

Subject curriculum overview and progression of skills/knowledge - R.E

EYFS/KS1	Autumn	Spring	Summer
EYFS			
	<p>Learning about Christmas and the story of Jesus – developing knowledge of cultures and traditions.</p> <p>Exploring Christmas and how different people celebrate it – making comparisons and linking to our rights.</p> <p>Exploring the festival of Diwali</p>	<p>Looking at the festival of Chinese New Year</p> <p>Exploring cultural differences between China and our own lives</p> <p>Chinese Food Tasting – using our senses, sharing our opinions</p> <p>Easter celebrations – learning about religious traditions, comparing to other countries and how they celebrate</p>	<p><i>Covered throughout the year during circle time, PSED and general day-to-day activities:</i></p> <p>Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of Different Faith and Beliefs (particularly Diwali, Christmas, Chinese New Year)</p>
Year 1			
	<p>AT1 - QCA Unit 1 (Generic) Belonging. In this unit children draw on their understanding of belonging, and then relate it to how children are given a sense of belonging in a particular religion. They look at how children are welcomed into different religions. They think about how people show they belong and what is special about belonging.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> • Can they write about what they belong to? • Can they identify ways in which they show belonging? • Can they draw on their own experience to identify what is involved in belonging to a family? • Can they suggest ways in which members of a religious family might show they belong together? • Do they know that religious people belong to a faith? • Can they write about how religious people show that they belong to their faith? • Can they identify an example of something that is worn by a religious person to show that they belong? • Can they talk about the importance of religious initiation ceremonies? • Can they identify what is involved in belonging to a religion? • Can they communicate their ideas to others clearly through mime? • Do they know how both adults and children belong to a religion? • Can they identify what is special about belonging? • Can they illustrate their idea of specialness? 	<p>SP1 - Judaism Unit 1: Beliefs about God Jewish beliefs about God, the Creator. The creation story from the Torah. Shabbat - a gift from God and a response to creation. Jewish rules for living – Kashrut. This is planned as the introductory unit on Judaism.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> • Do they know that Jews believe in one God, who created everything? • Do they know that the Jewish story of creation is found in the Torah? • Can they share feelings about having a responsibility for caring for the world? • Do they understand Jewish beliefs about caring for God's creation? • Can they share ideas about special books? • Do they know that the Torah is written in Hebrew? Is made as a scroll? Is very special to and is treasured by Jews? Contains rules about how to live? • Do they know that a Yad is used to keep your place when reading a Torah scroll? • Can they consider how time spent with family and friends can be very special? • Do they know what Shabbat is? • Do they know about the Havdalah ceremony that takes place in Jewish homes on a Saturday night? • Do they know that there are many reasons why people do or do not eat certain foods? • Do they know that food in a Jewish home is prepared in a special way? • Do they know the rules of Kashrut (Kosher)? <p><u>Key Vocabulary:</u></p>	<p>SU1 - Sikhism Unit 1: Guru Nanak Guru Nanak was the first of the Sikh Gurus or teachers - stories about his life & teachings about equality. Celebration of Guru Nanak's birthday. The Guru Granth Sahib - the last of the Gurus. The Gurdwara - a special place where Sikhs gather to pray, worship, sing hymns, accept blessing by taking karah prasad and the Langar where Sikhs sit and share food together from the Guru's kitchen. The Khanda symbol. This is planned as the introductory unit on Sikhism.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> • Can they consider why it might be important to remember people in the past? • Do they know why Sikhs celebrate the birthday of Guru Nanak? • Do they know that Guru means teacher? • Do they know that Guru Nanak lived and taught in India? • Do they know that Sikhs believe in one God who made everything? • Do they know that Sikhs believe that God told Guru Nanak to teach people how to behave? • Can they consider how pupils would like to be treated and how they should treat others? • Can they consider what it means for everyone to be equal? • Do they know that Guru Nanak taught that everyone is equally important? • Can they reflect on times when members of the class have shared food with others? • Do they know that a Gurdwara is a special place for Sikhs? • Do they know that Sikhs sit and share food together in the Gurdwara and that this shows their belief in equality? • Can they recognise the Sikh symbol, the Khanda and know how it is made up of different items placed together? • Do they know that Guru Nanak's birthday is celebrated in the Gurdwara? • Do they know that as part of the celebration people retell stories about Guru Nanak?

<p><u>Key Vocabulary:</u> Religion, God, commitment, belonging, Gods</p> <hr/> <p>AT2 - Christianity Unit 1: Jesus' birth celebrated at Christmas The birth of Jesus. Festival of Christmas. The Bible is a sacred text for Christians, which teaches about Jesus. This unit introduces Key Stage 1 pupils to the life of Jesus. Through this unit pupils begin to connect Jesus' life with Christian festivals.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> • Can they share which books are special or have special meaning? • Can they consider how to treat items which are special with care? • Do they understand feelings of anticipation involved in waiting for the birth of a baby? • Do they know the Bible is the special book for Christians? • Do they know the story of the birth of Jesus is in the Bible? • Can they consider ways in which birthdays are celebrated? • Do they know that Christians celebrate Jesus' birthday at Christmas? • Do they know that cards are sent for both celebrations? • Do they know the first part of the story of the birth of Jesus? • Can they reflect on the experiences of Mary and Joseph before Jesus was born? • Do they know that Jesus was born in a stable in Bethlehem? • Do they know that Shepherds were told to visit him by the angels? • Do they know that three Wise Men travelled to visit baby Jesus following a star? • Do they know the Wise Men travelled via Jerusalem where they saw King Herod? • Do they know that the Wise Men gave Jesus gifts? <p><u>Key Vocabulary:</u> Christian, Christmas, special, angel, Jesus, Mary, Joseph, shepherd, Wise Men, Bible, innkeeper, donkey, Elisabeth, John, present, celebrate</p>	<p>Torah, Hebrew, Judaism, Jewish, scroll, yad, bless, Shabbat, Havdalah, blessing, challah, Creation, Creator, Kosher, Mitzvah</p> <hr/> <p>SP2 - Christianity Unit 2: Special Occasions - Baptism & Naming Christening/infant baptism, symbolism of words, clothes, actions and artefacts. The font. The church (where the ceremony takes place). The priest (the person who leads the ceremony). Mothering Sunday. This unit builds on pupils' knowledge of Jesus' birth and introduces pupils to the concept of belonging to the Christian family.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> • Do they know that when babies are born there are many different ways that this is celebrated in different families? • Do they know that announcements are made to welcome a baby? • Do they know that in many Christian churches babies are welcomed during a special service? • Do they know that stories can sometimes have 'inner meanings'? • Do they know that stories that Jesus told were a way of telling people about God? • Do they know that Jesus used familiar objects to teach people about God? • Do they know what happens in a Christening service? • Can they explain the symbolism of some of the clothes, actions, and artefacts in the ceremony? • Do they know that the christening ceremony is about belonging to more than your family? • Do they know that members of the class belong to many different groups and that belonging brings responsibilities and expectations of behaviour? • Do they know once a year, on Mothering Sunday, people in the Christian church thank God for their mothers? • Can they respond sensitively to the feelings and experiences of others? <p><u>Key Vocabulary:</u> Christian, belong, church, Priest, font, Christen, Christening, card, candle, welcome, Godparent</p>	<p><u>Key Vocabulary:</u> Sikh, Guru Nanak, service, Langar, share, Sikhism, Bhai, Guru Granth Sahib, Gurdwara, Guru, equal, belief, worship, Khanda</p> <hr/> <p>SU2 - Christianity Unit 3: Jesus' friends and His teaching Christian beliefs about God and Jesus' teaching about the relationship between God and people. What it means to believe someone. The parables of the Lost Sheep, the Good Samaritan and the Prodigal Son are explored as ways to find out what Jesus taught about the relationship between God and people and how Christians believe God wants people to live. This is the third Christianity unit. It further develops pupils' understanding of Jesus' life and how he taught people through story.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> • Can they understand the importance of trust? • Do they know that Christians believe Jesus told them about God? • Can they appreciate what makes people special? • Do they know that teachers use stories to help them understand more about the world? • Do they know that stories can sometimes have 'inner meanings'? • Do they know that stories that Jesus told were a way of telling people about God? • Do they know that Jesus used familiar objects to teach people about God? • Do they know that Christians believe in a God who loves all people? • Do they know that Jesus taught people that everyone matters to God through the story of the Lost Sheep? • Do they know that you can show love for others in many different ways? • Do they know that God asks humans to 'love their neighbour'? <p><u>Key Vocabulary:</u> Christian, Jesus, parable, Samaritan, sorry, forgive, forgiveness, sheep, shepherd, lost, found, good, bad, neighbour, son</p>
<p>Year 2</p>		

<p>AT1 - Hinduism Unit 1: Diwali Hindu beliefs about one God, who is seen in different ways and represented through different forms (deities). The Ramayana is the source of stories about Rama. The story of Rama and Sita is recalled at Diwali. Worship in the Temple (Mandir): Festival of Diwali. Festival foods. Worship of Lakshmi and Ganesh. Respect is shown during worship by removing shoes and sitting on the floor. This is the first Unit of Hinduism in the Primary phase. It introduces pupils to Hindu beliefs about God through the story of Rama and Sita and to the worship of God as Rama in the home and temple, especially at Diwali.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> • Can they recall festivals and celebrations that they have enjoyed? • Can they understand that some festivals are special to particular religions? • Do they know ways that people celebrate, e.g. sharing food, sending cards and telling stories? • Do they know some of the ways that Hindus celebrate at the festival of Diwali? • Do they know that the story recalled at Diwali is set in India, a hot country where the forest contains plants and creatures very different from the UK? • Do they know the story of Rama and Sita? • Do they know that Hindus worship Rama? • Can they identify the feelings of characters in the story and the qualities they demonstrate? • Do they know why a diva is a symbol associated with Diwali? • Do they know that Diwali is a New Year festival? • Do they know some ways that Hindus celebrate Diwali? • Do they know about the Festival of Dussehra? • Do they know some Hindu symbols associated with this festival and with deities? • Can they consider ways that members of different cultures welcome people? • Can they consider ways that people are welcomed into school or home and know that hospitality is important to Hindus? • Do they know how Hindus might worship in their homes or the Temple at Diwali? • Do they know that Arti is a welcoming ceremony and recognise some of the artefacts used? 	<p>SP1 - Judaism Unit 2: Celebrations in the Jewish Home The Torah. The mezuzah signifies the Jewish home. Festivals celebrated at home – Hannukah and Sukkot. An introduction to the Synagogue. This unit builds on work covered in Unit 1 and further develops pupils' knowledge about the importance of the home in Judaism. It develops pupils' knowledge about the Torah and introduces pupils to the Synagogue.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> • Do they know about the festival of Sukkot? • Can they consider why it is important to remember and learn about people from the past? • Do they know how and where a Sukkah is made? • Do they know that Jews believe that God is everywhere? • Can they consider the importance of sharing with others? • Do they know that in the Jewish home the Mezuzah contains the Shema written on parchment? • Do they understand why the mezuzah is placed on the door posts of Jewish homes? • Do they know that the Torah, the sacred book of the Jews, is also hand-written on parchment? • Do they know that the Synagogue is the Jewish place of worship? • Do they know that the Torah scrolls are kept in a special cupboard called an Ark? • Do they know about the festival of Hanukkah? <p><u>Key Vocabulary:</u> Mezuzah, Shema, Hanukkah, dreidel, latkes, doughnuts, oil, miracle, Sukkot, sukkah, willow, synagogue, Ark, Torah, myrtle, palm, Hebrew</p> <hr/> <p>SP2 - Christianity Unit 5: Jesus' life, friends, enemies, life, death & afterwards Further details about the life and ministry of Jesus linked to the story in the Bible. Jesus' friends and followers. The story of Zacchaeus and how Jesus showed him the way to live. Jesus' death and resurrection. The unit introduces pupils to the Christian belief that Jesus' teaching changed people's lives. The unit uses friendship as a theme to introduce children to the friends of Jesus. Pupils are introduced to Jesus' disciples and are encouraged to</p>	<p>SU1 - Hinduism Unit 2: Living as a Hindu What does it mean to be a Hindu? Respect for other people (shown through Namaste) and respect for all living things because God is in everything. Stories about Krishna: The story of Krishna the butter thief; the story of Krishna and Sudhama. Values: The importance of caring for others. Belief that God is seen in different ways and represented through different forms, such as Krishna. Worship in the home: The shrine; The Arti ceremony; Prasad (food offered, blessed and served after prayer). The Festival of Raksha Bandhan demonstrating love and loyalty between members of the extended family. This is the second Unit of Hinduism in the Primary phase. It develops pupils' knowledge and understanding of Hindu beliefs about God from unit 1 by introducing them to a second avatar of Vishnu.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> • Do they know that Hindus greet each other by saying 'Namaste'? • Do they know that Hindus respect all life – humanity and all living things? • Can they consider the needs of babies and compare to dangers surrounding Krishna at his birth? • Do they know that Hindus believe that God visited earth as Krishna and that Krishna tells human beings about the soul, God and nature? • Do they know that Hindus believe that God has visited earth at different times for different purposes? • Do they know Hindus believe that through Krishna God tells us that he, like us, enjoys fun; and in his fun there is never any selfishness or bad feeling towards others? • Can they understand Hindu attitudes to cows through the story of Krishna? • Do they know that Hindus believe that Krishna shows humans what it is to be a good friend? • Do they know the story of Krishna and Sudhama? • Do they know how Hindus worship Krishna as God in their temples on his birthday at a festival called Janmashtami? • Do they know that at Raksha Bandhan Hindus celebrate the special bond between brothers and sisters? • Do they know about Hindu family life? • Do they know that Hindus worship at home as well as in the temple? <p><u>Key Vocabulary:</u> Hinduism, Hindu, God, belonging, Namaste, Krishna, Sudhama, respect, honesty, truthfulness, worship, shrine, adoption, foster, Arti, prasad, prayer, Raksha, Bandhan, Janmashtami</p> <hr/> <p>SU2 - Sikhism Unit 2: The Sikh Gurus Guru Har Gobind and the story celebrated by Sikhs at Diwali. Guru Gobind Singh the last human Guru. The 5 Ks.</p>
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	<p><u>Key Vocabulary:</u> Hinduism, Hindu, God, Diwali, Rama, Sita, Hanuman, Ravana, Lakshman, Ramayana, Temple, Mandir, festival, good, evil, diva, forest, celebrate, celebration, greet, greetings, Toran, Rangoli, Lakshmi, Ganesh</p> <hr/> <p>AT2 - Christianity Unit 4: The Church – Place and People The church or chapel is a place where Christians usually meet to worship. Special ceremonies take place there, e.g. weddings. Prayer and worship is often led by a priest, minister or pastor. Sunday is often the special day for worship. Christians read the Bible and believe Jesus is special.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> Can they talk about a local Christian place of worship? What it looks like outside? What it looks like inside? How it got its name? Who goes there? Do they know that special ceremonies e.g. baptisms, weddings, prayer and worship are often led by a priest, minister or pastor? Do they know that Sunday is often the special day for Christian worship? <p><u>Key Vocabulary:</u> pastor, minister, wedding, Bible, Church, chapel, hymn, Priest, worship, Sunday, service, welcome</p>	<p>explore their own thoughts and feelings about friendships in and out of school. They consider how Jesus changed people's lives through the story of Zacchaeus. They also find out how Jesus' friends ran away when he was in trouble.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> Can they consider the qualities that make someone a friend? Do they know that Jesus chose special friends, (disciples) to be his helpers? Do they know how a visit from Jesus changed the life of Zacchaeus? Do they know that Christians believe that God cares for people even when they behave badly? Do they know that Christians believe that Jesus showed people how to live their lives? Do they know that Christians read the Bible to find out how God wants them to live their lives? Do they know some of the events which led to Jesus being arrested? Do they know that Jesus was executed but that Christians believe that he came back to life three days later? Do they know that at Easter hot cross buns help people to recall the story? <p><u>Key Vocabulary:</u> Christian, Jesus, disciples, tax collector, deny, Peter, Zacchaeus, cheat, change, friend, Gethsemane, fisherman</p>	<p>Festival of Baisakhi. Sikh names. Sikh beliefs in action - story of the Guru and the Water carrier. This unit builds on work covered in Unit 1 and further develops pupils' knowledge about the importance of equality in Sikhism. It fills in the historical detail about the Gurus who followed Nanak and how they developed Sikh beliefs in equality. It introduces pupils to the key festival of Baisakhi. Through this unit pupils begin to learn about Sikh symbols of identity.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> Do they know that there were 10 Sikh human Gurus, the first one being Guru Nanak? Do they know that the Guru Granth Sahib is the final Guru? Do they know that Guru Har Gobind was another Sikh Guru? Do they know how Guru Har Gobind put his Sikh beliefs into practice when he rescued the 52 Hindu Princes? Do they know that this story is retold and remembered every year at the festival of Diwali? Can they consider how members of the class have been helped by others in times of difficulty? Can they appreciate that the clothes people wear tell others about them? Do they know about the 5 Ks and understand the symbolism of the kara and the kesh? Do they know when and how Guru Gobind Singh introduced the 5 Ks to Sikhs? Do they know some ways that Baisakhi is celebrated in the Gurdwara? Do they know the significance of the names Singh and Kaur? Do they know how the names of Sikh babies are chosen? Do they know the Sikhs follow the teachings of the Gurus in the way that they behave? Can they consider the lessons they can learn from the actions of Bhai Ganahya and the message of the Gurus? <p><u>Key Vocabulary:</u> Sikh, Singh, Khanda, unique, Guru, Sikhism, Diwali, Kaur, Kangha, equal, Guru Har Gobind, Kara, Kacchera, Baisakhi, Guru Gobind Singh, Kirpan, Gurdwara</p>
<p>Year 3/4 Cycle A (2022-2023)</p>	<p>AT1 - Islam Unit 1: Muslim Beliefs What Muslims believe about God. Allah the name of the one true God who is Creator and provider of all things. Respect, appreciation & thanks for creation. Family life - the birth and naming of a child. The birth of a child is a blessing. Names are usually chosen because they have a good meaning. The Qur'an is treated with respect and contains teaching about Allah. This is planned as the introductory unit on Islam. It builds on knowledge about Muslim views of Allah the Creator in the 'Natural World' unit.</p>	<p>SP1 - Hinduism Unit 3: The Mandir The Mandir is a place where Hindus worship. Festivals are celebrated there. Prayer and worship is often led by a priest. Preparations for worship. The shrine and murtis. Worship is a daily ritual expressing devotion, gratitude and love in the form of meditation, puja, arti. The puja/arti tray. This is the third Hindu Unit. It focuses on the place in the community where Hindus worship together. It reinforces knowledge already introduced in earlier units about worship at home and in the Mandir.</p> <p><u>Key Knowledge & Skills:</u></p>	<p>SU1 - Christianity Unit 7: A Local Parish Church The local parish church a place where Christians worship. Belonging to the community and what it is like being a child in the church. The church as an international fellowship of Christianity. Christians try to show their love through their actions; by loving their neighbours Christians show their care for all people. Special and regular ceremonies taking place in the church: worship, prayer and meetings. The role of the Priest / Vicar/Curate. This unit builds on knowledge from Unit 4 where students explore the place in the community where Christians worship and introduces pupils to the idea of a local church. It is intended to include a visit to the local church nearest to the school.</p>

Key Knowledge & Skills:

- Do they know that Allah is the Islamic name for God?
- Can they recall that Muslims believe that Allah created all things and that humans have a responsibility to care for Allah's creation?
- Do they know that Muslims give thanks for Allah's creation?
- Can they think about the different ways of feeling gratitude and expressing thank?
- Do they know that Muslims believe that the birth of a child is a blessing?
- Do they know that special names with meanings are often chosen for Muslim babies?
- Do they know that Muslims learn about Allah from the Qur'an?
- Do they know that Muslims believe the Qur'an is their 'guide'?

Key Vocabulary:

Islam, Muslim, Allah, create, Creator, star, crescent moon symbol, creation, Qur'an

AT2 - Christianity Unit 6: Festival of Christmas and Advent, a time of Preparation

Advent – a time of preparation for Christmas.

Christmas & Epiphany.

The Christingle.

The Christian family worldwide.

This is the first Christianity unit for Key Stage 2. It builds on pupils' knowledge about Christmas and the Christian community from Key Stage 1.

Key Knowledge & Skills:

- Do they know that Advent is a time of preparation for Christmas?
- Do they know that the Advent Ring and candle are often used to mark the period leading up to Christmas?
- Do they know that the church prepares for Christmas by lighting candles on an Advent wreath?
- Do they know that Christians around the world have their own ways of celebrating Christmas?
- Do they know about the celebration of the festival of Saint Lucia in Sweden?
- Do they know that Christians in Russia tell the story of Babushka?
- Do they know how the Christingle symbolises a celebration of the life of Jesus?
- Do they know how the local church prepares for Christmas?

- Do they know about one local Hindu place of worship? What it looks like outside? What it looks like inside? How it got its name? Who goes there?
- Do they know that worship is usually led by a priest, or a team of priests?
- Do they know that worship (puja) includes the Arti ceremony?
- Do they know that worship includes giving thanks to God, devotion and love?
- Can they explain the role of food and prasada in worship?
- Do they know that bhajan and kirtan are important elements of worship in the Mandir?
- Can they explain some of the symbols in the Mandir?
- Do they know and understand special rules about dress for the Mandir?
- Can they reflect on how worship in a temple 'appeals to the five senses'?

Key Vocabulary:

Mandir, temple, priest, bell, arti, puja, shrine, deity, incense, bhajan, kirtan, service, meditate

SP2 - Islam Unit 2: Following Allah's Teaching from The Qur'an

Muslims believe that Allah sent messengers and books to guide and teach people.

Prophet Muhammad (pbuh) and revelation of Qur'an. The Qur'an is treated with respect. It's importance in people's lives. Islamic values.

Ramadan (fasting, breaking the fast and reciting the Qur'an) Id ul Fitr - celebration of completing the fast. This unit builds on work covered in Unit 1 and further develops understanding of Muslim beliefs about Allah and His relationship with people.

Key Knowledge & Skills:

- Do they know that Allah gave the Qur'an to give His guidance?
- Do they know that Muslims learn from the Qur'an and treat it with respect?
- Do they know that Muslims follow the teachings of the Qur'an?
- Do they know that Allah sent the prophet Muhammad (pbuh) to give His guidance and His teaching?
- Do they know that Muhammad's (pbuh) example showed people how to deal with others?
- Do they know that Muslims fast during Ramadan?

Key Knowledge & Skills:

- Do they know about one local parish church and where it is in relation to the school?
- Do they know that people go to churches for different reasons?
- Do they know information about the church collated by different groups?
- Do they know some members of the church community?

Key Vocabulary:

Christian, Vicar, Priest, parish, fellowship, Orthodox, Worship, Prayer, Bible, Wedding, Christening, Curate, Church, ceremony, hymn, baptism, confirmation, Roman Catholic, Sunday, funeral, service

SU2 - Judaism Unit 3: Jewish Life

The journey of Jewish life: Bar/Bat Mitzvah and marriage, blessings.

The synagogue.

Use of Kippah, tallit and tzitzit in worship.

Reading the Torah.

The third unit of Judaism, this builds on work previously covered on the Jewish home.

A synagogue visit, in Session 2, would best start this unit. The learning objectives could be achieved by asking a class list of questions during the visit and from pupil research in the synagogue. Alternatively, a Jewish visitor could be invited to talk about the synagogue or the class could be organised to research these areas from a range of sources including use of ICT. The work could be presented as guidebooks, wall displays or group presentations. Session 3 provides the time for drawing the work together and presenting it.

Key Knowledge & Skills:

- Do they know about the Synagogue?
- Can they consider how people are given more responsibility as they grow up?
- Do they know that in Judaism boys have Bar Mitzvah celebrations to show they are becoming adult members of the community?
- Do they know that learning to read the Torah in Hebrew is an important part of preparing for Bar Mitzvah?
- Do they know that in some Jewish communities girls celebrate their Bat Mitzvah?
- Do they know that weddings are a way in which some couples make a public commitment to each other for life?
- Do they know some customs and symbols of a Jewish wedding?
- Can they consider promises that should/could be made by a bride and groom?
- Do they know that times of change in life are often marked by ceremonies and rituals?
- Do they know that these are called rites (rituals) of passage (passing from one state into another)?

	<ul style="list-style-type: none"> Do they know that Christianity is a worldwide religion where celebrations are influenced by local culture? <p><u>Key Vocabulary:</u> Christian, Jesus, Advent, Christmas, celebration, Christingle, Epiphany, wreath, St. Lucia, preparation, symbol, Babushka</p>	<ul style="list-style-type: none"> Do they know that the festival of Id ul Fitr is the celebration of the end of Ramadan and successful completion of the fast? <p><u>Key Vocabulary:</u> Islam, Id ul Fitr, fast, Muslim, Halal, Qur'an, Allah, Prophet Muhammad, messenger, Ramadan</p>	<p><u>Key Vocabulary:</u> Judaism, Jewish, Rabbi, Bar Mitzvah, Bat Mitzvah, Kippah, Tallit, Tzitzit, Synagogue, blessing, wedding, chuppah, Mazel tov, rite of passage</p>
<p>Cycle B (2023-2024)</p>	<p>AT1 - Buddhism Unit 1: The Buddha The Buddha's life, enlightenment, teaching and death. How the Buddha changed people's lives. Wesak – festival remembering the life, enlightenment and death of the Buddha. Images of the Buddha. This is the first unit of Buddhism for the primary phase; one of three units that together cover the Syllabus requirements for Buddhism in Key Stage 2. This unit introduces pupils to the life and impact of the Buddha.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> Do they know that Buddha was a human being? Do they know that Buddhists believe that 'all things change'? Do they know that reflection and meditation are important to Buddhists? Can they recall information about Buddha and his concern to find an answer to the problems of suffering and dissatisfaction in life? Do they know ways in which suffering can be eased e.g. know the moral drawn from the Angulimala story from the life of the Buddha? Can they reflect on how they would respond to the Buddha's challenge to change their lives? Do they know that the Buddha image communicates values e.g. tranquillity, compassion? Can they recognise that the Buddha image is not worshipped as an idol? Do they know that traditional postures and positions of the Buddha have meaning? Do they know that the Buddha spent 6 years in the forest learning meditation? Do they know about Buddha's enlightenment and the importance of the Bodhi tree? Do they know the festival of Wesak celebrates the birth, enlightenment and passing away of the Buddha? Do they know that the lotus flower is a symbol of enlightenment? <p><u>Key Vocabulary:</u></p>	<p>SP1 - Buddhism Unit 2: Buddhist Teaching This unit covers the Buddha's teachings of:</p> <ul style="list-style-type: none"> The Four Noble Truths The Noble Eightfold Path The Five Moral Precepts, Buddhist stories. <p>This unit builds on work covered in Buddhism Unit 1.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> Do they know that the main message of Buddhist teaching is that life involves suffering and the Buddha found a way to end suffering? Can they explore and share feelings about different types of suffering today? Do they know that Buddha's ideas about suffering are found in the Four Noble Truths? Do they know the 8 spokes of the wheel and steps of the path? Do they know that the Eightfold Path can be grouped into 3 main sections, for body, speech and mind? Do they know that the Noble Eightfold Path is the way to end suffering and become enlightened? Do they know the importance of good values in Buddhism? Do they know that the Buddha has given some guidelines on behaviour which should form attitudes of mind called the Five Moral Precepts? Do they know that Buddhist stories exemplify Buddhist teachings? <p><u>Key Vocabulary:</u> Buddhism, Buddhist, moral enlightenment, noble consequence, eightfold path, change, suffering, truth, Dharmachakra, Dhamma, meditate, precepts, wheel</p> <hr/> <p>SP2 - Sikhism Unit 3: The Guru Granth Sahib, The Final Guru There were 10 human Gurus. The Guru Granth Sahib, the final Guru - its contents, use and central place in the Gurdwara. Akhand Path – special reading of the Guru Granth Sahib.</p>	<p>SU1 - Christianity Unit 8: A local place of Christian worship and the Bible Belonging to the Christian community – a second Christian place of worship, different from the focus in Unit 7. There are many different types of Christian places of worship. Special ceremonies take place there and regular worship and meetings. The Bible is used in the church. Prayer & worship. The role of the minister. Christians try to show their love through their actions. This unit builds on knowledge from Units 4, 6 and 7 about the places in the community where Christians worship and introduces pupils to the idea of different Christian denominations who share beliefs but have different practices. It provides an opportunity to recall existing knowledge from Units 1 & 3 about the Bible as a source of stories about Jesus.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> Do they know that not all Christian churches are the same? Do they know that Christians share beliefs but worship in different ways? Do they know that these different groups are called denominations? Do they know how the place of worship is the same and /or differs from the parish church previously studied? Can they recall one member of the church community? Do they know that the Bible is read in all churches as a source of teaching? Do they know that the Bible contains stories? <p><u>Key Vocabulary:</u> Christian, Minister, Worship, Bible, Fellowship, teaching, pastor, Church, Elders, preaching, denomination, non-conformist, evangelical</p> <hr/> <p>SU2 - Islam Unit 4: The Mosque The Mosque is a local place of worship and study for Muslims. The designs and use of the mosque. Wudu and Salah in the mosque. This unit develops pupils' knowledge and understanding of the significance of worship in the lives of Muslims. It contextualises the work covered in unit 3 about prayer into how prayer takes place in the place of worship. It provides a foundation for future units about the 5 pillars and the Hajj.</p> <p><u>Key Knowledge & Skills:</u></p>

	<p><i>Buddha, Buddhism, Siddhartha, Gotama, challenge, prince, Bodhi tree, change, image, Bodhgaya, pilgrimage, mudra, meditation, holy, suffering, Angulimala, truth, enlightened, meditate, Wesak / Vesak</i></p> <hr/> <p>AT2 - Islam Unit 3: Prayer in Islam Worship and types of prayer. Prayer in Islam - requirement to pray five times daily. Preparation for prayer, prayer in the home. Places, direction and positions of prayer. This unit develops pupils' knowledge about Muslim life from Unit 1 and further develops understanding of Muslim beliefs and values.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> Do they know that there are different types of prayer? Can they recall one Muslim who was thankful for his prayer being answered? Do they know that washing before prayer is important for Muslims, who are told to do this in the Qur'an? Do they know that Prophet Muhammad (pbuh) set an example of how to wash before prayer? Do they know how carefully Muslims are expected to wash before prayer? Do they know that Muslims pray five times a day? Do they know the names given to these prayers? Do they know that all Muslims face in the direction of the Ka'aba in Makkah when they pray? Do they know that to Muslims the world is a mosque and people can pray in any clean place? Do they understand how the prayer mat provides a clean place? Do they know that Muslims worship in their homes and how important worship is to a Muslim? Do they know the positions of prayer in Islam? Can they explain what they know about prayer in Islam? <p><u>Key Vocabulary:</u> <i>Islam, Muslim, mosque, adhan, Allah, prayer, Makkah, Mihrab, clean, wash, wudu, Qiblah, direction, stand, bow, prostrate</i></p>	<p>Beliefs taught through the Guru Granth Sahib. This unit builds on work covered in previous units. It extends understanding about the contents, use and significance of the Guru Granth Sahib.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> Do they know the chronology and names of the 10 human Gurus? Do they know the significant contribution of each of the Gurus to the development of Sikhism? Do they know that the Guru Granth Sahib is the final Guru? Do they know how the Guru Granth Sahib is treated with respect in the Gurdwara and at home? Do they know that the Guru Granth Sahib is treated as a living Guru? Do they know that the Guru Granth Sahib is written in Gurmurkhi? Do they know that the Mool Mantra at the beginning of the holy book, tells people what Sikhs believe about God? Do they know that it takes 48 hours to read the Guru Granth Sahib from start to end without any breaks, and that this sort of continuous reading is called an Akhand Path? Do they know that the Guru Granth Sahib contains Sikh teaching on equality? Can they share beliefs and values that are special to them? <p><u>Key Vocabulary:</u> <i>Ik Onkar, Guru, Sikh, Sikhism, sacred text, Akhand, Path, Gurmurkhi, Mool Mantra, Guru Gobind Singh, Guru Granth Sahib, Granthi, immortal, Gurdwara</i></p>	<ul style="list-style-type: none"> Do they know the name of the Muslim place of worship? Do they know that the Ka'aba was the first mosque? Do they know that Bilal was the first caller to prayer? Do they know the call to prayer is named the Adhan? Do they know that the Adhan is very special to Muslims? Do they know the words of the Adhan? Do they know that the muezzin calls Muslims to prayer? Do they know how Muslims prepare for prayer? Do they know that Friday is a special day for prayer at the Mosque? Do they know that when Muslims pray they face the direction of the Ka'aba in Makkah? Do they know that the Mihrab in the mosque shows Muslims which way to face? Do they know that the mosque is a place of learning? Do they know that Muslims hear teachings from the Imam at the mosque? Do they know where mosques are in the local community? <p><u>Key Vocabulary:</u> <i>Islam, Muslim, Allah, Prophet, mosque, Qiblah, Imam, Mihrab, Makkah, Qur'an, Zakah, wudu, Minbar, minaret, muezzin, Salah</i></p>
Year 5/6			
Cycle A (2022-2023)	AT1 - Christianity Unit 9: Who was Jesus? Christians believe that:	SP1 - Christianity Unit 10: Christians and the World	SU1 - Buddhism Unit 3: The Sangha This unit introduces pupils to the traditional Buddhist community, locally and worldwide.

- Jesus is God's son; He is both human and more than human.
- Jesus showed his divine power as a miracle worker.
- Jesus' teaching and life give humans the perfect example.
- How this influences Christian beliefs about life and death.

This unit builds on knowledge about Jesus gained from all earlier units.

Key Knowledge & Skills:

- Can they recall knowledge about Jesus: his birth, parables he taught, how he changed the lives of people he met, his death and resurrection?
- Can they recall that the Bible contains different types of writing?
- Do they know that prophets told people what would happen in the future?
- Do they know that Christians believe the Isaiah prophecies were fulfilled when Jesus was born?
- Do they know that Jesus performed miracles?
- Do they know what Jesus claimed about himself: I am the light of the world, I am the Good Shepherd?
- Do they know that Jesus had enemies amongst the rulers of the country and religious leaders?
- Do they know the story of the cleansing of the temple?
- Do they know the story of what happened after Jesus was arrested?
- Do they know that Jesus forgave people who hurt him?
- Do they know that Christians believe that Jesus is God's son and that he came back to life and that this is celebrated on Easter Day?
- Can they explain that Lent is a time of preparation for Easter?

Key Vocabulary:

Jesus, God, miracle, example, Light of the World, Good Shepherd, prophecy, storm, witness paralysed, resurrection, Bible, Sermon, crucified crucifix

AT2 - Islam Unit 5: Prophet Muhammad (pbuh) The Final Messenger

Allah sent messengers (Prophets) to give his guidance. Allah's promise to Adam and all people. Prophets Nuh, Musa, Sulayman & Ibrahim. The religious and social context of the time of Prophet Muhammad (pbuh) – an age when people

There are some places that are important to Christians in the UK and the wider world – what makes them important and what Christians gain from visiting them.

Jesus' contemporary followers are world-wide.

The Church is an international fellowship of Christianity.

This unit builds on knowledge about Christians and places that are special to them in the locality. It further develops pupils' understanding about the world family of Christians as they discover information about places that matter to Christians in the UK and around the world.

Key Knowledge & Skills:

- Can they consider why places are special to themselves and to others?
- Can they give value to the special places of others?
- Can they consider times when people plan to make journeys to places that are special to them?
- Can they share ideas about places that are special to them?
- Do they understand the meaning of the words pilgrim and pilgrimage?
- Can they consider the journey of the Magi as the first pilgrimage, and examine and explore the meaning in a painting of the journey of the Magi?
- Do they know that a pilgrimage is a special, physical journey for a spiritual purpose?
- Can they consider times when Christian people plan to make journeys to places that are special to them?
- Do they know about places of Christian pilgrimage?
- Can they express feelings about the concept of pilgrimage?

Key Vocabulary:

Christian, Christianity, special, shell, Magi, journey, pilgrimage, meaning, pilgrim, destination, travel, symbol, place names

SP2 - Judaism Unit 4: Passover

Celebrations and special meals.

The context of the Pesach (Passover) festival, the story attached to it, how it is celebrated and its inner meaning.

Symbolism attached to Pesach - freedom.

Moses, the giving of the Ten Commandments. The Promised Land - Israel & symbols.

This unit builds on work covered in previous units of Judaism on Kashrut and Shabbat. It introduces

This unit builds on Unit 1 'The Buddha' and introduces pupils to the idea of a faith community where people live their lives according to the teachings of their faith. It introduces the idea of the Buddhist community locally and worldwide.

Key Knowledge & Skills:

- Do they know that to Buddhists the Three Jewels or Triple Gem (Buddha, Teachings or Dhamma and Sangha or spiritual community) are very important?
- Do they know that a Buddhist Community is made up of ordained and lay people?
- Do they know that in the Buddhist community there are ordained monks, nuns, priests and lay people?
- Do they know that Buddhists 'seek refuge' in the Three Jewels or Triple Gem. (Buddha, Teachings or Dharma and community)?
- Do they understand what 'seeking refuge' means to Buddhists?
- Do they know the importance of reflection and meditation to Buddhists?
- Can they consider how people should treat special objects and how people should behave in a special place?
- Do they know that Bodhgaya is a special place for Buddhists worldwide, why that is so and how Buddhists visit it on Pilgrimage?
- Do they know that Buddhists try to follow the example of Buddha and live by his teachings?
- Do they know that Buddhists try to alleviate suffering by practising the Dhamma and being kind to other people and all life?

Key Vocabulary:

Buddha, Buddhism, Buddhist, mantra, community, lay, ordained, refuge, nun, shaven, Three Jewels, Triple Gem, Dhamma, pilgrimage, robe, Bodhgaya, symbol, Sangha, bowl

SU2 - Hinduism Unit 4: Personal Identity and Belonging

The diversity represented in the school and what makes each person's unique identity.

The journey of life in Hinduism – life, death & rebirth 4 ashramas - birth, wedding, retirement, seeking God.

Funeral rites and the Ganges.

This is the last Unit of Hinduism in the Primary phase. It revisits Hindu beliefs about God and the soul from unit 2 and looks at how the journey of life in Hinduism is an expression of beliefs about life and death.

Key Knowledge & Skills:

- Can they consider what makes each person unique and that although we are all unique we share experiences, feelings etc.?
- Do they know that Hindus believe that everyone has a spark of God inside them?

	<p>had turned away from earlier messages from God. Prophet Muhammad (pbuh) was chosen by Allah and was the final Messenger from Allah. Revelation of Qur'an – the final message. Prophet Muhammad's (pbuh) teaching of the Qur'an and the establishment of the first Muslim Community. Builds on knowledge about Prophet Muhammad (pbuh) in Units 1 & 2 and the giving of the message.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> • Can they recall the story of creation? • Do they know the story of Prophet Adam? • Do they know that Allah sent prophets with messages? • Do they know that Muslims show respect for Allah's prophets? • Do they know that the Prophets reminded people that there is One God who should be worshipped? • Do they know that the Ka'aba was built by Prophets Ibrahim and Ismail as the first Mosque? • Do they know that Prophet Muhammad (pbuh) was chosen by Allah? • Do they know what life was like before Islam? • Do they know that the first Muslims were persecuted because of what they believed? • Do they understand that people chose to become Muslim? • Do they know that Prophet Muhammad (pbuh) was invited to Madinah where they wanted him to teach them the Islamic way of life? • Can they consider what an ideal community would be? • Do they know that Muhammad (pbuh) established the first Islamic Community? <p><u>Key Vocabulary:</u> Islam, Muslim, Allah, Prophet, Adam, Hawa, Iblis, Satan, Muhammad, Hadith, Makkah, Madinah, Qu'ran, slaves, idol, justice, community</p>	<p>pupils to a significant festival in the Jewish calendar that is celebrated in the home. The Pesach meal develops ideas about freedom. This festival also introduces pupils to Jewish beliefs about their relationship to Israel.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> • Do they know that Passover is a Jewish festival celebrated in the spring? • Do they know that Moses is important in the story and that he was raised as an Egyptian? • Do they know that God gave Moses a job that he found hard? • Can they recall the exodus of the Jews from Egypt? • Do they know how the festival of Passover is a freedom festival? • Can they reflect on the meaning of freedom to themselves, the characters in the story and people today? • Do they know how families prepare for Passover? • Can they consider feelings about looking forward to special times? • Do they know how families celebrate Passover? • Can they explain the symbolism of the food at a Passover meal? • Do they know that the journey in the desert took many years and would end in Israel, 'The Promised Land'? • Do they know that during the journey Moses went up Mount Sinai and received the Ten Commandments? <p><u>Key Vocabulary:</u> Judaism, Jewish, freedom, Haggadah, Exodus, symbol, Passover, Pesach, slave, slavery, community, Matzah, Seder, Kosher, Egypt, Moses, plague, Israel</p>	<ul style="list-style-type: none"> • Do they know that Hindus believe that God is the same for all of us even if we understand and worship God in different ways? • Do they know that when a baby is born Hindus welcome this soul 'back' into the world? • Do they know that Ganesh is worshipped as the deity of beginnings? • Do they know the Hindu stages of life - the ashramas? • Do they know that Hindus believe that during a wedding the souls of the bride and groom become linked? • Do they know that promises made during a wedding are about making a life commitment? • Can they consider what it means to retire? • Do they know about the last ashrama and what happens when someone dies in Hinduism? • Do they know that Hindus believe that pilgrimage, meditation and worship are ways to contact God who is in everyone's heart throughout life's journey? <p><u>Key Vocabulary:</u> Hinduism, Hindu, Ganesh, Ganges, Atman, Benares, birth, soul, rebirth, reincarnation, celebration, Prayag, student, wedding, retire, retirement, unique, Ayodhya, ashrama, Namaste, temple, Mandir, mandap, Mathura</p>
<p>Cycle B (2023-2024)</p>	<p>AT1 - Islam Unit 6: The Five Pillars of Islam The Five pillars of Islam are the foundation of Muslim life:</p> <ul style="list-style-type: none"> - belief in Allah and belief in Prophet Muhammad (pbuh) as the final Messenger; - prayer to Allah by 5 daily salat; - giving charity and doing charitable works; - visiting Makkah for Hajj; - fasting. <p>This unit develops pupils' knowledge and understanding of the significance of worship in the lives of Muslims and precedes a unit further</p>	<p>SP1 - Christianity Unit 11: Faith in Action In this unit pupils will encounter people who followed the example of Jesus both in the past and as contemporary followers world-wide. They will consider the impact of Christian belief on peoples' lives in terms of vocation and daily life. In this unit pupils will draw on their knowledge of Jesus' teaching and relate this to the lives of a number of key people.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> • Do they know some of Jesus' teaching about putting Christian beliefs into action? 	<p>SU1 - Islam Unit 8: The Ummah The Ummah – world family of Muslims, the spread of Islam and its multicultural nature. The Qiblah, Hajj, Id ul Adha, Mosques, the Jumu'ah prayer. How Muslim families and communities practise their faith, and the contributions this makes to local life. Beliefs in action in the world: how Muslims respond to global issues of human rights, fairness, social justice and the importance of the environment. This is the final unit in the Primary phase. It revisits and develops knowledge from the previous 7 units, contextualising into the family lives of 7 Muslim children around the world.</p> <p><u>Key Knowledge & Skills:</u></p>

developing understanding of the place of Hajj in the life of Muslims.

Key Knowledge & Skills:

- Can they recall what is already known about the instructions Allah has given to Muslims?
- Do they know the term 'five pillars' and understand what they are?
- Do they know that the Shahadah is a statement of belief for Muslims?
- Do they know what the Shahadah means?
- Can they recall the importance of prayer to Muslims?
- Do they know why Muslims pray and the symbolism of the prayer positions?
- Can they consider responsibility for one's actions?
- Do they know that Sawm (fasting) is the next pillar of Islam?
- Can they recognise the contrast between feasting and fasting?
- Do they know that Zakah is charitable giving in Islam?
- Can they recognise that charity is an important part of celebration at Eid?
- Do they know what Hajj means?

Key Vocabulary:

Islam, Muslim, Allah, Prophet, Shahadah, Sawm, Ramadan, Fast, Makkah, Hajj, Zakah, charity, pillar, Salah

AT2 - Sikhism Unit 4: Living a Sikh Life

The Amrit Ceremony.

Belonging to the Sikh community.

The Gurdwara.

Values by which Sikhs live.

Marriage.

This is the final unit on Sikhism for the Primary phase.

It builds upon work covered in all the previous units and brings this together into the concept of a life journey lived according to Sikh beliefs and values.

The significance of the Gurdwara as a centre for community values and community and family celebrations is emphasised.

Key Knowledge & Skills:

- Do they know the names and symbolism of the 5 Ks?
- Do they know that the Khalsa is the name given to Sikhs who have made a commitment to live their lives fully according to Sikh beliefs?

- Can they consider how this teaching might influence behaviour?
- Do they know in detail about the life and work of a Christian who has put their faith into action?
- Do they know about the lives and work of the Christian studied by members of other groups?

Key Vocabulary:

Christian, Christianity, faith, influence, vocation, conscience, monk, nun, monastery, monastic, vow, convent, hospital, athlete, mission, missionary, temptation, inspire, inspiration, persecution, fulfilment, Quaker, friend

SP2 - Islam Unit 7: Hajj: The Journey of a Lifetime

Muslims follow the traditions of Prophet Muhammad (pbuh) and the teachings of Allah. Visiting Makkah for the Hajj.

The Ka'aba - the first house of worship for the one true God, built by Prophets Ibrahim & Isma'il.

The role of the Ka'aba in the Hajj.

The celebration of Id ul Adha at the end of the Hajj. Builds on knowledge about Prophet Muhammad (pbuh), the giving of Allah's message and the contents of the Qur'an, the Five Pillars of Islam and how important these are to Muslims.

Key Knowledge & Skills:

- Do they know that some places have a religious meaning and are 'sacred space'?
- Do they know that Hajj is a pilgrimage made to the House of Allah in Makkah and is one of the obligatory duties for Muslims?
- Do they know that Makkah is where the Ka'aba is situated?
- Do they know and understand the significance of what pilgrims do?
- Do they know that the experience of Hajj is deeply spiritual whilst at the same time being physically and emotionally challenging?
- Do they know how the festival of Id ul Adha is associated with the Hajj?
- Do they know how Id ul Adha is celebrated?
- Can they demonstrate their understanding of the Hajj experience for Muslims?

Key Vocabulary:

Islam, Muslim, Prophet, Ibrahim, Muhammad, Hajj, Makkah, Ismail, salat, Qu'ran, Mosque, Ka'aba, Id ul Adha, pilgrimage, Madinah, Ummah, Ihram, Sa'y Mina, Arafat

- Can they recall prior knowledge about the Qiblah and the Hajj?
- Do they know that Muslims live around the world?
- Do they know that the Ummah is the world family of Islam?
- Do they know that all Muslims face Makkah to pray?
- Do they know that names are chosen to remember people from the past that can be inspirational?
- Do they know that the Prophet discouraged the use of bad names?
- Do they know that Hadith, the sayings of the Prophet, can have special meaning for people and help them to lead a good life?
- Can they consider how the mosque is important to a Muslim community?
- Do they know about Zakah and Sadaqah – two different ways that Muslims are expected to support the needy?
- Do they know the importance placed on charity by Prophet Muhammad (pbuh)?
- Do they know that Muslims believe they have a responsibility to protect and improve the environment and support the needy?
- Do they know that the Jumu'ah prayer is important to Muslims?
- Do they know that Muslims around the world, including children studied in the unit, learn Arabic in order to read Qur'an?
- Do they know that Hajj is a significant experience for Muslims?
- Do they know that the world family of Muslims is a multicultural family?
- Do they know about the festival of Id ul Adha?

Key Vocabulary:

Islam, Islamic, Muslim, Arabic, Prophet Muhammad, Salah, Ummah, Makkah, Hajj, Qiblah, Qur'an, mosque, Hadith, Jumu'ah

SU2 - Christianity (transition unit): Salvation Army

- *Can they share thoughts about what 'leading a pure life' might mean?*
- *Do they know the significance to a Sikh of the Amrit Ceremony?*
- *Do they know that Amrit is a sugar / water nectar used by Guru Gobind Singh as a symbol of belonging when the Khalsa was founded?*
- *Do they know rules by which a Khalsa member promises to live?*
- *Can they consider how difficult it might be to follow these rules?*

Key Vocabulary:

Sikh, Sikhism, Khalsa, Amrit, Kirat, Karna, Panj, Pyares, Vand, Chhakna, Sewa, Kesh, Kara, Kangha, Kacchera, Kirpan, Gurdwara