to grow towards enlightenment?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings and practices. Forms of expression.  <b>AT2:</b> Meaning, purpose and truth.</p>	<p><b>Unit 4 – The Buddhist Community Worldwide</b></p> <ul style="list-style-type: none"> <li>• The Sangha.</li> <li>• People who follow the Dharma.</li> <li>• Some live as monks and nuns.</li> <li>• Others meditate and practice Buddhism in ordinary lives.</li> <li>• The five precepts.</li> </ul> <p><b>Building and Places in the Wider World:</b></p> <ul style="list-style-type: none"> <li>• Places of pilgrimage and their significance, e.g. Lumbini – birth place of Buddha. Bodhgaya – place of enlightenment. Deer park at Sarnath – first teachings of Buddha. Kushinagar – where he passed away.</li> </ul> <p><b>Vaisakha Puja or Vesak/Wesak</b>  Festival remembering the life, enlightenment and teaching of the Buddha.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Which places have special meaning to Buddhists?</li> <li>• How do Buddhists try to live a good life?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings and sources. Practices and ways of life.  <b>AT2:</b> Identity and belonging. Meaning, purpose and truth.</p>
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## Buddhism in the Thematic Units

### The Journey of Life and Death

The ways in which human experiences associated with death, loss, hope, and meaning in life are understood in Buddhism.

#### All things change

Beliefs about death and rebirth.

#### Key Questions:

- What do Buddhists believe happens after death?
- What do Buddhists believe the purpose of life to be?
- How do Buddhists support people during times of loss?

#### Concepts:

**AT1:** Beliefs, teachings, practices.

**AT2:** Meaning, purpose and truth.

### Right and Wrong

The Buddha taught people how to behave through stories.

The story of the Lion and the Jackal.

Actions have consequences; good actions have good consequences.

#### Key Questions:

- What is the meaning of the story for Buddhists and for everyone?
- How do stories help us to explore our own beliefs and values?

#### Concepts:

**AT1:** Beliefs, teachings, practices.

**AT2:** Meaning, purpose and truth.



The London Buddhist Centre



# Key Stage 1 Christianity

## YEAR 1

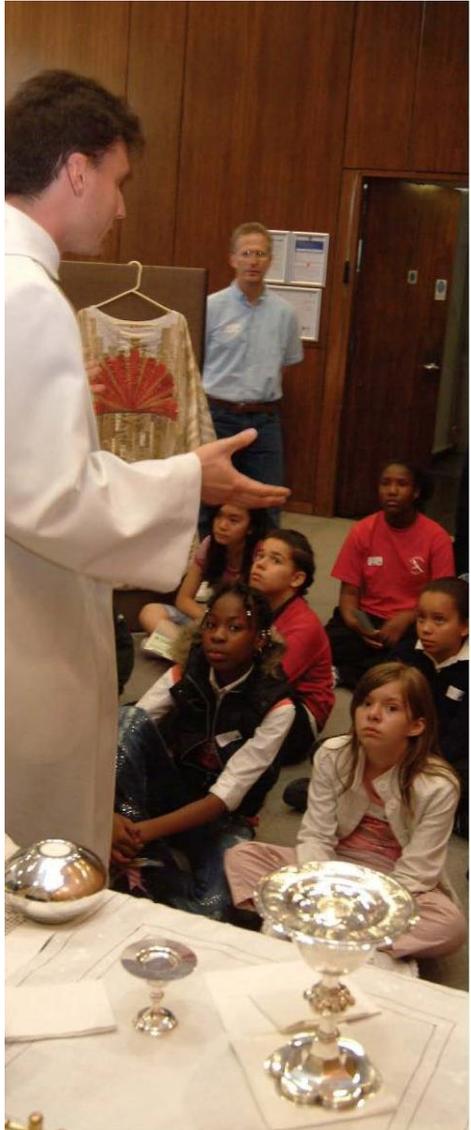
<p><b>The Natural World Unit</b></p> <p><b>Beliefs:</b></p> <ul style="list-style-type: none"> <li>• God as creator.</li> </ul> <p><b>Teachings:</b></p> <ul style="list-style-type: none"> <li>• People are responsible for living things on the planet.</li> </ul> <p><b>Christians try to follow the example of Jesus:</b></p> <ul style="list-style-type: none"> <li>• St Francis.</li> <li>• Sharing with others, e.g. charities,</li> <li>• the Harvest Festival, sharing food with others.</li> <li>• Christians believe that everyone is important and of equal value.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How do Christians believe the world began?</li> <li>• What do Christians believe about God?</li> <li>• How do Christians believe they should treat each other and God's world?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings. Concept of God.  <b>AT2:</b> Values and commitments</p>	<p><b>Unit 1</b>  <b>The Bible and Christmas</b></p> <p><b>Beliefs:</b></p> <ul style="list-style-type: none"> <li>• Christians believe that Jesus is God's Son</li> <li>• <b>The Bible is a special book:</b> <ul style="list-style-type: none"> <li>– different from other books.</li> <li>– Stories about the birth and life of Jesus.</li> </ul> </li> <li>• <b>Christian celebrations:</b> <ul style="list-style-type: none"> <li>– Christmas: the celebration of Jesus' birth which shows He is special for Christians.</li> </ul> </li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What do Christians remember at Christmas?</li> <li>• What do Christians believe about Jesus?</li> <li>• Why is the Bible important to Christians?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings and sources. Concept of God. Forms of expression.  <b>AT2:</b> Meaning, purpose and truth.</p>	<p><b>Unit 2</b>  <b>A Local Church</b></p> <p><b>Church buildings:</b></p> <ul style="list-style-type: none"> <li>• Places where Christians worship together, read the Bible, listen to stories, sing and pray once or more times weekly.</li> <li>• Leaders e.g. priests, ministers, elders.</li> <li>• Objects and symbols in churches.</li> <li>• Important ceremonies e.g. welcoming/dedication/infant baptisms.</li> </ul> <p>Most Christians keep Sunday as a special holy day.</p> <p><b>Christians try to follow the example of Jesus:</b></p> <ul style="list-style-type: none"> <li>• Caring for others, e.g. children, the elderly.</li> <li>• The work of Christians in the wider community</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What happens in a Christian place of worship?</li> <li>• How does a place of worship help Christians to remember their beliefs about Jesus?</li> <li>• How do Christians try to follow Jesus' example?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings and sources. Practices and ways of life. Forms of expression.  <b>AT2:</b> Identity and belonging. Values and commitments.</p>	<p><b>Easter (Extra focus)</b></p> <p><b>Why do we have hot cross buns and Easter eggs?</b></p> <p>Simple version of Easter story to link with these Easter foods.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What do Christians believe happened at Easter?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings and sources. Practices and ways of life. Forms of expression.  <b>AT2:</b> Meaning.</p>
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# Key Stage 1 Christianity

## YEAR 2

<p><b>Unit 3</b> <b>The Life and Teachings of Jesus</b></p> <p>Stories about Jesus which develop Christian values:</p> <ul style="list-style-type: none"> <li>• Zacchaeus.</li> </ul> <p>Stories Jesus told which develop Christian values and contain His teaching on forgiveness and love:</p> <ul style="list-style-type: none"> <li>• The Lost Son</li> <li>• The Good Samaritan</li> </ul> <p>The two greatest Commandments 'Love God' and 'Love your neighbour'.</p> <p><b>The Bible is a special book:</b></p> <ul style="list-style-type: none"> <li>• Christians read it to learn about Jesus.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What values do Christians believe Jesus taught?</li> <li>• How do Christians believe Jesus taught them these values?</li> <li>• Why is the Bible a special book for Christians?</li> </ul> <p><b>Concepts:</b> <b>AT1:</b> Beliefs, teachings and sources. Practices and ways of life. <b>AT2:</b> Values and commitments</p>	<p><b>Unit 4</b> <b>Easter and Symbols</b></p> <p>The story of Jesus' death and resurrection emphasises the idea that Jesus is special for Christians.</p> <p><b>Symbols</b></p> <ul style="list-style-type: none"> <li>• Recall symbolism from Year 1 focus</li> <li>• Symbols of Easter e.g. palm crosses, Easter gardens, colours of vestments and in churches, candles</li> <li>• Symbolic actions: washing feet on Maundy Thursday</li> <li>• Christians sharing food together to remember Jesus' last meal with His friends</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What do symbols of Easter represent?</li> <li>• What symbolic actions take place around Easter?</li> <li>• How do symbols and symbolic actions show the importance of Easter for Christians?</li> </ul> <p><b>Concepts:</b> <b>AT1:</b> Beliefs, teachings. Practices and ways of life. Forms of expression and Symbolism. <b>AT2:</b> Belonging. Death and new life.</p>	<p><b>Christmas (Extra Focus)</b></p> <p>Symbols of Christmas:</p> <ul style="list-style-type: none"> <li>• Star</li> <li>• Advent Candles</li> <li>• Colours of vestments and in churches</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What do symbols of Christmas mean?</li> <li>• How do symbols show the importance of Christmas for Christians?</li> </ul> <p><b>Concepts:</b> <b>AT1:</b> Beliefs, teachings. Practices and ways of life. Forms of expression and symbolism. <b>AT2:</b> Belonging.</p>
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## Key Stage 2 Christianity

### YEAR 3

<p><b>Unit 5 – The Bible</b></p> <ul style="list-style-type: none"> <li>• A source of Christian belief and teaching - some Christians read the Bible every day and find it helpful for their everyday lives.</li> <li>• The Old and New Testaments include many books with different genres; these include history, law and songs: Joseph, Psalm 23, Isaiah’s Prophecy.</li> <li>• The gospel stories tell about events in Jesus’ life.</li> <li>• Jesus’ teaching about the Kingdom of God in parables: The Lost Sheep.</li> <li>• Ten Commandments with particular focus on the two greatest commandments.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How do Christians use the Bible?</li> <li>• What does the Bible contain?</li> <li>• How does using the Bible help Christians to grow in their faith?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings and sources. Ways of life.  Forms of expression.  <b>AT2:</b> Meaning, purpose and truth. Values and commitments.</p>	<p><b>Peace Unit</b></p> <p><b>Christian ways of life:</b></p> <ul style="list-style-type: none"> <li>• Christians respond to personal and social issues, locally and globally, in a number of ways and can draw inspiration from other Christians, e.g. Martin Luther King.</li> </ul> <p><b>The Bible:</b></p> <ul style="list-style-type: none"> <li>• Sermon on the Mount.</li> </ul> <p><b>The Church:</b></p> <ul style="list-style-type: none"> <li>• Worship includes the use of stillness and silence for reflection.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What do Christians believe about Peace?</li> <li>• How do Christians try to demonstrate Peace?</li> <li>• From where do Christians get their attitudes towards Peace?</li> <li>• How are Christian values about Peace similar to those of other faiths?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings and sources. Practices and ways of life.  Forms of expression.  <b>AT2:</b> Meaning and truth. Values and commitments.</p>	<p><b>Christmas (Extra Focus)</b></p> <p>How Christmas is celebrated by Christians in other countries focussing on the central shared celebration of the birth of Jesus.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is Christmas celebrated in different ways around the world?</li> <li>• What do all Christians share about Christmas?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings. Practices and ways of life.  Forms of expression.  <b>AT2:</b> Identity and Belonging. Meaning and truth.</p>	<p><b>Easter (Extra Focus)</b></p> <p><b>Easter story – through the eyes of different characters, e.g.:</b></p> <ul style="list-style-type: none"> <li>• Peter</li> <li>• Other disciples</li> <li>• Member of the crowd</li> <li>• Mary</li> <li>• Romans</li> </ul> <p><b>Key Question:</b></p> <ul style="list-style-type: none"> <li>• What were the experiences and feelings of different witnesses of what happened at the first Easter?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings and sources. Practices and ways of life.  Forms of expression.  <b>AT2:</b> Identity and Belonging. Meaning and truth.</p>
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## Key Stage 2 Christianity

### YEAR 4

#### Unit 6 – Local Christian Places of Worship

- 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

#### Key Questions:

- 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?

#### Concepts:

**AT1:** Beliefs, teachings and sources.  
Ways of life.

Forms of expression.

**AT2:** Identity and Belonging.  
Meaning, purpose and truth.  
Values and commitments.

#### Unit 7 – Christian Celebrations

**The Church has its own calendar with special names for certain times of the year:**

- Times associated with Jesus' life; how Christians understand and celebrate these events – Christmas and Easter
- Times of reflection: Advent and Lent - Jesus' temptation.
- Sharing the Lord's Supper.
- Pentecost

#### Key Questions:

- 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?

#### Concepts:

**AT1:** Beliefs, teachings and sources.  
Ways of life.

Forms of expression.

**AT2:** Identity and Belonging.  
Meaning, purpose and truth.  
Values and commitments.

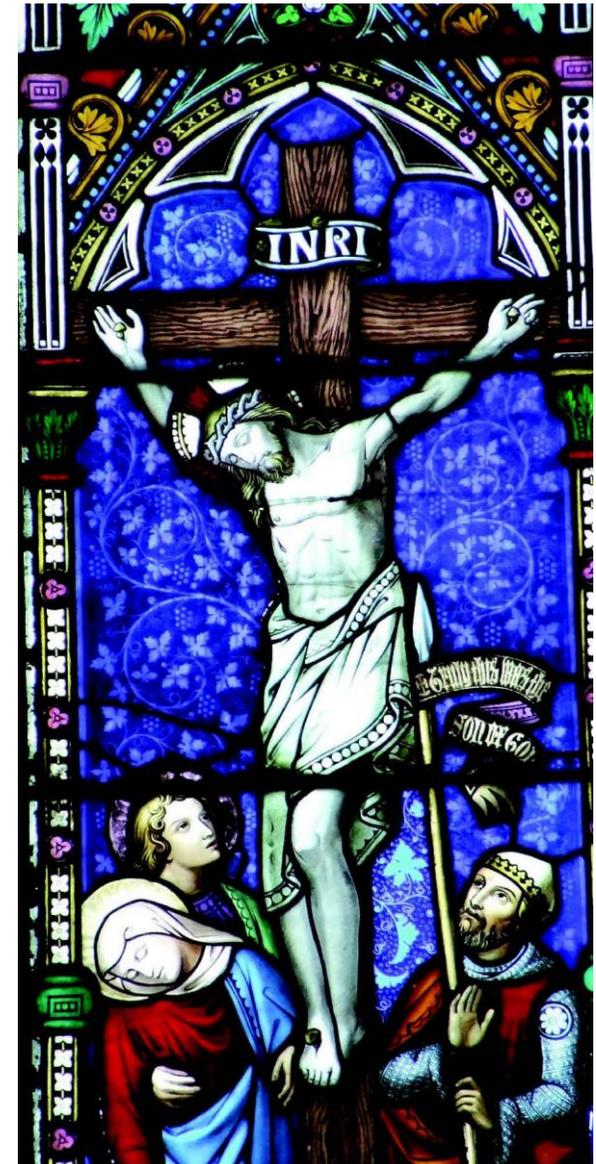




# Key Stage 2 Christianity

## YEAR 5

<p><b>Unit 8</b> <b>Jesus Human and Divine</b></p> <p><b>God:</b></p> <ul style="list-style-type: none"> <li>• Father, Son and Holy Spirit</li> <li>• Christmas – Jesus’ birth.</li> <li>• Choosing 12 disciples AND friends</li> <li>• Jesus’ temptations</li> <li>• Jesus’ baptism</li> <li>• Miracles and acts of healing e.g. ‘Stilling the storm’, ‘The four friends’ or ‘Healing a leper’</li> <li>• Easter - Jesus’ death, resurrection and afterwards.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Who do Christians believe Jesus to be?</li> <li>• What evidence do Christians base their beliefs upon?</li> </ul> <p><b>Concepts:</b> <b>AT1:</b> Beliefs, teachings and sources. Ways of life. Forms of expression. <b>AT2:</b> Identity and Belonging. Meaning, purpose and truth.</p>	<p><b>Unit 9</b> <b>Leading a Christian Life</b></p> <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> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How do Christians follow Jesus and His teachings in their daily lives?</li> <li>• What Christian values guide the actions of the people and organisations studied?</li> <li>• What are the challenges of living a Christian life today?</li> </ul> <p><b>Concepts:</b> <b>AT1:</b> Beliefs, teachings and sources. Ways of life. Forms of expression. <b>AT2:</b> Identity and Belonging. Meaning, purpose and truth. Values and commitments.</p>	<p><b>Christmas (Extra Focus)</b></p> <p>Commercialisation of Christmas</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How and why has Christmas become commercialised?</li> <li>• How do Christians try to keep the religious meaning of Christmas?</li> </ul> <p><b>Concepts:</b> <b>AT1:</b> Beliefs, teachings. Practices and ways of life. Forms of expression. <b>AT2:</b> Meaning and truth.</p>
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## Key Stage 2 Christianity

### YEAR 6

<p><b>The Journey of Life and Death</b></p> <p>Ways in which human experiences associated with death, loss and bereavement are understood in Christianity.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What do Christians believe happens after death?</li> <li>• What do Christians believe the purpose of life to be?</li> <li>• How do Christians support people during times of loss?</li> </ul> <p><b>Concepts:</b> AT1: Beliefs, teachings, practices. AT2: Belonging. Meaning, purpose and truth.</p>	<p><b>Understanding Faith and Belief in Lewisham</b></p> <p>Christian communities in Lewisham</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• what can we discover about this faith in our class and school?</li> <li>• what can we discover about this faith in the local community and Lewisham borough?</li> <li>• how have Christian faith communities in Lewisham changed over the past 50 years?</li> <li>• what are the reasons for changes in these communities?</li> <li>• how do faith groups work in partnership with each other and the local community?</li> <li>• how has life in Lewisham been enriched by the diversity of the faiths and beliefs that make up the borough?</li> </ul> <p><b>Concepts:</b> AT1: Beliefs, teachings. Practices and ways of life. Forms of expression. AT2: Identity and belonging. Meaning and truth.</p>	<p><b>Christmas (Extra Focus)</b></p> <p>Christmas and the Nativity through art and other media.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How have Christians, over time and in different parts of the world, used art to express their beliefs and feelings about Christmas?</li> <li>• How can representations of the nativity help or hinder understanding of Jesus' real background as a Jew?</li> </ul> <p><b>Concepts:</b> AT1: Beliefs, teachings. Forms of expression. AT2: Identity and belonging. Meaning and truth.</p>	<p><b>Easter (Extra Focus)</b></p> <p>Actions and symbolism of Easter celebrations in the Orthodox Tradition.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How does the Orthodox Easter symbolise Christian beliefs about Jesus?</li> <li>• What do all Christians share about Easter?</li> <li>• What does Easter teach all Christians about their journey of life and death?</li> </ul> <p><b>Concepts:</b> AT1: Beliefs, teachings. Practices and ways of life. Forms of expression. AT2: Identity and belonging. Meaning and truth.</p>
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## Key Stage 1 Christianity in the Thematic Units

### Optional Unit

<b>Belonging / Who Am I?</b>	<b>Right and Wrong</b>	<b>Sharing Food</b>	<b>Weddings</b>
<p>What it means to belong and worship within Christianity.</p> <p>How people show that they belong and what is special for them about belonging to their Christian faith.</p>	<p>The rules Christians believe they should live by:</p> <ul style="list-style-type: none"> <li>• The Ten Commandments taught people how to behave towards God and each other;</li> <li>• Christians believe that to help people Jesus summarised these into 2 great commandments using another Jewish text.</li> </ul>	<p>How Christians follow the example of Jesus who shared food with His disciples at the Last Supper. Christians also often pray before a meal to thank God for their food.</p>	<p>Christians celebrate a wedding with their family, friends and the wider Christian community</p> <p>What happens during a traditional Christian wedding</p> <p>Symbols of a Christian wedding and their meaning</p> <p>Understand that a wedding is celebrating the story of a relationship and asking God to bless it.</p>
<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What does it mean to belong?</li> <li>• What are the outward signs that a person belongs to a religious family?</li> <li>• What happens to a child when they join a religious family?</li> <li>• What have we learnt about the importance of belonging to a religious family?</li> </ul>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Why did Jesus summarise the Ten Commandments for His followers?</li> <li>• How do Christians try to live according to their beliefs and values?</li> </ul>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is it important for Christians to share bread and wine?</li> <li>• What happened at the Last Supper?</li> </ul>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What is a wedding?</li> <li>• What happens in a Christian wedding that show the people getting married believe God is there?</li> </ul>
<p><b>Concepts:</b></p> <p>AT1: Beliefs, teachings. Practices and ways of life.</p> <p>AT2: Identity and belonging. Meaning and truth.</p>	<p><b>Concepts:</b></p> <p>AT1: Beliefs, teachings, practices.</p> <p>AT2: Meaning and truth.</p>	<p><b>Concepts:</b></p> <p>AT1: Beliefs, teachings. Practices and ways of life.</p> <p>AT2: Identity and belonging</p>	<p><b>Concepts:</b></p> <p><b>AT1:</b> Beliefs, teachings. Practices and ways of life.</p> <p><b>AT2:</b> Identity and belonging.</p>



# Hinduism

<p><b>Unit 1 God</b></p> <p><b><u>Hindu Gods are worshipped as Male or Female</u></b></p> <ul style="list-style-type: none"> <li>• Shiva &amp; Shakti;</li> <li>• Vishnu &amp; Lakshmi;</li> <li>• Brahma &amp; Sarasvati; and</li> <li>• Ganesh, Murugan, Hanuman</li> </ul> <p>God has visited Earth at different times in different forms to help people: – Rama – Krishna.</p> <p><b><u>Important Festivals</u></b></p> <ul style="list-style-type: none"> <li>• Diwali</li> <li>• Pongal – ( Harvest Festival )</li> <li>• New Year – (In April)</li> </ul> <p><b><u>Stories</u></b></p> <ul style="list-style-type: none"> <li>• Murugan and Ganesh</li> <li>• Diwali (Rama-Sita and the 10 Headed Demon Ravana)</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How does the story of Diwali teach about good and evil?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teaching, sources. Practices and ways of life.  <b>AT2:</b> Identity and belonging. Meaning, purpose and truth.</p>	<p><b>Unit 2 –Hindu Belief and Home</b></p> <p><b><u>The Hindu Home</u></b></p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Respect for all people and living things.</li> <li>• Home as a place of worship.</li> </ul> <p><b><u>Worship in the Temple (Mandir / Kovil)</u></b></p> <ul style="list-style-type: none"> <li>• Puja, The Arti and Abhisheka ceremonies</li> <li>• The Mandir/Kovil and the home is the Hindu place of worship.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the importance of family in Hinduism?</li> <li>• What is the role of a Hindu temple in a Hindu’s life?</li> <li>• How important is ‘home’ as a place of worship to Hindus?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Practices and ways of life.  <b>AT2:</b> Identity and belonging.</p>	<p><b>Unit 3 – God and Beliefs</b></p> <p><b><u>Sacred Books</u></b></p> <ul style="list-style-type: none"> <li>• Ramayana, Mahabharata,</li> <li>• Bhagwat Gita, Veda</li> </ul> <p><b><u>Religious Word</u></b> Aum/Om</p> <p><b><u>Belief and values</u></b></p> <ul style="list-style-type: none"> <li>• The importance of honesty and truthfulness.</li> <li>• Karma: Take responsibility for your actions.</li> <li>• Hospitality is important to Hindus.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What does it mean to be a Hindu?</li> <li>• How important is peace in Hinduism?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teaching, sources. Practices and ways of life.  <b>AT2:</b> Identity and belonging. Meaning, purpose and truth.</p>	<p><b>Unit 4 – Pilgrimage</b></p> <p><b><u>The Wider World</u></b></p> <ul style="list-style-type: none"> <li>• Hinduism originated in India.</li> <li>• Hindus live across the world.</li> <li>• Places of pilgrimage and their significance:             <ul style="list-style-type: none"> <li>– The Ganges</li> <li>– Kailash</li> <li>– Rameswaram</li> </ul> </li> <li>• Stories associated with places of pilgrimage.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How important is The Holy Ganges and what role does it play in Hindu belief?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teaching, sources. Practices and ways of life.  <b>AT2:</b> Identity and belonging. Meaning, purpose and truth.</p>
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# Hinduism in the Thematic Units

<p><b>Sharing Food</b></p> <ul style="list-style-type: none"> <li>• Hindus offer food to God and then consume it as God's blessing.</li> <li>• Hindus refrain from consuming beef.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is offering food to God important for Hindus?</li> </ul> 	<p><b>Weddings</b></p> <ul style="list-style-type: none"> <li>• Understand the inner meaning of a Hindu wedding.</li> <li>• Explore ways of celebrating a Hindu wedding.</li> <li>• Understand the story of the Hindu wedding and the community that celebrate it.</li> <li>• Discussion about the role of the community before and during the wedding.</li> <li>• Understand that family is at the centre of marriage and wedding.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How are Hindu weddings celebrated?</li> <li>• What is the importance of family during a wedding?</li> </ul>	<p><b>Belonging</b></p> <ul style="list-style-type: none"> <li>• Know what is involved for a child in belonging to the Hindu religion</li> <li>• Know about naming in Hinduism</li> </ul> <p><b><u>Special Times (Functions) for a child</u></b></p> <ul style="list-style-type: none"> <li>• Seemamtham (Baby Shower)</li> <li>• Namakaran (Baby Naming)</li> <li>• Anna Prashana (First Solid food)</li> <li>• Chaula/Mottai (Hair shave on the head)</li> <li>• Upanayana (First Writing)</li> </ul> <p><b>Key Question:</b></p> <ul style="list-style-type: none"> <li>• What does it mean to belong in Hinduism?</li> </ul> <p><b>Concepts:</b></p> <p><b>AT1:</b> Beliefs, teaching, sources. Practices and ways of life.</p> <p><b>AT2:</b> Identity and belonging</p>
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## Hinduism in the Thematic Units

<p><b>Peace</b></p> <p>Non injury to living things- Ahimsa (Non-violence).</p> <p>Gandhi's life – demonstrating Ahimsa in practice through non-violent protest.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the meaning of Ahimsa?</li> <li>• Why did Gandhi practice non-violence?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teaching, sources. Practices and ways of life.  <b>AT2:</b> Identity and belonging. Meaning, purpose and truth.</p>	<p><b>The Journey of Life and Death</b></p> <ul style="list-style-type: none"> <li>• Ways in which human experiences associated with death, loss, hope and meaning of life are understood in Hinduism.</li> <li>• Know how the Hindu community respond to bereavement and helps support the person who is bereaved.</li> <li>• The concept of rebirth</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How do Hindus deal with bereavement?</li> <li>• What do Hindus believe about death and the afterlife?</li> <li>• What are the rituals after one's death?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teaching, sources. Practices and ways of life.  <b>AT2:</b> Identity and belonging. Meaning, purpose and truth.</p>
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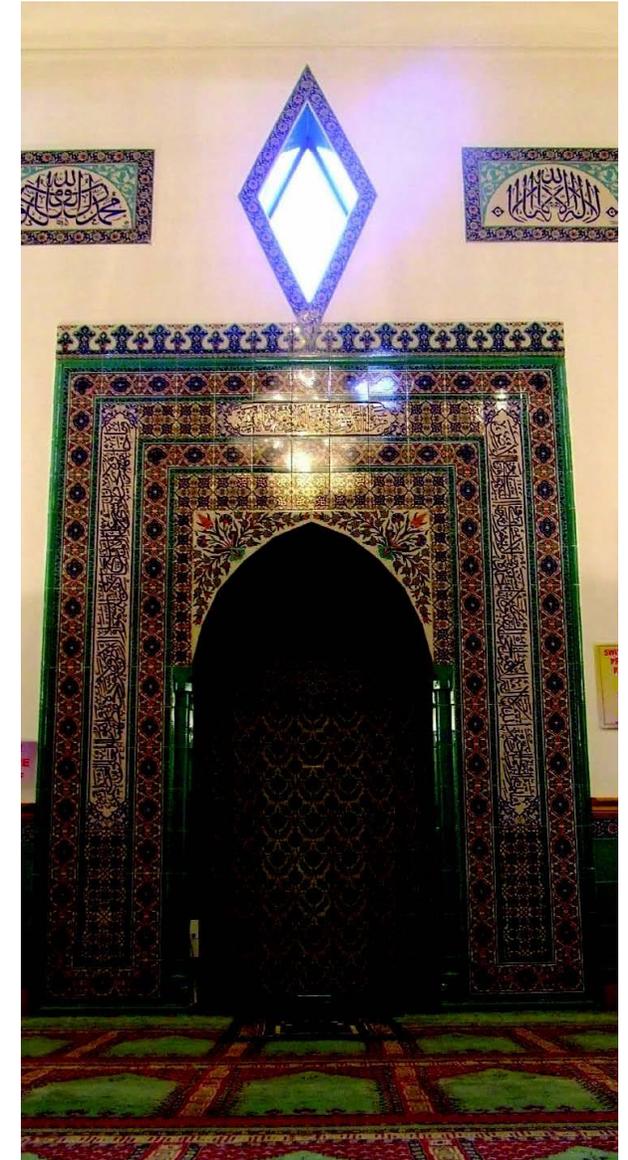
# Islam

<p><b>Unit 1 – Prophet Muhammad (pbuh) messenger of Allah</b></p> <p>Who is Allah?</p> <p>Stories from the life of the Prophet Muhammad (pbuh)</p> <p><b>Living as a Muslim</b></p> <ul style="list-style-type: none"> <li>▪ Respect for self and others.</li> <li>▪ Birth of a baby.</li> </ul> <p><b>The Qur’an</b></p> <ul style="list-style-type: none"> <li>▪ Revelation of the Qur’an.</li> <li>▪ The Qu’ran is the holy book of Islam in Arabic.</li> <li>▪ The Qu’ran must be treated with respect.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What do Muslims believe?</li> <li>• Why is Prophet Muhammad (pbuh) important to Muslims?</li> <li>• What is the Qur’an?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings, sources. Practices and ways of life.  <b>AT2:</b> Identity and belonging. Meaning, purpose and truth</p>	<p><b>Unit 2 – Five Pillars of Islam</b></p> <ol style="list-style-type: none"> <li>1. Shahadah – Bearing witness in Allah as the One God and Prophet Muhammad (pbuh) as His messenger.</li> <li>2. Salah - Prayer.</li> <li>3. Sawm - Fasting.</li> <li>4. Zakat - Charity.</li> <li>5. Hajj - Pilgrimage.</li> </ol> <p><b>Worship of Allah</b></p> <ul style="list-style-type: none"> <li>▪ Muslims serve Allah in many ways.</li> <li>▪ Daily Salah.</li> <li>▪ Giving charity.</li> <li>▪ Brother/sister hood.</li> </ul> <p><b>The Muslim Home</b></p> <ul style="list-style-type: none"> <li>▪ Worship in the home.</li> </ul> <p><b>Place of Worship</b></p> <ul style="list-style-type: none"> <li>▪ The Mosque (Masjid).</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How do Muslims express their beliefs?</li> <li>• What does worship mean to Muslims?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings, sources. Practices and ways of life.  <b>AT2:</b> Identity and belonging. Meaning, purpose and truth.</p>	<p><b>Unit 3 – Ramadan and Id ul Fitr</b></p> <p><b>Sawm</b></p> <ul style="list-style-type: none"> <li>▪ Ramadan – a time to focus on Allah, being a good Muslim and considering those who have less.</li> <li>▪ Qur’anic quotes about fasting.</li> <li>▪ Fasting and eating in Ramadan.</li> <li>▪ Worship during Ramadan</li> <li>▪ Id ul Fitr – celebration of keeping the fast at its end.</li> <li>▪ Zakat al Fitr</li> <li>▪ Charity at Id.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Why do Muslims fast during Ramadan?</li> <li>• How does fasting help Muslims to grow closer to Allah and to each other?</li> <li>• How do Muslims celebrate Id?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings, practices. Concept of God.  <b>AT2:</b> Meaning, purpose and truth.</p>	<p><b>Unit 4 – Hajj and Id ul Adha</b></p> <p>Story of Prophet Ibrahim (pbuh) and his son Ismail (pbuh) rebuilding the Ka’aba.</p> <p>Umrah (lesser pilgrimages. Not fixed to time).</p> <p>Qur’anic quotes about Hajj</p> <p>Hajj requirements.</p> <p><b>Id ul Adha</b></p> <p>Festival that takes place the day after the gathering of pilgrims on Mount Arafah. A time for Muslims worldwide to celebrate.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What is a pilgrimage?</li> <li>• Why do Muslims go on Hajj?</li> <li>• Which stories are associated with the places on Hajj?</li> <li>• How does the Hajj make Muslims appreciate they are all part of one family?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings, practices. Concept of God.  <b>AT2:</b> Meaning, purpose and truth.</p>
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## Islam in the Thematic Units

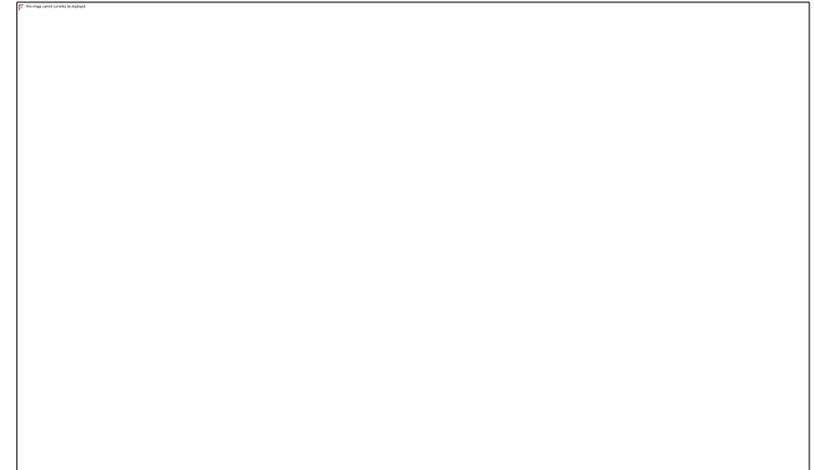
<p><b>The Natural World</b></p> <p><b>Muslims believe in one God</b> Allah is the Arabic and Islamic name for God. He is the Creator, who provides all things. He has no partners.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How do Muslims believe the world began?</li> <li>• What do Muslims believe about Allah?</li> </ul> <p><b>Concepts:</b> AT1: Beliefs, teachings. Concept of God. AT2: Values and commitments</p>	<p><b>Belonging</b></p> <p>Know what is involved for a child in belonging to the Muslim faith at home.</p> <p><b>Key Question:</b></p> <ul style="list-style-type: none"> <li>• How does Muslim life show faith in Allah?</li> </ul> <p><b>Concepts:</b> AT1: Beliefs, teachings, practices. Concept of God. AT2: Meaning, purpose and truth.</p>	<p><b>Right and Wrong</b></p> <p>Muslims learn how to behave from the Qur'an and stories about Prophet Muhammad (pbuh).</p> <p>The story of Prophet Muhammad (pbuh) and the Old Woman.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How does Islam teach how you should treat others?</li> <li>• What message did Muhammad (pbuh) give to the old woman about how Allah expected people to behave?</li> </ul> <p><b>Concepts:</b> AT1: Beliefs, teachings, practices. AT2: Meaning, purpose and truth.</p>
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## Islam in the Thematic Units

<p><b>Peace</b></p> <p>'As-salaam' is one of the beautiful names of Allah meaning the 'Source of Peace'.</p> <p><b>Key Question:</b></p> <ul style="list-style-type: none"><li>• How does the Muslim greeting 'Assalaamu alaykum' (Peace be upon you) reflect Muslim beliefs about Allah?</li></ul> <p><b>Concepts:</b> AT1: Beliefs, teachings, practices. Concept of God. AT2: Meaning, purpose and truth</p>	<p><b>The Journey of Life and Death</b></p> <p>The ways in which human experiences associated with death, loss, hope, and meaning in life are understood in Islam.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"><li>• What do Muslims believe happens after death?</li><li>• How do Muslims support people during times of loss?</li></ul> <p><b>Concepts:</b> AT1: Beliefs, teachings, practices. AT2: Meaning, purpose and truth</p>
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Unit 1 – Shabbat – A Day of Rest	Unit 2 – Festivals in Jewish Life	Unit 3 – Abraham	Unit 4 – Prayer and Worship of God
<p><b>Shabbat – the Sabbath Day</b> - Day of separation and different from other days; a day of rest and joy, remembering God creating and resting. What happens?</p> <ul style="list-style-type: none"> <li>• Preparing for Shabbat.</li> <li>• Sunset candle lighting.</li> <li>• Blessings.</li> <li>• Shared meal – Kiddush</li> <li>• Shabbat Table and customs.</li> <li>• Charity contributions (Tzedakah).<sup>1</sup></li> </ul> <p><b>Synagogue</b></p> <ul style="list-style-type: none"> <li>• Attend synagogue for prayer with the community on Shabbat.</li> </ul> <p><b>Havdalah</b> and the <b>end</b> of Shabbat.</p> <ul style="list-style-type: none"> <li>• Spices, wine, plaited candle and the blessing of Shabbat taken into next week.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is Shabbat important to Jews?</li> <li>• Why do Jews visit the synagogue on Shabbat?</li> <li>• Why is it important to keep traditions/customs alive?</li> </ul> <p><b>Concepts:</b> <b>AT1:</b> Beliefs, teachings, sources. Practices and ways of life. <b>AT2:</b> Identity and belonging. Meaning, purpose and truth.</p>	<p><b>Succot (Sukkoth)</b></p> <ul style="list-style-type: none"> <li>• Festival of Tabernacles.</li> <li>• Celebration at home and in the Synagogue.</li> <li>• Story retold</li> <li>• Harvest.</li> </ul> <p><b>Passover (Pesach)</b></p> <ul style="list-style-type: none"> <li>• Story recalled: Moses and the Exodus from Egypt.</li> <li>• Celebration at home.</li> <li>• Symbolism and ritual of Seder meal – questions from youngest child.</li> </ul> <p><b>Hanukkah</b></p> <ul style="list-style-type: none"> <li>• Story recalled of the miracle of the oil</li> <li>• Celebration at home.</li> <li>• Symbolism of candle lighting and eating doughnuts.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How does what happens at each Festival help to teach young Jews about their past?</li> <li>• What do these festivals show about the Jews’ relationship with God?</li> </ul> <p><b>Concepts:</b> <b>AT1:</b> Beliefs, teachings, sources. Practices and ways of life. <b>AT2:</b> Identity and belonging. Meaning, purpose and truth</p>	<p><b>Belief in One God</b></p> <ul style="list-style-type: none"> <li>• Abram/Abraham.</li> <li>• Abraham and one God.</li> <li>• Abraham and Isaac – obedience to God.</li> </ul> <p><b>Torah</b></p> <ul style="list-style-type: none"> <li>• Jewish Sacred Text.</li> <li>• Where stories about the Jews’ relationship with God are found including the story of Abraham</li> <li>• Written as a scroll in Hebrew.</li> <li>• Treated with respect.</li> <li>• Yad.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is Abraham important to Jews?</li> <li>• How does the Torah help Jewish people to understand what being Jewish means?</li> </ul> <p><b>Concepts:</b> <b>AT1:</b> Beliefs, teachings, sources. Practices and ways of life. Concept of God. <b>AT2:</b> Identity and belonging. Meaning, purpose and truth.</p>	<p><b>The Shema</b></p> <ul style="list-style-type: none"> <li>• Said twice daily.</li> <li>• Preparing for prayer: Phylacteries, Tallit, Kippah.</li> <li>• The Shema in the Mezuzah – signifying a Jewish home.</li> </ul> <p><b>Synagogue</b></p> <ul style="list-style-type: none"> <li>• Ark.</li> <li>• Ner Tamid.</li> <li>• Torah portion read in services.</li> <li>• Role of the Rabbi.</li> <li>• Minyan.</li> <li>• Family celebrations.</li> <li>• Bar /Bat Mitzvah.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How does the Shema tell Jews to keep their religion alive?</li> <li>• How does the role of a Jew change after their Bar/Bat Mitzvah?</li> <li>• Why are the home and synagogue equally important in a Jewish person’s life?</li> </ul> <p><b>Concepts:</b> <b>AT1:</b> Beliefs, teachings, sources. Practices and ways of life. Concept of God. <b>AT2:</b> Identity and belonging. Meaning, purpose and truth.</p>

<sup>1</sup> It is custom to put money in a **Tzedakah** box at a point in the weekday services as Orthodox Jews do not use money on Shabbat



## Judaism in the Thematic Units

<p><b>The Natural World</b></p> <p>Jews believe in one God, The Creator, who designed the world. Jews have a responsibility for living things on the planet.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"><li>• How do Jews believe the world began?</li><li>• What do Jews believe about God?</li><li>• What do Jews believe about human responsibility for the world?</li></ul> <p><b>Concepts:</b> <b>AT1:</b> Beliefs, teachings. Concept of God. <b>AT2:</b> Values and commitments</p>	<p><b>Weddings</b></p> <p>Know what happens during a Jewish wedding;</p> <ul style="list-style-type: none"><li>• Understand that the celebration is shared with family, friends and the faith community.</li><li>• Know some of the symbols in a Jewish wedding.</li><li>• Understand the inner meaning of a Jewish wedding.</li></ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"><li>• How are Jewish weddings celebrated?</li><li>• What is the importance of community/family during a wedding?</li></ul> <p><b>Concepts:</b> <b>AT1:</b> Beliefs, teaching, sources. Practices and ways of life. <b>AT2:</b> Identity and belonging. Meaning, purpose and truth.</p>
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## Judaism in the Thematic Units

<p><b>Peace</b></p> <p>Jewish prayer for Peace.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What does peace mean to Jews?</li> <li>• How do Jews believe they can foster peace in their lives?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings, practices. Concept of God.  <b>AT2:</b> Meaning, purpose and truth</p>	<p><b>Understanding Faith and Belief in Lewisham</b></p> <p>The Jewish communities in Lewisham</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• what can we discover about this faith in our class and school?</li> <li>• what can we discover about this faith in the local community and Lewisham borough?</li> <li>• how has the Jewish faith in Lewisham changed over the past 50 years?</li> <li>• what are the reasons for changes?</li> <li>• how do faith groups work in partnership with each other and the local community?</li> <li>• how has life in Lewisham been enriched by the diversity of the faiths and beliefs that make up the borough?</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• AT1: Beliefs, teachings.</li> <li>• Practices and ways of life.</li> <li>• Forms of expression.</li> <li>• AT2: Identity and belonging. Meaning and truth.</li> </ul>	<p><b>The Journey of Life and Death</b></p> <p>The ways in which human experiences associated with death, loss, hope, and meaning in life are understood in Judaism.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What do Jews believe happens after death?</li> <li>• How do Jews support people during times of loss?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings practices.  <b>AT2:</b> Meaning, purpose and truth</p>
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# Sikhism

<p><b>Unit 1 – Sikh Beliefs</b></p> <p><b>Beliefs about God</b></p> <ul style="list-style-type: none"> <li>• Sikhs believe in one God – symbolised by the Ik Onkar symbol.</li> <li>• God created all things.</li> </ul> <p><b>The Gurus</b></p> <ul style="list-style-type: none"> <li>• There were 10 human Gurus.</li> <li>• Guru Nanak was the first Guru.</li> <li>• Guru Nanak’s life and teaching.</li> <li>• Guru Nanak’s teaching that all people are equal.</li> <li>• Celebration of Guru Nanak’s birthday.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What do Sikhs believe about God?</li> <li>• What does Guru mean?</li> <li>• What does it mean to be equal?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings, sources. Practices and ways of life.  <b>AT2:</b> Identity and belonging. Meaning, purpose and truth.</p>	<p><b>Unit 2 – Sikh Teaching and Life</b></p> <p><b>Sikh Teaching</b></p> <p>Three important rules to follow:</p> <ul style="list-style-type: none"> <li>• Work honestly.</li> <li>• Share food with the needy.</li> <li>• Remember God.</li> <li>• The Gurus showed how to put teachings into practice in their lives.</li> <li>• Story of Guru Nanak and Bhai Lalo.</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• Story of Guru Gobind Singh and the Water Carrier, Bhai Ghanaya.</li> </ul> <p><b>Sikh Life</b></p> <ul style="list-style-type: none"> <li>• Special celebrations – naming.</li> <li>• Sikhs worship at home and in the Gurdwara.</li> <li>• The Guru Granth Sahib teaches Sikhs how to live.</li> <li>• Sikhs share and show that everyone is equal in the Gurdwara.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How do Sikhs follow rules in their lives?</li> <li>• What does worship mean to Sikhs?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings, sources. Practices and ways of life.  <b>AT2:</b> Identity and belonging. Meaning, purpose and truth.</p>	<p><b>Unit 3 – The Gurdwara and the Guru Granth Sahib – Final and Everlasting Guru</b></p> <p><b>The Gurdwara</b></p> <ul style="list-style-type: none"> <li>• Centre for the community and place of prayer and worship.</li> <li>• Nishan Sahib and Khanda symbol.</li> <li>• Shoes removed, hair covered.</li> <li>• Role of Granthi.</li> <li>• Use of music.</li> <li>• Karah Prasad.</li> <li>• The Langar kitchen- shared food.</li> </ul> <p><b>The Guru Granth Sahib</b></p> <ul style="list-style-type: none"> <li>• Sikh holy book, final everlasting Guru</li> <li>• Written in Gurmurkhi.</li> <li>• Treated with respect as a human Guru</li> <li>• Contents:             <ul style="list-style-type: none"> <li>- teachings of Guru Nanak and other Gurus.</li> <li>- hymns and prayers that are sung in services.</li> </ul> </li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How is the Gurdwara a centre for worship and the expression of Sikh values?</li> <li>• Why is the Guru Granth Sahib ‘The Everlasting Guru’?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings, practices. Concept of God.  <b>AT2:</b> Meaning, purpose and truth.</p>	<p><b>Unit 4 – Belonging to the Sikh Community</b></p> <p><b>Guru Gobind Singh</b></p> <ul style="list-style-type: none"> <li>• The last human Guru.</li> <li>• Celebration of Baisakhi.</li> <li>• Established the Khalsa.</li> <li>• The 5 Ks and Sikh names.</li> </ul> <p><b>Belonging to the Community</b></p> <ul style="list-style-type: none"> <li>• Becoming a Khalsa’d Sikh.</li> <li>• Amrit ceremony.</li> <li>• Obligations accepted with Amrit - rehat.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Why was Guru Gobind Singh important?</li> <li>• What is the significance of the Amrit Ceremony?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings, sources. Practices and ways of life.  <b>AT2:</b> Identity and belonging. Meaning, purpose and truth.</p>
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## Sikhism in the Thematic Units

Belonging	Sharing Food	Weddings	The Journey of Life and Death
<ul style="list-style-type: none"> <li>• Know what is involved for a child in belonging to the Sikh religion.</li> <li>• Know about naming and the importance of names in Sikhism.</li> </ul> <p><b>Key Question:</b></p> <ul style="list-style-type: none"> <li>• What does it mean to belong in Sikhism?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teaching, sources. Practices and ways of life.  <b>AT2:</b> Identity and belonging</p>	<ul style="list-style-type: none"> <li>• Know that the Gurus taught that everyone is of equal importance.</li> <li>• Know the story of Guru Nanak and Bhai Lalo.</li> </ul> <p>In the Gurdwara people share food together to show this equality.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is food important for Sikhs?</li> <li>• What does it mean to be equal?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings. Practices and ways of life.  <b>AT2:</b> Identity and Belonging.</p>	<ul style="list-style-type: none"> <li>• Know what happens during a Sikh wedding.</li> <li>• Understand that the celebration is shared with family, friends and the faith community.</li> <li>• Know some of the symbols in a Sikh wedding.</li> <li>• Understand the inner meaning of a Sikh wedding.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How are Sikh weddings celebrated?</li> <li>• What is the importance of community/family during a wedding?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teaching, sources. Practices and ways of life.  <b>AT2:</b> Identity and belonging meaning, purpose and truth.</p>	<ul style="list-style-type: none"> <li>• The ways in which human experiences associated with death, loss, hope, and meaning in life are understood in Sikhism.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What do Sikhs believe happens after death?</li> <li>• How do Sikhs support people during times of loss?</li> </ul> <p><b>Concepts:</b>  <b>AT1:</b> Beliefs, teachings, practices.  <b>AT2:</b> Meaning, purpose and truth.</p>