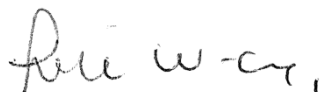


Date of issue: Tuesday, 18 June 2019

<b>MEETING</b>	<b>STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION</b>  <b>Committee 1 – Christian Denominations and Other Faiths</b> Sue Elbrow, Gulzari Lal Babber, Julie Siddiqi (Chair), Zubayr Abbas-Bowkan, Waqar Bhatti, Shujah Hamid, Hardip Singh Sohal and Ashpreet Singh Nainu (Vice-Chair)  <b>Committee 2 – Church of England</b> Rev Andrew Allen, Christine Isles and Andrea Sparrow  <b>Committee 3 – Representatives of Teacher Associations</b> Lynda Bussley  <b>Committee 4 – Representatives of the LEA</b> Councillors B Bains, Bedi, Brooker, Sharif and Smith
<b>DATE AND TIME:</b>	WEDNESDAY, 26 JUNE, 2019 AT 4.30 PM
<b>VENUE:</b>	AL-MADANI INDEPENDENT GRAMMAR SCHOOL, 1 WHITTLE PARKWAY, SLOUGH, SL1 6DQ
<b>DEMOCRATIC SERVICES OFFICER: (for all enquiries)</b>	NADIA WILLIAMS 01753 875015

NOTICE OF MEETING

You are requested to attend the above Meeting at the time and date indicated to deal with the business set out in the following agenda.



**JOSIE WRAGG**  
Chief Executive



# AGENDA

## PART I

<u>AGENDA ITEM</u>	<u>REPORT TITLE</u>	<u>PAGE</u>
	Apologies for absence.	
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2.	Matters Arising	-
3.	SACRE Membership Update	-
4.	SACRE Membership News (An update from members regarding activities undertaken since the last SACRE meeting)	-
5.	SACRE Professional Adviser Update	-
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7.	Pan-Berkshire SACRE Hub Contribution for 2019-2020	-
8.	Draft Slough SACRE Action/Forward Plan for 2019-2020	13 - 14
9.	RE Resources Catalogue Project Update	-
10.	Members' Attendance Record	15 - 16
11.	Information Items:	17 - 48
	i) Latest news and updates from NASACRE-SACRE Briefing:	
	Issue 22:	
	<a href="https://mailchi.mp/8292b1171b7d/6g3v9uvmy6-1332313?e=63a7f02ab2">https://mailchi.mp/8292b1171b7d/6g3v9uvmy6-1332313?e=63a7f02ab2</a>	
	ii) Diversity of Religion and Belief Guidance and Resource Pack: Evaluation Survey circulated separately	
	iii) RE Guidance Teaching materials	
12.	Date of Next Meeting: Wednesday 6 November 2019	

## Press and Public

You are welcome to attend this meeting which is open to the press and public, as an observer. You will however be asked to leave before the Committee considers any items in the Part II agenda. Please contact the Democratic Services Officer shown above for further details.

The Council allows the filming, recording and photographing at its meetings that are open to the public. By entering the meeting room and using the public seating area, you are consenting to being filmed and to the possible use of those images and sound recordings. Anyone proposing to film, record or take photographs of a meeting is requested to advise the Democratic Services Officer before the start of the meeting. Filming or recording must be overt and persons filming should not move around the meeting room whilst filming nor should they obstruct proceedings or the public from viewing the meeting. The use of flash photography, additional lighting or any non hand held devices, including tripods, will not be allowed unless this has been discussed with the Democratic Services Officer.

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**Standing Advisory Council on Religious Education – Meeting held on Wednesday, 20th March, 2019.**

**Present:-**

**Committee 1 – Christian Denominations and Other Faiths**

Sue Elbrow, Waqar Bhatti, Shujah Hamid, Hardip Singh Sohal and Ashpreet Singh Nainu

**Committee 2 – Church of England**

Christine Isles and Andrea Sparrow

**Committee 3 – Representatives of Teacher Associations**

Lynda Bussley

**Committee 4 – Representatives of the LEA**

Councillors BS Bains, Bedi, Brooker and Smith

**Apologies for Absence:-** Guzari Lal Babber, Julie Siddiqi, Zubayr Abbas-Bowkan and Rev Andrew Allen

**PART 1**

**14. Minutes of the Last Meeting held on 14 November 2018**

**Resolved -** That the minutes of the previous meeting held on 14 November 2019 be approved as a correct record.

**15. Matters Arising**

Minute 10 – Members were advised that the RE resources were stored at St Mary's CE Primary School (St Mary's). It was agreed that Waqar Bhatti would photograph the artefacts and send them to Lynda Bussley to be catalogued. He would also get in touch with a contact at the Library at the Curve to assist with the cataloguing process. Instructions to ensure items were handled correctly would also be included. Once completed, the catalogue would be sent to SACRE members and placed on the Slough SACRE website ready to be loaned out to schools on request.

Sue Elbrow would contact Rachelle Ballard at St Mary's to make arrangements to review the condition of the resources and contact Mr Bhatti to arrange a time for the resources to be photographed.

**Action:**

- **Sue Elbrow to contact Rachelle Ballard at St Mary's and liaise with Waqar Bhatti to make arrangements for photographing the resources.**
- **Lynda Bussley to catalogue the resources and send to the Clerk to be circulated to SACRE members.**
- **Clerk to upload on SACRE website.**

**16. SACRE Membership Update**

It was noted in Group C – Associations representing teachers that the National Union of Teachers (NUT) and the Association of Teachers and Lecturers had merged into the National Education Union (NEU).

**Resolved** – That the update be noted.

**17. SACRE Membership News (An update from members regarding activities undertaken since the last SACRE meeting)**

Members provided updates regarding activities undertaken since the last SACRE meeting.

Councillor Brooker informed members that Churchmead School was arranging for students to visit a Mosque.

Shujah Hamid reported that the Headteacher at the Al-Madani Independent Grammar School had participated in the National Visit My Mosque initiative and arranged a school visit to the Mosque in Stoke Podges on 3 March 2019.

Sue Elbrow invited SACRE members to a meeting entitled Women of Hope at Windsor Theatre on Sunday 23 March 2019. Further details would be sent to the Clerk for circulation to members.

Councillor Bedi announced that there would be an annual procession through the High Street on 28 April 2019 in the celebration of the Sikh festival of Vaisakhi. Further details would be sent to the clerk for circulation to members.

**Resolved** – That the update be noted.

**18. Pan-Berkshire SACRE Hub Meeting held on 21 January 2019:**

Christine Isles and Sue Elbrow provided an update on the Pan-Berkshire SACRE Hub (the Hub) meeting they had attended on 21 January 2019. The minutes of the meeting and the notes provided by Christine Isles were noted.

It was noted that each SACRE had been asked to check the Crossing the Bridges Directory, as some errors had been highlighted and Ms Isles and volunteered to do this.

On-going work was currently taking place to develop guidance resources and materials to complement the Agreed Syllabus and once completed, would be available for SACREs to upload on their websites. It was noted however, that the Crossing the Bridges Discovery RE would be required to be purchased by schools at a cost of £700.

Newsletters were recommended to be sent to RE Leads/Co-ordinators to ensure distribution to the appropriate people in schools.

## **Standing Advisory Council on Religious Education - 20.03.19**

Funding from the Westhill bid (To support the Crossing the Bridges Project) if successful would be used to purchase media materials.

It was noted that the future of the Hub would be discussed at the next meeting.

The surplus of £2,300 in the Pan-Berkshire SACRE Hub budget would be transferred to the Diocese of Oxford to avoid losing it. An updated account of the budget would be circulated to SACRE members for information.

The next meeting of the Hub was noted as 3 June 2019.

Members welcomed the work undertaken by the Hub and agreed that it should continue as a welcome resource.

**Resolved** – That the update be noted.

### **19. Review of RE Key Stage( KS) 4 and KS5 2017-2018 Exam Results:**

Members reviewed the data for RE Key Stages 4 and 5 2017-2018 exam results.

Following discussion, a breakdown of the RE provision put in place by schools for students who did not RE examinations was requested. It was noted that Wexham School was the only community school but acknowledged that all schools were required to provide RE at both Key stages 3 and 4.

It was noted that RE leads/co-ordinators should be made aware that they could contact SACRE if they required help/support with the A level RE.

*(Hardip Singh Sohal left the meeting.)*

### **20. Appointment of SACRE Adviser - Update on Procurement Process**

Members were advised that the procurement process to appoint a Professional Adviser to SACRE had not been successful. It was suggested that Anne Andrews (Oxford Diocesan Board of Education) and Jo Fageant, former Adviser to SACRE should be contacted as they may be able to recommend someone.

Shujah Hamid reported that concerns had been raised by parents regarding Government introduction to age appropriate relationship and sex education (RSE) to be taught in schools from September 2020. It was agreed for the issue to be included as an agenda item for the next meeting and Lynda Bussley would research and provide information for discussion.

#### **Action:**

- **RSE to be included on the agenda for the next meeting.**
- **Lynda Bussley to provide information about RSE for the next SACRE meeting.**

**Resolved** – That the update be noted.

*(Councillor Brooker left the meeting.)*

**21. SACRE Finance Update**

It was confirmed that the SACRE budget of £5,000 had been confirmed for April 2019 to March 2020 financial year.

Members discussed that it would be helpful to set up a sub-Committee consisting of one representative from each category to review the draft Action Plan for this period in conjunction with the SACRE Professional Adviser. The members were agreed as follows:

Group A – Waqar Bhatti  
Group B – Andrea Sparrow  
Group C - Lynda Bussley  
Group D – Councillor Brooker

**Resolved** – That the SACRE members listed above would work with the SACRE Professional Adviser to work on the draft Action Plan for 2019 -2020.

*(Councillor Brooker left the meeting.)*

**22. Website Update: SACRE Members**

The clerk circulated a print out of the information on the membership section of the Council website provided by SACRE members. Members were asked to review their details to ensure that information provided were current.

It was noted members would review the information and provide updates to the Clerk.

**Resolved** – That the update be noted.

**23. Update of Crossing the Bridges Directory**

This item was covered in Minute 18 above.

**24. Religious Education Resources Catalogue Project Update**

This item was covered in Minute 15 above.

**25. Information Items:**

**Resolved** – That the information items be noted.



**Standing Advisory Council on Religious Education - 20.03.19**

**26. SACRE Members' Attendance Record**

**Resolved** – That the Members' Attendance Recorded be noted.

**27. Proposed Meeting Dates for 2019-2020**

**Resolved:**

- i) That the proposed meeting dates be noted.
- ii) That the next meeting would be on Wednesday 26 June and be held at the Al-Madani Independent Grammar School, Slough.

Chair

(Note: The Meeting opened at 4.40 pm and closed at 6.05 pm)

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# Minutes of Pan-Berkshire SACRE Hub

4.00 – 5.15 pm 3<sup>rd</sup> June 2019 Shute End, Wokingham

Attendance: Madeline Diver (BF); Sue Elbrow (Slough), Christine Isles (Slough); Mark Laynesmith (Reading); David Taylor (W. Berks); Beth Rowland (Wok); Stephen Vegh (Wok); Barbara Meaney (RBWM)

Officers: Angela Hill (Wok); Anne Andrews (BF, RBWM)

Apologies: Karen Butler (RBWM); David Rees (Reading, W Berks)

Meeting opened at 4.00 pm

## Syllabus Guidance material

- The KS1/2 materials were sent previously, and copies were available if people needed to look at them. The KS3 materials had been sent out earlier. Feedback was given – p.14 needs some editing as text has been greyed out. AA suggested that the 29 page document should be separated into Core and Additional religions to ensure that there is no confusion over what is required. A KS3 section on non-religious worldviews is in the planning stage.
- ML suggested adding a link to Crossing the Bridges, and the intention is to add something to the footer of each document.
- CI informed the hub of the Discovery RE materials that exist for Sikhism, and which were launched at a Gurdwara in Slough in March. This material is available to schools that have already bought the Discovery Scheme of Work.
- Wokingham has a teacher working on resources for SEND and they hope in due course to be able to share these with the hub.
- All resources so far are on the RE pages of the Oxford Diocesan website and most other SACREs have the syllabuses on their websites, so each SACRE is to investigate whether the guidance material can be hosted alongside the syllabus.



<https://www.oxford.anglican.org/schools/religious-education/religious-education-resources/policies-and-agreed-syllabuses/>

- Because the guidance material is separate from the syllabus, content can be amended without reference to the LA or establishing and ASC, so members are requested to note any changes that need to be made.
- While contact has been made with the new Regional RE Ambassador, as she has only one day a month, it may be a while before a shared site is available. Facebook and Twitter seem to be the main means of communication favoured so far. AA will get in touch to discuss alternatives, as many teachers do not use Twitter or Facebook for work.
  - ACTION: everyone to check the guidance material so far, and liaise with the Local Authority to get the materials hosted on their websites as soon as practical.

#### **News from each SACRE:**

- West Berks reported that they have appointed Val Bolan to check and find updates to the Crossing the Bridges directory; David Rees has taken over as Adviser and an issue with secondary school compliance is being dealt with.
- Wokingham have appointed Angela Hill as RE Adviser and Catherine Jinkerson is working on the Crossing the Bridges Directory. Wokingham are keen that a hub conference should be held.
- Bracknell reported that a new mosque is being built on the Western Industrial Estate and should be operational in the autumn. This will need to be linked to the CtB directory. Robyn Lynch is the SACRE member working to update the Bracknell entries in the directory.
- Slough is working on making their SACRE resources available to schools again. The question was raised about the SACRE artefacts that were stored at Easthampstead Park and where they are now.
  - ACTION: AA to find out and ascertain whether, as they belonged to BERKSHIRE SACRE (not BF as previously believed!) they are available to teachers from other LA's to borrow.
- Reading and RBWM are still to appoint reps to follow up on the CtB directory.



- Bracknell and RBWM are the only two SACREs that produce a newsletter. Providing the source is credited, permission has been given to use material from these newsletters in other areas.
- A question was raised about issues with clerking and budgets for SACRE; AH and AA drew attention to the NASACRE and DfE information that SACREs must be properly funded by law, and that the recommended amount is at least 2% of CSSB funding should be made available. SACRE chairs are recommended to contact NASACRE if LA's persist in offering inadequate resources to SACRES.
- As the Westhill bid has been successful, and the hub has been awarded £4000 for the project, each SACRE needs to commit the £900 for this financial year to enable the hub to continue.
  - ACTION: Payment of the £900 from each SACRE to be made ASAP after the next round of SACRE meetings (if not already done).

### Westhill Project

- A draft action plan was shared and discussed. Suggestions were made of schools to contact:
  - ACTION: BR to contact Piggot, Waingels and Prospect as possible media departments for the western area; AA to find a contact for Eton College
  - ACTION: All to investigate schools in their area with good media departments
  - ACTION: Suggestions of venues (4 in eastern area, 4 in western area) to cover the range of faiths included in the syllabus. If two venues of same faith are chosen (e.g. two churches, mosques or synagogues) these should be from different traditions. Suggestions to be sent to AA as soon as possible and by early September at the latest.
  - BM to see if a parent involved in the film industry would be willing to assist with the project
- It was suggested that cost savings could be made by asking the schools involved in the media side of things whether they could use/offer a minibus for the day visits.
- Dates of the visits were discussed, and February was suggested as being the most appropriate.



- BR suggested involving RE Inspired in Stage 2, producing the lesson resources with teachers.
- ML suggested that the finished product could be sent to YouTube; BM suggested TrueTube might be better as they would be able to host the lesson plans as well.
  - ACTION: The draft project plan to be updated and circulated to hub members asap for further amendments as required.
  - ACTION: plan to be shared at SACRE meetings for further refinements.

## AOB

- ML informed the group that Reading University will be offering RE teacher training (probably from 2020?) and was looking for links to other SCITT providers. AA suggested a conference happening in Hendon on 13<sup>th</sup> July on exactly this topic. AA to send information to ML
- Wokingham SACRE are keen for a conference to be hosted. The suggestion was that September/October was too soon, but that a conference at the end of the Westhill project (June/July 2020) would be a good place to launch and celebrate the resources. 25<sup>th</sup> June and 2<sup>nd</sup> July were suggested as possible dates. ACTION: AA to contact the Holiday Inn in Winnersh to obtain a quote.
- Date of next hub meeting fixed before end of term: 17<sup>th</sup> July has been proposed, and if Shute End is not available BR and SV have both offered to host in their schools. ACTION: AA to liaise to arrange a venue.

Meeting closed at 5.25 pm

<b>Task</b>	<b>Outcome</b>	<b>Due date</b>	<b>Cost</b>	<b>Person responsible</b>
<b>Stage 1</b>				
Identify and contact schools to find good media departments to do the recording and editing	At least 2 schools are committed to be part of the project. One in Reading/Wokingham area; one in Slough/Maidenhead area	End of July 2019		BR to contact Piggot, Waingels and Prospect AA to contact Eton CI/SE to contact a couple of Slough schools if possible
Identify and contact a range of venues to host the recording sessions	A range of venues (4 per area?) have agreed to host the sessions and provide a range of members to participate in the filming	Mid-September 2019		All to investigate venues happy to host AND provide a least two people to answer questions.
Set two dates for the visits	2 dates fixed – one in Reading/Wokingham area; one in Slough/Maidenhead.	Dates fixed by end of September 2019- for two days around February Half-term 2020		All to feed back as venues identified.
Contact bus companies in appropriate areas to obtain quotes	Buses booked as per the dates outlined above. IDEA: to ask schools if they can provide mini-buses to save costs	End of September 2019		
Produce flier to invite teachers to participate and explain project to them	Max 15 teachers per day (Numbers TBC)	End of September 2019		
Carry out the two visits and filming	Range of syllabus questions and answers recorded.	End of Feb 2020		
Edit films as required	Films edited and sent to hub for approval; films on USB to be used by teachers in Stage 2	End of March 2020		

<b>Stage 2</b>				
Set up two half day sessions to work with the completed films	Two venues identified	End of March 2020 Sessions to take place in May 2020		
Teachers invited to the two sessions to produce lesson plans using the materials	Range of lesson plans produced and approved by hub – Possible involvement of RE Inspired	End of May 2020		
<b>Stage 3</b>				
Publish materials for general use	Materials uploaded to the web, sent to NASACRE/Westhill and RE Online	June 2020		



## Slough SACRE Action Plan April 2019 – March 2020

Aim	Actions	Timescales	People Responsible	Cost	Summer 2019	Autumn 2019	Spring 2020
<b>A. CORE BUSINES S</b>  To be a supportive and proactive SACRE enjoying full and well-informed membership	1. Fill membership vacancies	ongoing	SACRE Chair SACRE Clerk				
	2. SACRE members attend termly SACRE meetings (3 per year) and, when possible, teacher termly network meetings and training events	Termly SACRE meetings: Summer 2019 Autumn 2019 Spring 2020	SACRE Chair/SACRE Adviser SACRE members SACRE Clerk	SACRE Adviser to prepare and attend x3 SACRE meetings a year SACRE Clerk to administer each meeting	Weds 26 <sup>th</sup> June 2019	Weds 6 <sup>th</sup> November 2019	Weds 4 <sup>th</sup> March 2020
	3. Produce annual SACRE Report	Autumn Term 2019	SACRE Adviser and clerk with foreword by SACRE Chair	SACRE Adviser x1 day (includes draft and revisions)		Bring draft to November 2019 meeting Completed Dec	Send to NASACRE by Dec 2019
	4. Review the action plan at each meeting and update for next year	At each SACRE meeting	SACRE Adviser and SACRE	SACRE Adviser time (part of prep for SACRE meetings)	At each SACRE meeting	At each SACRE meeting	At each SACRE meeting
	5. Subscribe to NASACRE  Representation at annual NASACRE conference, NASACRE AGM Attend other relevant and useful events	Ongoing	SACRE members  SACRE Adviser to organise with Anne Andrews  Adviser to find out and inform	Subscription £105  <i>NASACRE Conference and AGM</i> SACRE Adviser time to attend NASACRE conference x1 day?	NASACRE AGM 22 <sup>nd</sup> May 2019 Manchester 11-16.15pm Anne Andrews attending	Subscription rate £105	<b>SACRE RE Adviser to attend NASACRE AGM in 2020?</b>
<b>B. To support teachers of RE to continually improve RE</b>	<b>1. Provide a termly primary RE network meeting for Slough teachers</b>		<b>SACRE RE Adviser</b>	<b>Adviser time</b>			
	<b>2. Subject Leader Training x 1 half-day</b>	<b>Autumn term 2019</b>	<b>SACRE RE adviser</b>	<b>Adviser time</b>	<b>Could be held once a year – autumn term</b>		

## Slough SACRE Action Plan April 2019 – March 2020

<i>learning in their schools and</i>	<b>sessions</b>						
	3. Secondary RE teachers' network	Autumn term 2019	SACRE RE adviser	Adviser time	Could be in any term but Autumn term probably best		
C. To support the Pan Berkshire Hub and the support materials for the agreed syllabus	Consolidate and develop the Pan-Berkshire SACRE Hub.	Next hub meeting – Weds 17 <sup>th</sup> July	Chair SACRE RE Adviser	Part of the hub commitment - £900 – SACRE needs to decide if this is to be continued			
	Encourage Slough teachers to be part of the updating process of syllabus materials	ongoing	SACRE adviser	Hub co-managed by Anne Andrews and SACRE adviser			

Budget £5000 (Apr 2019)

Yellow highlights are potential additions but not confirmed – for SACRE discussion

**SACRE MEMBERS ATTENDANCE RECORD 2018/19**

<b>Member</b>	<b>Representing</b>	<b>14.11.18</b>	<b>20.03.19</b>	<b>26.06.19</b>
Sue Elbrow	The Free Churches	P	P	
Gulzari Lal Babber	Hinduism	P	Ap	
Julie Siddiqi	Islam	P	Ap	
Zubayr Abbas-Bowkan	Islam	P	Ap	
Waqar Bhatti	Islam	P	P	
Shujah Hamid	Islam	P	P	
Hardip Singh Sohal	Sikhism	Ap	P	
Ashpreet Singh Nainu	Sikhism	P	P	
The Rev Andrew Allen	The Church of England	P	Ap	
Christine Isles	The Church of England	Ap	P	
Andrea Sparrow	The Church of England	P	P	
Lynda Bussley	National Union of Teachers	P	P	
Cllr Bains	Slough Borough Council	P	P	
Cllr Bedi	Slough Borough Council	P	P	
Cllr Brooker	Slough Borough Council	P	P	
Cllr Sharif	Slough Borough Council	Ab	Ab	
Cllr Smith	Slough Borough Council	P	P	
Brian Crisell	Professional Advisor	P		

P = Present for whole meeting  
Ap = Apologies given

P\* = Present for part of meeting  
Ab = Absent, no apologies given

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## KS1: Hinduism

KS1: Hinduism		
Syllabus Questions	Suggested Content	Exemplar Expectations
<p><b>Qu.1</b> How do some religions demonstrate that everyone is special? (Believing/Belonging)</p> <p><b>Qu.2</b> Why are religious celebrations important to some people but not to others? (Believing/Belonging/Behaving)</p> <p><b>Qu.3</b> Does everyone believe the same things about God? (Believing)</p> <p><b>Qu.4</b> Why do symbols and stories play important roles in religions? (Believing/Belonging/Behaving)</p>	<p>Find out about the greeting “Namaste” – meaning I respect the presence of God in you – and how that demonstrates respect to all. Explore the ways that Hindus welcome and celebrate the birth of a baby and the Raksha Bandhan ceremony between siblings.</p> <p>Explore a range of Hindu festivals e.g. Holi, Diwali, Krishna’s birthday etc. Learn some of the stories behind the festivals and find out that people celebrate them in different ways.</p> <p>Find out about Brahman (the one God) and the belief that the various deities are all aspects of Brahman. Explore aspects of some of the main deities – Vishnu, Shiva, Ganesh and Krishna e.g. – and find out what they teach Hindus about God. Find out how the Murtis of these deities are used in worship in the temple and at home.</p> <p>Hear stories about the deities and those behind the festivals e.g. the story of Rama and Sita, Krishna the Butter Thief and Ganesh. Explore the way that most Hindu stories are about the triumph of good over evil.</p>	<p><b>Exp. A</b> Recognise and give simple accounts of the core beliefs.</p> <ul style="list-style-type: none"> <li>• Link some of the beliefs about God to images of the Murtis</li> </ul> <p><b>Exp. B</b> Retell a range of religious stories and explain how they link to the core beliefs and practices.</p> <ul style="list-style-type: none"> <li>• Choose scenes from Hindu stories that link to belief in the triumph of good over evil.</li> <li>• Match Hindu stories to the festivals that celebrate them.</li> </ul> <p><b>Exp. C</b> Describe some festivals, celebrations and practices and say how they reflect the core beliefs.</p> <ul style="list-style-type: none"> <li>• Illustrate and annotate a Hindu festival, choosing a suitable belief from a range of options</li> <li>• Describe a festival explaining why it is important to many Hindus.</li> <li>• Label a puja tray, showing how the items link to beliefs about God.</li> </ul>

<p><b>Qu.5</b> Why do some people follow religious leaders and teachings? (Believing/Behaving)</p> <p><b>Qu.6</b> How do some people's religious beliefs encourage them to care for the world? (Believing/Behaving)</p>	<p>Explore a range of symbols used by Hindus to express beliefs – salt water, incense, pomegranate, lotus flower, and the Aum (Om) symbol. Look at some of the symbols common to many of the Murtis (e.g. multiple arms) and what they teach about Hindu beliefs.</p> <p>Find out about how teachers in the Mandir help Hindus to understand their religion. Find out how and why some Hindus follow particular teachers such as Krishna. Find out about the values that Hindu stories teach and how these values are lived out e.g. being vegetarian, caring for the poor.</p> <p>Find out about how Hindus believe the world was made and how the Trimurti (Brahma, Vishnu and Shiva) maintain the balance of nature. Find out about how Hindus care for the environment, animals and each other. Make links between Hindu care for the world and being vegetarian. Look at how animals are cared for and fed at some of the temples in India.</p>	<p><b>Exp. D</b> Recognise the roles of religious leaders and sacred texts.</p> <ul style="list-style-type: none"><li>• Talk about how a Hindu story makes them feel, identifying the main characters.</li><li>• Identify the important characters in Hindu stories and link them to aspects of Hindu life.</li><li>• Talks about the role of the Mandir in the lives of Hindus.</li></ul>
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KS2: Hinduism		
Syllabus Questions	Suggested Content	Exemplar Expectations
<p>Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging? (Believing/Belonging)</p>	<p>Learn about Puja at home and in the mandir, identifying the different elements – arti (the welcome), prashad (sacred food), bells, lights, water, milk and the tilak etc. Find out about Hindu pilgrimage and the reasons why a Hindu may make a pilgrimage. Explore the significance of the various shrines and centres of pilgrimage. Find out about Hindu meditation and interact with Hindu prayers. Learn the meaning of Hindu terms such as Dharma and Moksha and how these link Hindus to their community Learn about Hindu festivals and how they contribute to a sense of community.</p>	<p><b>LKS2 (Y3/4)</b></p> <p><b>Exp. A</b> Explain the significance of religious leaders and sacred texts.</p> <ul style="list-style-type: none"> <li>Describe the contribution of spiritual leaders such as Gandhi to Hindu religious practice.</li> <li>Annotate a religious story to show how it contributes to a Hindu understanding of God, life and death.</li> <li>Make clear links between texts and core beliefs.</li> </ul>
<p>Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community? (Believing/Belonging/Behaving)</p>	<p>Find out about samskars (Hindu rites of passage ceremonies) such as those surrounding birth, the sacred thread, marriage, Raksha Bandhan and funerals. Explore the beliefs that underpin these rites and establish their significance. Explore the impact that these ceremonies have on young people and other believers.</p>	<p><b>Exp. B</b> Describe a range of ways that believers express their core beliefs and make the links between belief and expression.</p> <ul style="list-style-type: none"> <li>Describe some of the ways that dance can retell stories and express the core beliefs.</li> <li>Compare a range of household shrines, suggesting reasons why there are differences and similarities.</li> </ul>
<p>Qu.3 How can music and the arts help express and communicate religious beliefs? (Believing/Belonging)</p>	<p>Find out about how Murtis of Hindu deities help Hindu to understand God and how they are the focus of worship in the Mandir. Explore the way that many Hindu stories are retold in music and dance and what this contributes to an understanding of the tales. Explore the decorations often found in temples and Mandirs and how these have changed over time.</p>	<p><b>Exp. C</b> Identify how core beliefs can guide lifestyle choices.</p> <ul style="list-style-type: none"> <li>Write a guide to the four purposes and five daily duties, suggesting ways that they guide Hindus.</li> </ul>
<p>Qu.4 To what extent do religious</p>	<p>Find out about the 4 Purposes of life: Dharma: religiosity,</p>	

<p>beliefs influence and encourage 'good' behaviour? (Believing/Behaving)</p> <p>Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Believing)</p> <p>Qu.6 How well does faith help people cope with matters of life and death? (Believing/Behaving)</p> <p>Qu.7 What difference might it make to believe in God as Creator?</p>	<p>teaching or law (which include the 5 duties); Artha: economic development or prosperity, Kama: sense, pleasure and enjoyment; Moksha: enlightenment or liberation for the soul at the end of the cycle of life. Explore the 5 daily duties (pancha maha yagnas) and the values that these are intended to instil in Hindus. Find out about Hindu charities and the work that they do, focusing on the local if at all possible. Find out also about the caste system in India and how this impacts people. Find out about Ahimsa – the commitment to living without violence.</p> <p>Explore the lessons learned from the examples of Hindu deities, teachers and leaders such as Gandhi, Krishna, Ganesh, Durga, etc. and how they help Hindus to understand their religion. Find out about the stories that Hindus focus on in meditation and how they contribute to an understanding of their faith. Explore the various Hindu scriptures – the Vedas, Ramayana, Bhagavad Gita, Puranas and learn about the difference between texts considered Shruti (that which is heard) and those classified as Smriti (that which is remembered).</p> <p>Find out about Hindu funerals and how they express the belief in samsara (the cycle of birth, life and death) and reincarnation. Explore karma (the law of consequences) and moksha (liberation or release from rebirth – sometimes called Nirvana) and assess the impact on funeral practice and beliefs in life and death. Find out about the various Hindu creation stories and what</p>	<p><b>Exp. D</b> Recognise how religious identity can be shaped by family, community and practice.</p> <ul style="list-style-type: none"> <li>Annotate pictures of various Hindu rites of passage, suggesting ways that they influence a Hindu's sense of identity.</li> <li>Describe the Hindu festival which best promotes a sense of identity, justifying their answer.</li> </ul> <p><b>UKS2 (Y5/6)</b></p> <p><b>Exp. A</b> Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.</p> <ul style="list-style-type: none"> <li>Produce a guide showing how Hindu beliefs inspire people to charitable works or care for the environment.</li> <li>Annotate a Hindu text or story showing how it might motivate good behaviour.</li> </ul> <p><b>Exp. B</b> Explain and demonstrate how and why believers show courage and commitment.</p> <ul style="list-style-type: none"> <li>Using examples from history or Hindu texts, compare two characters that show courage in the face of danger.</li> </ul> <p><b>Exp. C</b> Explain how beliefs, practices and community can support or determine responses to matters of life and death</p> <ul style="list-style-type: none"> <li>Evaluate the links between Hindu belief in reincarnation and funeral practices.</li> </ul>
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<p>(Believing/Behaving)</p> <p>Qu.8 How might beliefs and community shape a person's identity?</p> <p>(Believing/Belonging)</p>	<p>Hindus learn about from them.</p> <p>Investigate the belief that many Hindus have that God is in everything and can be worshipped in many different forms. Explore the Trimurti – Brahma (the creator), Vishnu (the sustainer) and Shive (the destroyer).</p> <p>Draw links between Hindu beliefs about creation and charitable works.</p> <p>Explore further the 4 purposes of life and the five daily duties (see Q4) establishing how they contribute to a Hindu's sense of identity.</p> <p>Find out about how festivals, celebrated differently in different parts of India, establish a cultural as well as a religious identity.</p> <p>Investigate worship, food and fasting in the home and how these shape a child's sense of identity.</p>	<p><b>Exp. D</b> Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.</p> <ul style="list-style-type: none"> <li>• Give an account of the range of ways that festivals are celebrated in different parts of the Hindu world and sometimes at different times of the year.</li> <li>• Explain the beliefs that encourage Hindus to put diverse deities on their shrines.</li> </ul>
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## KS1: Islam

Syllabus Questions	Suggested Content	Exemplar Expectations
<p><b>Qu.1</b> How do some religions demonstrate that everyone is special? (Believing/Belonging)</p> <p><b>Qu.2</b> Why are religious celebrations important to some people but not to others? (Believing/Belonging/Behaving)</p> <p><b>Qu.3</b> Does everyone believe the same things about God? (Believing)</p> <p><b>Qu.4</b> Why do symbols and stories play</p>	<p>Explore the Muslim greeting: As-salāmu ‘alaykum – Peace be upon you and discuss what that says about relationships. Find out about the whispering of the adhan into the ear of a new born baby and other welcoming rituals.</p> <p>Find out about a range of Muslim festivals, especially Eid-al-Fitr and Eid -al-Adha and how Muslims celebrate them. There are other festivals, but these are the two most significant. Explore Ramadan and the month of fasting, finding out that some Muslims don’t have to participate (the very young and the sick for example). Find out how Muslims celebrate the new year (not the same date as New Year in the UK). Learn about Islamic prayer and Friday as a special day.</p> <p>Find out about the 99 names of Allah, ensuring the pupils understand that there is one God, Allah, and he has no partners. Find out that the word Islam means “submission” and that worshipping and obeying Allah are central to Islam. Explore the Shahadah (the statement of belief that is the first of the 5 pillars of Islam). Find out what this means to Muslims. Muslims believe that the Qur’an contains the words of God and therefore cannot be changed. This is why many of them learn Arabic.</p>	<p><b>Exp. A</b> Recognise and give simple accounts of the core beliefs.</p> <ul style="list-style-type: none"> <li>• Annotate the Shahadah identifying the important words.</li> <li>• Identify some of the 99 of Allah.</li> <li>• Show that they know that Muslims do not draw pictures of Allah or Muhammad.</li> </ul> <p><b>Exp. B</b> Retell a range of religious stories and explain how they link to the core beliefs and practices.</p> <ul style="list-style-type: none"> <li>• Match stories from the life of Muhammad to the festival, practice or belief that is most closely related.</li> <li>• Choose from a range the story that they think is most important to a Muslim and suggest a reason.</li> </ul> <p><b>Exp. C</b> Describe some festivals, celebrations and practices and say how they reflect the core beliefs.</p> <ul style="list-style-type: none"> <li>• Talk about the festival that they think is most important to Muslims, giving simple reasons.</li> <li>• Suggest reasons why Friday prayers</li> </ul>

<p>important roles in religions? (Believing/Belonging/Behaving)</p> <p><b>Qu.5</b> Why do some people follow religious leaders and teachings? (Believing/Behaving)</p> <p><b>Qu.6</b> How do some people's religious beliefs encourage them to care for the world? (Believing/Behaving)</p>	<p>Hear some of the stories about Muhammad and identify what they teach about Islamic beliefs. Read some of the stories from the Qur'an and identify the important characters. Find out about the symbols of the crescent moon and star; look at calligraphy and the patterns used to decorate a mosque. Find out about the prayer beads (Tasbih, Subha or Misbaha) and how they represent the 99 names of Allah. Find out about the features of a mosque and how they link to Islamic beliefs. Find out how the Qur'an is revered and the practice of Wudu before touching it.</p> <p>Hear and retell some of the stories about Muhammad's life; Find out about Abu Bakr and the stories connected with him. Learn about some of the stories that Muhammad told and what they teach Muslims about the way to live. Find out about the role and value of the imam in the Muslim community. Find out about the values that Muslims live by and how they are influenced by religious teachers and leaders.</p> <p>Read the Muslim creation story and other stories from Muhammad and his followers about how to look after the Earth. Make links between care for the Earth and the belief in Allah as Creator. Find out about Muslim charity work and the reasons why they think it is important.</p>	<p>are important to Muslims.</p> <ul style="list-style-type: none"> <li>• Talk about what happens in a Mosque and what that shows about Muslim beliefs.</li> <li>• Describe the prayer beads and how they are used by many Muslims,</li> </ul> <p><b>Exp. D</b> Recognise the roles of religious leaders and sacred texts.</p> <ul style="list-style-type: none"> <li>• Interview an imam, asking appropriate questions.</li> <li>• Talk about how Muslims look after the Qur'an.</li> <li>• Identify some of the key events of Muhammad's life and talk about why he is important to Muslims.</li> </ul>
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## KS2: Islam

Syllabus Questions	Suggested Content	Exemplar Expectations
<p>Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging? (Believing/Belonging)</p>	<p>Learn about wudu and worship and find out how participating in prayers in the mosque builds a sense of community. Explore the concept of Ummah – the community of Muslims worldwide. Investigate the five daily prayers that many Muslims join in with. Find out whether women who are not allowed to join in prayers with the men, feel part of the community or excluded. Find out whether there are other practices (dress code, following the 5 pillars, attending madrassa, learning Arabic) that are more important in building community than prayer and worship.</p>	<p><b>LKS2 (Y3/4)</b></p> <p><b>Exp. A</b> Explain the significance of religious leaders and sacred texts.</p> <ul style="list-style-type: none"> <li>Describe the origins of the Qur’an and how the story of the Night of Revelation contributes to its significance.</li> <li>Analyse the significance of the life of Muhammad and his legacy.</li> </ul>
<p>Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community? (Believing/Belonging/Behaving)</p>	<p>Find out about birth and marriage ceremonies in Muslim traditions. Investigate whether the simplicity of these events makes them more or less meaningful. Explore the reasons why the adhan is whispered in the ear of a baby. Find out whether all Muslims shave the head of a baby when it is seven days old.</p>	<p><b>Exp. B</b> Describe a range of ways that believers express their core beliefs and make the links between belief and expression.</p> <ul style="list-style-type: none"> <li>Show how Muslims live out the 5 pillars and the differences that they make to their lives.</li> <li>Describe different dress codes and how they express different beliefs</li> <li>Recognise some of the differences between Sunni and Shi’a Muslims.</li> </ul>
<p>Qu.3 How can music and the arts help express and communicate religious beliefs? (Believing/Belonging)</p>	<p>Explore the use of calligraphy as an art form in Islam and the way that it is used to decorate many mosques. Muslim artists, particularly British and their relationship with music, drama, writing, theatre and photography. Links to every day items introduced to popular culture from the Islamic world. (e.g. <a href="http://www.1001inventions.com">www.1001inventions.com</a>) The use of geometric patterns in Islamic art and the reasons for not depicting figures.</p>	<p><b>Exp. C</b> Identify how core beliefs can guide lifestyle choices.</p> <ul style="list-style-type: none"> <li>Illustrate some of the ways that Muslims choose to live because of their beliefs</li> <li>Give reasons for a Muslim choosing to follow dress or dietary codes.</li> </ul>
<p>Qu.4 To what extent do religious</p>	<p>Examine the life of Muhammad and the writings in the Hadith</p>	<ul style="list-style-type: none"> <li>Use quotations from the Qur’an to</li> </ul>

<p>beliefs influence and encourage 'good' behaviour? (Believing/Behaving)</p> <p>Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Believing)</p> <p>Qu.6 How well does faith help people cope with matters of life and death? (Believing/Behaving)</p> <p>Qu.7 What difference might it make</p>	<p>to assess how these influence the behaviour of Muslims. Hear and read stories about the other prophets e.g. Abraham (Ibrahim), Moses (Musa) and Jesus (Isa) and consider what Muslims learn from these examples. Explore the ways in which following the 5 Pillars of Islam guides a Muslim's life choices. Examine dress and dietary conventions and the impact these have on the lives of young Muslims in Britain and around the world. Explore examples of Muslim Charities, such as the Red Crescent and Islamic Aid and the importance of volunteering as a form of charity, finding local examples where possible.</p> <p>Find out about the origins and significance of the Qur'an and how it is used in teaching in mosques and Islamic schools. Learn about the Shahadah as the foundation of Muslim belief. Explore the concept of Tawhid – the unity of Allah, and the way that comparing any other being to Allah is considered a sin (shirk). Find out about Muslim beliefs about the Prophets shared with Judaism and Christianity and what they believe about the Bible and the Torah. Find out about Hadith and Sunnah and how these complement the Qur'an. Find out about leaders in Islam, both current and historic and explore the concept of khalifah (trusteeship).</p> <p>Find out about Muslim beliefs about life, death, heaven and the afterlife. Find out about Muslim funeral and mourning rituals.</p> <p>Find out about Muslim beliefs about creation and Allah as the</p>	<p>explain choices that some Muslims make.</p> <p><b>Exp. D</b> Recognise how religious identity can be shaped by family, community and practice.</p> <ul style="list-style-type: none"> <li>Describe how the Mosque operates as a community and the impact this has on Muslims</li> <li>Choose an example of Muslim practice and show how it helps to develop a sense of identity</li> </ul> <p><b>Exp. A</b> Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.</p> <ul style="list-style-type: none"> <li>Produce a guide to Muslim Charities, linking them to teaching from the Qur'an or the Hadith.</li> <li>Describe some elements of the life of Muhammad that most inspire Muslims.</li> </ul> <p><b>Exp. B</b> Explain and demonstrate how and why believers show courage and commitment.</p> <ul style="list-style-type: none"> <li>Analyse stories from the Hadith or the Qur'an that show courage and or commitment and explain how they may influence a Muslim today.</li> <li>Describe some of the ways in which believers show courage in the face of persecution, either today or in the past.</li> </ul> <p><b>Exp. C</b> Explain how beliefs, practices and</p>
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<p>to believe in God as Creator? (Believing/Behaving)</p> <p>Qu.8 How might beliefs and community shape a person's identity? (Believing/Belonging)</p>	<p>Creator and Muslim teaching about how to care for creation, referring to passages in the Qur'an where possible. Explore the contribution of Muslim scientists to an understanding of the created world and find out whether they are motivated by religious belief.</p> <p>Find out about how the "ummah" – the worldwide community of Muslims – contributes to a Muslim's identity. Find out how the 5 Pillars impact on a Muslim's sense of identity. Explore the impact of dress and dietary laws on issues of identity. Investigate the role of the family in influencing Muslim identity, exploring the differences between religious and cultural influences. Investigate any rites of passage that may influence a Muslim's identity.</p>	<p>community can support or determine responses to matters of life and death</p> <ul style="list-style-type: none"> <li>Describe a Muslim funeral and show how the practice is linked to beliefs.</li> <li>Evaluate the links between Muslim teaching and funeral practices.</li> </ul> <p><b>Exp. D</b> Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.</p> <ul style="list-style-type: none"> <li>Compare and contrast two mosques, looking for differences between Sunni and Shi'a mosques.</li> <li>Prepare questions for an interview with two Muslims, and suggest how their answers may differ.</li> </ul>
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## KS1: Islam

Syllabus Questions	Suggested Content	Exemplar Expectations
<p><b>Qu.1</b> How do some religions demonstrate that everyone is special? (Believing/Belonging)</p> <p><b>Qu.2</b> Why are religious celebrations important to some people but not to others? (Believing/Belonging/Behaving)</p> <p><b>Qu.3</b> Does everyone believe the same things about God? (Believing)</p> <p><b>Qu.4</b> Why do symbols and stories play</p>	<p>Explore the Muslim greeting: As-salāmu ‘alaykum – Peace be upon you and discuss what that says about relationships. Find out about the whispering of the adhan into the ear of a new born baby and other welcoming rituals.</p> <p>Find out about a range of Muslim festivals, especially Eid-al-Fitr and Eid -al-Adha and how Muslims celebrate them. There are other festivals, but these are the two most significant. Explore Ramadan and the month of fasting, finding out that some Muslims don’t have to participate (the very young and the sick for example). Find out how Muslims celebrate the new year (not the same date as New Year in the UK). Learn about Islamic prayer and Friday as a special day.</p> <p>Find out about the 99 names of Allah, ensuring the pupils understand that there is one God, Allah, and he has no partners. Find out that the word Islam means “submission” and that worshipping and obeying Allah are central to Islam. Explore the Shahadah (the statement of belief that is the first of the 5 pillars of Islam). Find out what this means to Muslims. Muslims believe that the Qur’an contains the words of God and therefore cannot be changed. This is why many of them learn Arabic.</p>	<p><b>Exp. A</b> Recognise and give simple accounts of the core beliefs.</p> <ul style="list-style-type: none"> <li>• Annotate the Shahadah identifying the important words.</li> <li>• Identify some of the 99 of Allah.</li> <li>• Show that they know that Muslims do not draw pictures of Allah or Muhammad.</li> </ul> <p><b>Exp. B</b> Retell a range of religious stories and explain how they link to the core beliefs and practices.</p> <ul style="list-style-type: none"> <li>• Match stories from the life of Muhammad to the festival, practice or belief that is most closely related.</li> <li>• Choose from a range the story that they think is most important to a Muslim and suggest a reason.</li> </ul> <p><b>Exp. C</b> Describe some festivals, celebrations and practices and say how they reflect the core beliefs.</p> <ul style="list-style-type: none"> <li>• Talk about the festival that they think is most important to Muslims, giving simple reasons.</li> <li>• Suggest reasons why Friday prayers</li> </ul>



<p>important roles in religions? (Believing/Belonging/Behaving)</p> <p><b>Qu.5</b> Why do some people follow religious leaders and teachings? (Believing/Behaving)</p> <p><b>Qu.6</b> How do some people's religious beliefs encourage them to care for the world? (Believing/Behaving)</p>	<p>Hear some of the stories about Muhammad and identify what they teach about Islamic beliefs. Read some of the stories from the Qur'an and identify the important characters. Find out about the symbols of the crescent moon and star; look at calligraphy and the patterns used to decorate a mosque. Find out about the prayer beads (Tasbih, Subha or Misbaha) and how they represent the 99 names of Allah. Find out about the features of a mosque and how they link to Islamic beliefs. Find out how the Qur'an is revered and the practice of Wudu before touching it.</p> <p>Hear and retell some of the stories about Muhammad's life; Find out about Abu Bakr and the stories connected with him. Learn about some of the stories that Muhammad told and what they teach Muslims about the way to live. Find out about the role and value of the imam in the Muslim community. Find out about the values that Muslims live by and how they are influenced by religious teachers and leaders.</p> <p>Read the Muslim creation story and other stories from Muhammad and his followers about how to look after the Earth. Make links between care for the Earth and the belief in Allah as Creator. Find out about Muslim charity work and the reasons why they think it is important.</p>	<p>are important to Muslims.</p> <ul style="list-style-type: none"> <li>• Talk about what happens in a Mosque and what that shows about Muslim beliefs.</li> <li>• Describe the prayer beads and how they are used by many Muslims,</li> </ul> <p><b>Exp. D</b> Recognise the roles of religious leaders and sacred texts.</p> <ul style="list-style-type: none"> <li>• Interview an imam, asking appropriate questions.</li> <li>• Talk about how Muslims look after the Qur'an.</li> <li>• Identify some of the key events of Muhammad's life and talk about why he is important to Muslims.</li> </ul>
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KS2: Islam		
Syllabus Questions	Suggested Content	Exemplar Expectations
<p>Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging? (Believing/Belonging)</p> <p>Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community? (Believing/Belonging/Behaving)</p> <p>Qu.3 How can music and the arts help express and communicate religious beliefs? (Believing/Belonging)</p> <p>Qu.4 To what extent do religious</p>	<p>Learn about wudu and worship and find out how participating in prayers in the mosque builds a sense of community. Explore the concept of Ummah – the community of Muslims worldwide. Investigate the five daily prayers that many Muslims join in with. Find out whether women who are not allowed to join in prayers with the men, feel part of the community or excluded. Find out whether there are other practices (dress code, following the 5 pillars, attending madrassa, learning Arabic) that are more important in building community than prayer and worship.</p> <p>Find out about birth and marriage ceremonies in Muslim traditions. Investigate whether the simplicity of these events makes them more or less meaningful. Explore the reasons why the adhan is whispered in the ear of a baby. Find out whether all Muslims shave the head of a baby when it is seven days old.</p> <p>Explore the use of calligraphy as an art form in Islam and the way that it is used to decorate many mosques. Muslim artists, particularly British and their relationship with music, drama, writing, theatre and photography. Links to every day items introduced to popular culture from the Islamic world. (e.g. <a href="http://www.1001inventions.com">www.1001inventions.com</a>) The use of geometric patterns in Islamic art and the reasons for not depicting figures.</p> <p>Examine the life of Muhammad and the writings in the Hadith</p>	<p><b>LKS2 (Y3/4)</b></p> <p><b>Exp. A</b> Explain the significance of religious leaders and sacred texts.</p> <ul style="list-style-type: none"> <li>Describe the origins of the Qur’an and how the story of the Night of Revelation contributes to its significance.</li> <li>Analyse the significance of the life of Muhammad and his legacy.</li> </ul> <p><b>Exp. B</b> Describe a range of ways that believers express their core beliefs and make the links between belief and expression.</p> <ul style="list-style-type: none"> <li>Show how Muslims live out the 5 pillars and the differences that they make to their lives.</li> <li>Describe different dress codes and how they express different beliefs</li> <li>Recognise some of the differences between Sunni and Shi’a Muslims.</li> </ul> <p><b>Exp. C</b> Identify how core beliefs can guide lifestyle choices.</p> <ul style="list-style-type: none"> <li>Illustrate some of the ways that Muslims choose to live because of their beliefs</li> <li>Give reasons for a Muslim choosing to follow dress or dietary codes.</li> <li>Use quotations from the Qur’an to</li> </ul>

<p>beliefs influence and encourage 'good' behaviour? (Believing/Behaving)</p> <p>Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Believing)</p> <p>Qu.6 How well does faith help people cope with matters of life and death? (Believing/Behaving)</p> <p>Qu.7 What difference might it make</p>	<p>to assess how these influence the behaviour of Muslims. Hear and read stories about the other prophets e.g. Abraham (Ibrahim), Moses (Musa) and Jesus (Isa) and consider what Muslims learn from these examples. Explore the ways in which following the 5 Pillars of Islam guides a Muslim's life choices. Examine dress and dietary conventions and the impact these have on the lives of young Muslims in Britain and around the world. Explore examples of Muslim Charities, such as the Red Crescent and Islamic Aid and the importance of volunteering as a form of charity, finding local examples where possible.</p> <p>Find out about the origins and significance of the Qur'an and how it is used in teaching in mosques and Islamic schools. Learn about the Shahadah as the foundation of Muslim belief. Explore the concept of Tawhid – the unity of Allah, and the way that comparing any other being to Allah is considered a sin (shirk). Find out about Muslim beliefs about the Prophets shared with Judaism and Christianity and what they believe about the Bible and the Torah. Find out about Hadith and Sunnah and how these complement the Qur'an. Find out about leaders in Islam, both current and historic and explore the concept of khalifah (trusteeship).</p> <p>Find out about Muslim beliefs about life, death, heaven and the afterlife. Find out about Muslim funeral and mourning rituals.</p> <p>Find out about Muslim beliefs about creation and Allah as the</p>	<p>explain choices that some Muslims make.</p> <p><b>Exp. D</b> Recognise how religious identity can be shaped by family, community and practice.</p> <ul style="list-style-type: none"> <li>Describe how the Mosque operates as a community and the impact this has on Muslims</li> <li>Choose an example of Muslim practice and show how it helps to develop a sense of identity</li> </ul> <p><b>Exp. A</b> Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.</p> <ul style="list-style-type: none"> <li>Produce a guide to Muslim Charities, linking them to teaching from the Qur'an or the Hadith.</li> <li>Describe some elements of the life of Muhammad that most inspire Muslims.</li> </ul> <p><b>Exp. B</b> Explain and demonstrate how and why believers show courage and commitment.</p> <ul style="list-style-type: none"> <li>Analyse stories from the Hadith or the Qur'an that show courage and or commitment and explain how they may influence a Muslim today.</li> <li>Describe some of the ways in which believers show courage in the face of persecution, either today or in the past.</li> </ul> <p><b>Exp. C</b> Explain how beliefs, practices and</p>
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<p>to believe in God as Creator? (Believing/Behaving)</p> <p>Qu.8 How might beliefs and community shape a person's identity? (Believing/Belonging)</p>	<p>Creator and Muslim teaching about how to care for creation, referring to passages in the Qur'an where possible. Explore the contribution of Muslim scientists to an understanding of the created world and find out whether they are motivated by religious belief.</p> <p>Find out about how the "ummah" – the worldwide community of Muslims – contributes to a Muslim's identity. Find out how the 5 Pillars impact on a Muslim's sense of identity. Explore the impact of dress and dietary laws on issues of identity. Investigate the role of the family in influencing Muslim identity, exploring the differences between religious and cultural influences. Investigate any rites of passage that may influence a Muslim's identity.</p>	<p>community can support or determine responses to matters of life and death</p> <ul style="list-style-type: none"> <li>Describe a Muslim funeral and show how the practice is linked to beliefs.</li> <li>Evaluate the links between Muslim teaching and funeral practices.</li> </ul> <p><b>Exp. D</b> Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.</p> <ul style="list-style-type: none"> <li>Compare and contrast two mosques, looking for differences between Sunni and Shi'a mosques.</li> <li>Prepare questions for an interview with two Muslims, and suggest how their answers may differ.</li> </ul>
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## KS1: Judaism

KS1: Judaism		
Syllabus Questions	Suggested Content	Exemplar Expectations
<p><b>Qu.1</b> How do some religions demonstrate that everyone is special? (Believing/Belonging)</p>	<p>Explore the celebration of Bar/Bat Mitzvah and baby naming and blessing ceremonies. Jewish belief in One G-d who makes each individual human in his image. Customs and clothing that mark Jewish people out as special – Kippah (skull cap), Tallit (Prayer shawl) e.g. The calling of Abraham, the promise of Isaac from the book of Genesis show G-d’s intervention in the lives of individuals</p>	<p><b>Exp. A</b> Recognise and give simple accounts of the core beliefs.</p> <ul style="list-style-type: none"> <li>Annotate a Jewish prayer or text, highlighting phrases that describe the character of G-d.</li> <li>Select from a range the correct statements on Jewish beliefs</li> </ul>
<p><b>Qu.2</b> Why are religious celebrations important to some people but not to others? (Believing/Belonging/Behaving)</p>	<p>Find out about the Jewish Shabbat and whether all Jewish people celebrate Shabbat in the same way. Find out about other festivals – Purim, Chanukah, and Pesach (Passover), Sukkot, Yom Kippur and Rosh Hashanah (New Year)</p>	<p><b>Exp. B</b> Retell a range of religious stories and explain how they link to the core beliefs and practices.</p> <ul style="list-style-type: none"> <li>Sequence some stories from the Torah or other Jewish writings and choose a suitable caption for the story.</li> <li>Match stories from the Torah to the festival or practice or belief that is most closely related.</li> </ul>
<p><b>Qu.3</b> Does everyone believe the same things about God? (Believing)</p>	<p>Belief that human beings are made in the image of G-d. Midrashic story about Abraham discovering G-d one night in a cave. Belief that there is one invisible, creator G-d who cares for the world. Explore what the 10 Commandments teach Jewish people about G-d and their relationship with him</p>	<p><b>Exp. C</b> Describe some festivals, celebrations and practices and say how they reflect the core beliefs.</p> <ul style="list-style-type: none"> <li>Illustrate and annotate a Jewish festival, choosing a suitable belief from a range of options</li> <li>Re-enact a Shabbat meal, explaining</li> </ul>
<p><b>Qu.4</b> Why do symbols and stories play</p>	<p>Read a range of stories from the Torah or Tenakh (equivalent to first five books of the Christian OT) and find out what</p>	

<p>important roles in religions? (Believing/Belonging/Behaving)</p> <p><b>Qu.5</b> Why do some people follow religious leaders and teachings? (Believing/Behaving)</p> <p><b>Qu.6</b> How do some people's religious beliefs encourage them to care for the world? (Believing/Behaving)</p>	<p>Jewish people learn from these stories. Find out about the stories behind the festivals. Explore the symbols that link to Shabbat (bread, wine, candles, food). How the Torah is used in worship Look at the symbolic features in the synagogue (e.g. the Ner Tamid (eternal light); the ark, the bimah, the 10 commandments)</p> <p>Torah Scrolls, the sacred writings for Jews, the word of G-d containing rules and stories to help people live the way G-d wants them to. The 613 commandments in the Torah. Rabbinic writings (Mishnah and Talmud) – texts that interpret the Torah for Jews. The work of the rabbi in the synagogue and as a teacher; the role of the family Stories about leaders and teachers who have influenced Jewish life. Stories of Abraham, Moses, Jacob and Joseph etc.</p> <p>Humans are responsible for caring for the world – Genesis 1 – 2; rules about cutting down fruit trees; Care for one another e.g. Leviticus 19:18 Tikkun Olam (Care for the world) as shown in Shabbat, Sukkot, Shavuot and Tu B'Shvat; References to creation in the Psalms.</p>	<p>the meanings of the different elements.</p> <ul style="list-style-type: none"> <li>• Write a guide to Shabbat explaining why it is important to many Jewish people.</li> </ul> <p><b>Exp. D</b> Recognise the roles of religious leaders and sacred texts.</p> <ul style="list-style-type: none"> <li>• Interview a rabbi, asking appropriate questions.</li> <li>• Describe some practices of Jewish life that are taken from stories of Moses or Abraham</li> <li>• Talk about how a story makes them feel, identifying the main characters.</li> </ul>
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KS2: Judaism		
Syllabus Questions	Suggested Content	Exemplar Expectations
<p>Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging? (Believing/Belonging)</p>	<p>Find out about worship in a Jewish synagogue and in a Jewish home e.g. Shabbat and festival observance, particularly Pesach (Passover). Explore whether the use of Hebrew in services supports community. Explore some of the key Jewish prayers e.g. Shema and what it teaches about being a member of the Jewish community. Explore the use of the mezuzah. Find out about the Western (wailing) wall and other places of spiritual significance to Jewish people. Find out about a range of festivals (Rosh Hashanah, Sukkot, Yom Kippur, Purim, Simchat Torah etc.) and evaluate their impact on maintaining community life.</p>	<p><b>LKS2 (Y3/4)</b></p> <p><b>Exp. A</b> Explain the significance of religious leaders and sacred texts.</p> <ul style="list-style-type: none"> <li>Identify the most important characters in the Torah and link them to key teachings.</li> <li>Describe the role of a rabbi in interpreting sacred texts.</li> <li>Describe the ways that the Torah is cared for and how it is used in worship.</li> </ul>
<p>Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community? (Believing/Belonging/Behaving)</p>	<p>Find out about Bar/Bat Mitzvah and the impact of the ceremony on a young person. Explore other ceremonies such as baby naming, marriages and funerals and the impact that they have on individuals and communities. Identify passages of scripture that are the inspiration for these ceremonies.</p>	<p><b>Exp. B</b> Describe a range of ways that believers express their core beliefs and make the links between belief and expression.</p> <ul style="list-style-type: none"> <li>Show how symbols on artefacts express core beliefs.</li> <li>Describe different dress codes and how they express different beliefs about the relationship of people to G-d.</li> <li>Recognise some of the differences between Orthodox and Reform synagogues,</li> </ul>
<p>Qu.3 How can music and the arts help express and communicate religious beliefs? (Believing/Belonging)</p>	<p>Explore the use of music in Jewish worship – e.g. the role of the Cantor in reading the scriptures and other types of music. Find out about diverse musical traditions such as Klezmer and Israeli dancing. Look at the symbols on religious artefacts and find out about the origins of some of these, particularly the decorations on the Torah scroll covers (Crown, bells and pomegranates, lion, eagle, breastplate).</p>	<p><b>Exp. C</b> Identify how core beliefs can guide lifestyle choices.</p>



<p>Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour? (Believing/Behaving)</p> <p>Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Believing)</p> <p>Qu.6 How well does faith help people cope with matters of life and death? (Believing/Behaving)</p> <p>Qu.7 What difference might it make</p>	<p>Find out about microcalligraphy and the writing of the Torah. Find out about other symbolic artefacts and how and why they are used.</p> <p>Explore the 10 commandments and the 613 Mitzvah or commandments in the Torah. Find out about Jewish Charities and the requirement to donate – Tzedek. Find local Jewish charities if possible. Explore the lives of characters in Jewish writings – Joseph, Esther, Joshua, Ruth etc. and find out how their lives influence people today. Find out about the Golden Rule as expressed by Rabbi Hillel, in the story of the man who wanted to be taught the whole Torah, while standing on one leg. Find out about food laws (Kosher) and decide whether they promote good behaviour.</p> <p>Explore how the Torah, the Tanach, Talmud and other rabbinic writings are debated by Jewish believers and help them to understand Jewish teachings. (Halachah) Find out about the role of the rabbi in teaching in the synagogue. Belief that G-d gave authority to learned people to interpret the laws of the Torah and the tradition of debate. Explore the lives of characters in the Torah and how they help people to understand their faith.</p> <p>Explore Jewish beliefs about life and death and how these are expressed through funeral rites. Find out about the belief in life after death and how this is expressed in Jewish writings. Find out about the rules concerning contact with dead bodies. Find out about Jewish views on protecting the environment. Explore Jewish interpretations of the creation story in Genesis</p>	<ul style="list-style-type: none"> <li>• Illustrate some of the ways that Jewish people choose to live because of their beliefs</li> <li>• Give reasons for a Jewish person choosing to keep a Kosher kitchen/diet.</li> <li>• Use quotations from the Torah to explain choices that some Jewish people make.</li> </ul> <p><b>Exp. D</b> Recognise how religious identity can be shaped by family, community and practice.</p> <ul style="list-style-type: none"> <li>• Give reasons why a boy or a girl may choose to have a Bar or bat Mitzvah.</li> <li>• Show how Shabbat impacts on a young person's life and identity</li> </ul> <p><b>UKS2 (Y5/6)</b></p> <p><b>Exp. A</b> Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.</p> <ul style="list-style-type: none"> <li>• Produce a guide to Jewish Charities, linking them to commandments from the Torah.</li> <li>• Annotate a text from the Torah, in a midrash style, showing how it might motivate a Jewish person to behave.</li> </ul> <p><b>Exp. B</b> Explain and demonstrate how and why believers show courage and commitment.</p> <ul style="list-style-type: none"> <li>• Identify characters in the Torah or during the Holocaust who showed courage and commitment, evaluating the impact of these stories on Jews today.</li> </ul>
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<p>to believe in God as Creator? (Believing/Behaving)</p> <p>Qu.8 How might beliefs and community shape a person's identity? (Believing/Belonging)</p>	<p>1 and 2. Establish links between the Creation story and the practice of Shabbat. Explore the teachings about G-d as creator found in the Psalms and what the impact of this teaching may be. Find out how beliefs about human life being created by G-d impact on the work of Jewish scientists. Find out about "secular Jews" who follow Jewish practice but do not have a faith or belief in God.</p> <p>Find out about the impact that Jewish dress codes might have on a young person's sense of identity and sense of belonging to the community. Explore the restrictions placed on believers by Kosher food laws and the other commandments and the impact they have on a sense of identity. Discuss the views taken on the state of Israel and how the concepts of "promised land" and the "covenant" influence Jewish people. Discuss how the persecution of Jews through the ages has contributed to a sense of identity.</p>	<p><b>Exp. C</b> Explain how beliefs, practices and community can support or determine responses to matters of life and death</p> <ul style="list-style-type: none"> <li>• Design an epitaph suitable for a Jew, linking it clearly to Jewish beliefs.</li> <li>• Evaluate the links between Jewish teaching and funeral practices.</li> </ul> <p><b>Exp. D</b> Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.</p> <ul style="list-style-type: none"> <li>• Compare and contrast two different synagogues, linking differences to Jewish teaching and beliefs.</li> <li>• Interview orthodox and liberal/reform Jews, producing a report on their conclusions.</li> </ul>
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## KS1: Sikhism

Syllabus Questions	Suggested Content	Exemplar Expectations
<p><b>Qu.1</b> How do some religions demonstrate that everyone is special? (Believing/Belonging)</p> <p><b>Qu.2</b> Why are religious celebrations important to some people but not to others? (Believing/Belonging/Behaving)</p> <p><b>Qu.3</b> Does everyone believe the same things about God? (Believing)</p> <p><b>Qu.4</b> Why do symbols and stories play important roles in religions? (Believing/Belonging/Behaving)</p>	<p>Explore the Sikh naming ceremony – how the Guru Granth Sahib is used to help choose a child’s name. Find out about the Sikh belief in equality and how that is put into practice in the Langar (communal kitchen). Read some stories about how the Gurus treated people – e.g. Guru Nanak and Malik Bhago and Lalo or the Milk and the Jasmine flower.</p> <p>Find out about Sikh festivals – particularly Diwali, looking for similarities and differences between Hindu and Sikh Diwali. Find out whether all Sikh celebrate in the same way.</p> <p>Explore the Mool Mantar and compare what Sikhs believe about God to what others believe. Explore different names and symbols that Sikhs use for God. (Waheguru – wonderful Lord; Ik Onkar – One God)</p> <p>Read a range of stories, particularly about the lives of the Gurus and find out what Sikhs learn from these stories. Explore the role and meaning of the 5Ks for many Sikhs and find out why they are important.</p>	<p><b>Exp. A</b> Recognise and give simple accounts of the core beliefs.</p> <ul style="list-style-type: none"> <li>Choose from a range of pictures those that represent Sikh beliefs about God</li> <li>Suggest some simple reasons about why Langar is important to Sikhs.</li> </ul> <p><b>Exp. B</b> Retell a range of religious stories and explain how they link to the core beliefs and practices.</p> <ul style="list-style-type: none"> <li>Sequence some of the stories learned identifying the most important parts for Sikh beliefs.</li> <li>Match pictures of some of the festivals to the stories that inspire them</li> </ul> <p><b>Exp. C</b> Describe some festivals, celebrations and practices and say how they reflect the core beliefs.</p> <ul style="list-style-type: none"> <li>Choose from a list, items connected to a particular festival.</li> <li>Talk about a festival of their choice and suggest what it means to a Sikh</li> </ul>

<p><b>Qu.5</b> Why do some people follow religious leaders and teachings? (Believing/Behaving)</p> <p><b>Qu.6</b> How do some people's religious beliefs encourage them to care for the world? (Believing/Behaving)</p>	<p>Find out about the lives of the Gurus and the role that they play for Sikhs today. Guru Nanak and Guru Gobind Singh are probably the most important at this stage. Explore some of the principles of Sikh family life and how that is influenced by Sikh teaching Find out about the Guru Granth Sahib and how the living Guru is cared for.</p> <p>Learn about Guru Har Rai who cared for animals. Find out about the Sikh creation story and Sikh beliefs about the environment. Find out why most Sikhs are vegetarian and how this links to Sikh beliefs about the cycle of birth, life and re-birth.</p>	<ul style="list-style-type: none"><li>• Link simple symbols of core beliefs to elements of Sikh worship</li></ul> <p><b>Exp. D</b> Recognise the roles of religious leaders and sacred texts.</p> <ul style="list-style-type: none"><li>• Identify at least two of the Sikh Gurus and link them to a story or event that is important to Sikhs today.</li><li>• Talk about how the Guru Granth Sahib is cared for in a Sikh Gurdwara</li><li>• Annotate a picture of Sikh worship, identifying the Granthi and the Guru Granth Sahib.</li></ul>
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KS2: Sikhism		
Syllabus Questions	Suggested Content	Exemplar Expectations
<p>Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging? (Believing/Belonging)</p>	<p>Explore how Sikhs worship together in the Gurdwara, particularly the festivals such as Baisakhi that bring the community together. Explore ways in which Sewa and Langar are part of worship. Compare the role of worship in generating a sense of belonging to that created by wearing the 5Ks. Learn about Sikh symbols of identity e.g. the 5 Ks and the names Kaur and Singh. Learn about Nam Simran (meditation on God) and the role that it plays in Sikh worship. Find out about the role and significance of the Golden Temple in Amritsar and pilgrimages there.</p>	<p><b>LKS2 (Y3/4)</b></p> <p><b>Exp. A</b> Explain the significance of religious leaders and sacred texts.</p> <ul style="list-style-type: none"> <li>Annotate the Mool Mantar to show key Sikh beliefs.</li> <li>Link prayers and hymns from the Guru Granth Sahib to key Sikh beliefs.</li> <li>Identify the most important parts of the lives of the Gurus.</li> <li>Describe the ways that the Guru Granth Sahib Ji is cared for and explain why it is significant.</li> </ul>
<p>Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community? (Believing/Belonging/Behaving)</p>	<p>Explore birth and marriage ceremonies, looking at the role played by the Guru Granth Sahib and the Sikh community. Learn about the Amrit ceremony and discuss the commitment that a Sikh makes to the Khalsa. Find out about Sikh funeral practices.</p>	<p><b>Exp. B</b> Describe a range of ways that believers express their core beliefs and make the links between belief and expression.</p> <ul style="list-style-type: none"> <li>Show how some Sikh practices can be linked to a range of Sikh stories</li> <li>Demonstrate the ways in which the 5Ks express core beliefs for some Sikhs.</li> <li>Show how the arrangements in the Gurdwara express Sikh beliefs.</li> </ul>
<p>Qu.3 How can music and the arts help express and communicate religious beliefs? (Believing/Belonging)</p>	<p>Find out about the features of the Gurdwara and how the artwork communicates religious beliefs. Listen to musical settings of the Mool Mantar and find out how music is integral to worship. Discuss the ways that artistic interpretations of the Gurus communicate Sikh beliefs. N.B While role play can be used to retell Sikh stories, the parts of the Gurus should not be re-enacted.</p>	<p><b>Exp. C</b> Identify how core beliefs can guide lifestyle choices.</p>
<p>Qu.4 To what extent do religious</p>	<p>Read about the lives of the Gurus and discuss how these</p>	

<p>beliefs influence and encourage 'good' behaviour? (Believing/Behaving)</p> <p>Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Believing)</p> <p>Qu.6 How well does faith help people cope with matters of life and death? (Believing/Behaving)</p> <p>Qu.7 What difference might it make to believe in God as Creator?</p>	<p>stories encourage Sikhs to behave. Find out about the key Sikh values of Sewa (service), Kirat Karna (earning an honest living), Vand Chhakna (helping others) and the promises made by Khalsa Sikhs. Find out about Sikh Charity organisations and the way that they operate. Explore the Sikh belief in equality and the impact on Sikh community. Find out about the 5Ks and how they contribute to Sikh behaviour.</p> <p>Read about the lives of the Gurus and discuss how these stories contribute to key Sikh Beliefs. Explore the Mool Mantar and its key teachings about God. Find out about the Guru Granth Sahib; what is in it; how it is used in worship and other ceremonies; how it is revered and cared for. Explore the lives of modern Sikhs, particularly the roles of teachers in the Gurdwara.</p> <p>Find out about Sikh funeral practices Learn about Sikh beliefs about human life and reincarnation Explore the Sikh belief in Samsara – the cycle of birth, life and, death and rebirth – leading to ultimate union with God. Find out about Sikh views on life and death.</p> <p>Find out about Sikh beliefs about Creation.</p>	<ul style="list-style-type: none"> <li>• Illustrate the ways that Sikh beliefs in equality affect their lifestyles.</li> <li>• Describe the career choices of some Sikhs, linking them to core values and beliefs.</li> <li>• Give reasons for a Sikh choosing to join the Khalsa or going on pilgrimage.</li> </ul> <p><b>Exp. D</b> Recognise how religious identity can be shaped by family, community and practice.</p> <ul style="list-style-type: none"> <li>• Describe the reasons a young Sikh may give for taking Amrit and joining the Khalsa.</li> <li>• Show how participating in festivals such as Baisakhi and Diwali create a sense of identity for a Sikh.</li> </ul> <p><b>UKS2 (Y5/6)</b></p> <p><b>Exp. A</b> Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.</p> <ul style="list-style-type: none"> <li>• Write a reasoned report on why many Sikhs get involved in charity work.</li> <li>• Take a Sikh text or story and explain how this text inspires Sikhs to behave.</li> </ul> <p><b>Exp. B</b> Explain and demonstrate how and why believers show courage and commitment.</p> <ul style="list-style-type: none"> <li>• Chose Sikh stories that show people demonstrating courage and commitment, evaluating the impact of these stories on Sikhs today.</li> </ul>
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<p>(Believing/Behaving)</p> <p>Qu.8 How might beliefs and community shape a person's identity?</p> <p>(Believing/Belonging)</p>	<p>Find out about Sikh views on ecology and how the belief in God as creator influences these views. Find out whether Sikh beliefs influence their responses to other world problems – Khalsa aid, prisoner welfare etc.</p> <p>Explore the significance of the Amrit ceremony in establishing a Sikh person's identity. Find out about the lives of Sikhs in the local community, if possible, and explore the links between belief and practice. Find out about growing up as a Sikh in the local community. Discuss whether the 5Ks give a Sikh a sense of identity or provide a restriction.</p>	<ul style="list-style-type: none"> <li>Analyse the life of one of the Sikh Gurus, demonstrating how far he showed courage and commitment.</li> </ul> <p><b>Exp. C</b> Explain how beliefs, practices and community can support or determine responses to matters of life and death</p> <ul style="list-style-type: none"> <li>Design a memorial suitable for a Sikh, linking it clearly to Sikh beliefs.</li> <li>Evaluate the links between Sikh teaching and Sikh funeral practices.</li> </ul> <p><b>Exp. D</b> Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.</p> <ul style="list-style-type: none"> <li>Compare and contrast two different Gurdwaras, linking differences to Sikh teaching.</li> <li>Listen to a range of versions of musical settings for the Mool Mantar, analysing the different interpretations.</li> <li>Compare the choices of a Sikh who chooses to take Amrit and one who does not, evaluating the role of teaching in these choices.</li> </ul>
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## KS1: Christianity

KS1: Christianity		
Syllabus Questions	Suggested Content	Exemplar Expectations
<p><b>Qu.1</b> How do some religions demonstrate that everyone is special? (Believing/Belonging)</p>	<p>The Lost Sheep, Coin &amp; Son (Luke 15: 1-32) Matthew 10:29-31 – message about sparrows Shared customs – e.g. baptism</p>	<p><b>Exp. A</b> Recognise and give simple accounts of the core beliefs. Creation – that God made the world including human Incarnation – Jesus as God in human form Salvation – forgiveness of sins through Christ Belief in one God, eternal and immortal <b>Possible activities:</b> Draw a picture to illustrate one of the key beliefs; Choose from a range a picture that shows a key belief Choose a symbol or draw a symbol that represents a Christian understanding of God</p>
<p><b>Qu.2</b> Why are religious celebrations important to some people but not to others? (Believing/Belonging/Behaving)</p>	<p>Baptism of Christ Christmas, Easter, Harvest Going to church – particularly communion, Eucharist, Sunday as a special day, Music and art</p>	<p><b>Exp. B</b> Retell a range of religious stories and explain how they link to the core beliefs and practices. Creation Christmas Easter Parables – lost sheep, lost coin, lost son, Good Samaritan <b>Possible activities:</b> Produce a simple story map that illustrates one of the core beliefs of Christianity Identify the most important part of a story and talk about why Identify some elements of a festival and talk about why they are important to some Christians</p>
<p><b>Qu.3</b> Does everyone believe the same things about God? (Believing)</p>	<p>Noah, Baptism of Jesus, Jesus as Son of God Lord's prayer, Features of the church, Stories about God Different denomination, different churches</p>	<p><b>Exp. C</b> Describe some festivals, celebrations and practices and say how they reflect the core</p>
<p><b>Qu.4</b> Why do symbols and stories play important</p>		

<p>roles in religions? (Believing/Belonging/Behaving)</p> <p><b>Qu.5</b> Why do some people follow religious leaders and teachings? (Believing/Behaving)</p> <p><b>Qu.6</b> How do some people's religious beliefs encourage them to care for the world? (Believing/Behaving)</p>	<p>Old Testament; New Testament Mary Jones Bible Symbolic features of a church, Stained glass windows, Cross, crucifix, hot cross bun, Easter eggs, dove water, fish, crib, lights Clerical dress, seasonal colours, Salvation Army uniform</p> <p>Stories about God and Jesus; Life of Jesus Stories told by Jesus (parables) e.g. Good Samaritan Work of local ministers, historically and now Examples of Christians of influence, locally, nationally and globally Life of Jesus</p> <p>Creation – Genesis 1:1- 2:22 Stewardship – Christians are stewards, Psalm 8 Hymns and songs</p>	<p>beliefs. Christmas, Easter, Harvest Baptism Sunday Services and communion <b>Possible activities</b> Identify – perhaps by circling item in a picture – the elements of a festival that show what some Christians believe. Make a list of differences between the ways that different people celebrate and suggest reasons why Annotate a baptism, showing which are the important features that reflect Christian belief.</p> <p><b>Exp. D</b> Recognise the roles of religious leaders and sacred texts. <b>Bible</b> – OT, NT (one before and after Jesus) Jesus, Vicar and other local clergy People known in local community e.g. local chaplains for fire service, police, hospital, Archbishop of Canterbury, Archbishop of York, Queen <b>Possible activities:</b> Talk about what a leader does Recognise some of the things that leaders do – choosing from a list, or sorting from a range Talk about how Christians use the bible in worship, prayer, song etc.</p>
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## KS2: Christianity

Syllabus Questions	Suggested Content	Exemplar Expectations
<p>Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging? (Believing/Belonging)</p> <p>Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community? (Believing/Belonging/Behaving)</p> <p>Qu.3 How can music and the arts help express and communicate religious beliefs? (Believing/Belonging)</p>	<p>Teachings of the early Christians in the New Testament epistles which set out guidance for a Christian life e.g. 1 Corinthians chapter 13</p> <p>Use of the Bible in corporate and private worship</p> <p>The Bible is used as a source of inspiration and guidance for worship and ways of living</p> <p>Sermons and their significance</p> <p>The importance of worship for Christians and ways in which Christians participate in worship</p> <p>Pilgrimage</p> <p>The importance for many Christians to mark rites of passage in Christian ceremonies e.g. infant baptism and dedication ceremonies, confirmation, believers' baptism, marriage</p> <p>Christian funerals and how they illustrate beliefs about life after death</p> <p>Denominational and personal differences in celebration of rites of passage</p> <p>The Bible is used as a source of inspiration and guidance for worship and ways of living</p> <p>Examples of Christian beliefs expressed in e.g. art, architecture, drama, literature, music and the use of the Bible as the basis for songs, films</p> <p>Work of Hannah and Ben Dunnett e.g.</p> <p>The use, significance and meaning of symbols used to express Christian beliefs e.g. Cross, crucifix, light, fish, rainbow, dove, water, bread and wine, colours, dress, symbolic features of churches</p> <p>Art to express the notion of Trinity</p> <p>Global and denominational art.</p>	<p><b>LKS2 (Y3/4)</b></p> <p><b>Exp. A</b> Explain the significance of religious leaders and sacred texts.</p> <ul style="list-style-type: none"> <li>Link biblical passages to specific areas of Christian practice: e.g. Genesis to the concept of stewardship or nativity texts to the concept of Incarnation</li> <li>Assess the role of Mary in the Christmas narrative or the role of the disciples or the gospel writers</li> </ul> <p><b>Exp. B</b> Describe a range of ways that believers express their core beliefs and make the links between belief and expression.</p> <ul style="list-style-type: none"> <li>Give examples of how different Christians worship in church, home and at different times.</li> <li>Compare and contrast denomination approaches to rites of passage – e.g. infant vs adult/believer's baptism</li> </ul> <p><b>Exp. C</b> Identify how core beliefs can guide lifestyle choices.</p> <ul style="list-style-type: none"> <li>Make links between 10 commandments or , sermon on the mount and lifestyle choices such as clothing, giving financially, going on pilgrimage</li> <li>Make a link between core beliefs and engagement in charity work or volunteering</li> </ul> <p><b>Exp. D</b> Recognise how religious identity can be</p>



<p>Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour? (Believing/Behaving)</p> <p>Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Believing)</p>	<p>Teachings of the early Christians in the New Testament epistles which set out guidance for a Christian life e.g. 1 Corinthians chapter 13</p> <p>The Bible used as a source of inspiration and guidance for worship and ways of living; sermon on the mount (Matthew 5 – 7), 10 commandments (Exodus 20) and the Golden rule (Luke 10:27) the Good Samaritan (Luke 10: 25-37)</p> <p>The work of charities, missions and caring organisations e.g. Tearfund, Christian Aid etc.</p> <p>Teaching about forgiveness – e.g. The Prodigal son (Luke 15) , the Lord's Prayer (Matthew 6:9-13 &amp; Luke 11:2-4)</p> <p>Foodbanks and work among the homeless</p> <p>Trinity – especially the Baptism of Jesus</p> <p>Christian responses to the life, teachings (including those about all people being equal in the sight of God, forgiveness and caring for others), miracles, crucifixion and resurrection of Jesus.</p> <p>The Bible as a library of books of different genres divided into Old and New Testaments</p> <p>Literal and metaphorical interpretations of the Bible</p> <p>Different ways of reading the Bible; different translations of the Bible</p> <p>The writings/experiences of Christians through the ages</p> <p>Exploration of the influences of some key people, local and more widely known and including historical people and saints.</p> <p>The role of inspiration in the creation of the Bible</p> <p>The role of key characters in the Bible e.g. Moses, Abraham, Mary, the disciples, the apostle Paul etc.</p>	<p>shaped by family, community and practice.</p> <ul style="list-style-type: none"> <li>• Compare denominational approaches to rites of passage</li> <li>• Demonstrate how individual practice may vary between and within denominations</li> </ul> <p><b>UKS2 (Y5/6)</b></p> <p><b>Exp. A</b> Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.</p> <ul style="list-style-type: none"> <li>• Make clear links between key texts (Sermon on the mount or 10 commandments) and the actions of Christian individuals and organisations</li> <li>• Use key texts to demonstrate Christian belief in the role of inspiration, prayer and the Holy Spirit</li> <li>• Describe and explain some of the actions of the early church in the Book of Acts</li> </ul> <p><b>Exp. B</b> Explain and demonstrate how and why believers show courage and commitment.</p> <ul style="list-style-type: none"> <li>• Give specific examples of Christians who have shown courage and the reasons for their actions</li> <li>• Hold a balloon debate to compare the courage and commitment of different Christians, charities etc</li> </ul> <p><b>Exp. C</b> Explain how beliefs, practices and community can support or determine responses to matters of life and death</p> <ul style="list-style-type: none"> <li>• Describe the beliefs that underpin responses to the big questions of life, such as life after death and the impact this may have on funeral and mourning rites</li> <li>• Demonstrate how prayer may play a part in</li> </ul>
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<p>Qu.6 How well does faith help people cope with matters of life and death? (Believing/Behaving)</p>	<p>Christian interpretations of the resurrection of Jesus as evidence of life after death, resurrection of the body, heaven and the Kingdom of God Christian responses to the life, teachings miracles, crucifixion and resurrection of Jesus, Trinity – especially the role of the Holy Spirit as comforter Jesus as saviour and the concept of salvation</p>	<p>the Christian reaction to major life events e.g. in celebrations, festivals and mourning.</p> <p><b>Exp. D</b> Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.</p> <ul style="list-style-type: none"> <li>• Identify some of the key denominational differences demonstrated in worship and rites of passage, with biblical references</li> <li>• Explain how different translations and interpretations of texts make a difference to believers</li> </ul>
<p>Qu.7 What difference might it make to believe in God as Creator? (Believing/Behaving)</p>	<p>Christians responses to ideas about Creation e.g. Genesis, Psalm 8 and 148 Involvement in ecological movements, charities such as Christians Aid, Oxfam, Tearfund Equality of all people, work of anti-slavery protestors, and other social justice organisations The actions of local church groups on environmental and social justice issues.</p>	
<p>Qu.8 How might beliefs and community shape a person's identity? (Believing/Belonging)</p>	<p>Christian responses to life, teaching, miracles crucifixion and the resurrection of Jesus Jesus as saviour and the concept of salvation, being forgiven and redeemed The Holy Spirit as a guide and comforter Christians festivals (especially the Eucharist), rites of passage and prayer – personal and corporate Interviews with individual Christians about how they choose to live. Denominational life rules – e.g. clothing for Amish, Plymouth Brethren, no alcohol for Baptist/Methodists etc. The place of convents, abbeys and place of nuns, monks and other communities.</p>	

## Key Stage: 3

### Key Question: What is the Trinity and Why is it important?

Religion			Suggested Content - New	Exemplar Expectations
Christianity	Hinduism	Islam	<p><b>Activities - suggestions</b></p> <p><u>Creation</u></p> <ul style="list-style-type: none"> <li>• Seven-day creation storyboard – progression, explaining the importance of each day – add an 8<sup>th</sup> box – what would you put in it? What’s missing from the story? What is the story saying about God? What should Christians do as a result of this? Stewardship activities</li> <li>• Genesis Venn diagram</li> <li>• Mind map – Trinity - ideas about God – Jesus – Holy Spirit - how all link together as well as work separately– Unpack the Father – ideal Father</li> </ul> <p><u>The Fall</u></p> <ul style="list-style-type: none"> <li>• Salvation – Parable of the sheep and the goats –</li> <li>• Relevance of fall today – difference between human and natural evil – examples of evil</li> </ul> <p><u>Prophecy</u></p> <ul style="list-style-type: none"> <li>• purpose of the old testament- Difference between sin and crime (Learn for Life visitors)</li> </ul> <p>Ways of expressing the Trinity in worship e.g. hymns and prayer</p> <p><u>Resource ideas</u></p> <p>True tube clips</p> <p>Use of Art – Holman Hunt – Hannah Dunnett</p> <p>Role Play – if you were God what would you do?</p> <p>Spirit – Gifts of the spirit – the great commission</p> <p>Baptism – Pentecost – John 1</p>	<p>A - Identify the nature of spiritual experience and its influence on believers’ lives, sense of purpose and religious practice.</p> <p>C - Explain and evaluate how beliefs about God determine responses to personal, social and global issues</p> <p>D - Evaluate the ‘sacredness’ of texts and the impact of divergent interpretations</p> <p><u>Key Questions</u></p> <p>Q2 - How far does a person’s understanding of God influence their sense of purpose?</p> <p>Qu.3 How might beliefs shape concepts of truth, right and wrong?</p> <p>Qu7 Why might it matter that sacred texts are often open to interpretation?</p> <p>Qu.8 How might belief affect people’s responses towards social and global issues?</p>
Judaism	Sikhism	Buddhism		
Worldview (specify)				
<b>Material from 2012 Syllabus</b>				
<ul style="list-style-type: none"> <li>• Beliefs about God articulated in Christian creeds i.e. God the Father, God the Son incarnate, wholly divine and wholly man revealed in the birth, life and death of Jesus; God the Holy Spirit, comforter and guide</li> <li>• Christian beliefs about Grace, forgiveness, salvation, redemption, resurrection of the dead, everlasting life</li> <li>• Christian beliefs about Stewardship</li> <li>• Beliefs about the authority of the Christian Bible</li> </ul>				

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