



Essex County Council

## ***RE MATTERS FOR EVERY CHILD***

# **Essex scheme of work for RE at Key Stage 2**

*The modules are in the following order. If you click on the title in the column at left, you will be taken straight to it.*

### **Modules designed for Year 3 and Year 4**

- The Buddha's life story (Buddhism)
- The local Anglican parish church (Christianity)
- Living as a Christian: the Bible and prayer (Christianity)
- Jesus' baptism and the beginning of his ministry (Christianity)
- Jesus' teaching and example (Christianity)
- Hindu gods and goddesses, their stories and their festivals (Hinduism)
- Worshipping and celebrating in the home: puja and Divali (Hinduism)
- Muhammad and the Qur'an (Islam)
- The mosque and prayer (Islam)
- Moses, the Exodus and the festival of Pesach (Judaism)
- Journey to the Promised Land (Judaism)
- Guru Nanak, Guru Gobind Singh and the Khalsa (Sikhism)

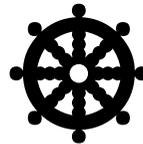
### **Modules designed for Year 5 and Year 6**

- Living as a Buddhist: devotional practices and the Middle Way (Buddhism)
- The creation story in Genesis 1 (Christianity)
- Holy Week: the last week of Jesus' life (Christianity)
- Christianity in the local community – and beyond (Christianity)
- Brahman, the Trimurti and creation stories (Hinduism)
- Death, reincarnation and sacred places (Hinduism)
- Humanism: a secular world view (secular humanism)
- The Five Pillars of Islam (Islam)
- The Ka'bah and the Hajj (Islam)
- The Jewish home (Judaism)
- The synagogue (Judaism)
- Sacred to Sikhs (Sikhism)



## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 3/4 module focused on Buddhism**



## **THE BUDDHA'S LIFE STORY**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'The Buddha's Life Story' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## Buddhism Study Unit

**Key Stage 2**  
**(Year 3 or Year 4)**

### THE BUDDHA'S LIFE STORY

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

1. The Buddha image (*complementary Christian content: devotional statues in homes and places of worship*)
2. The Buddha's life story: his quest to find an answer to the problem of suffering (*complementary Christian content: St Francis of Assisi*)
3. The Three Refuges/Jewels/Treasures (*complementary Christian content: the Nicene creed*)
4. The festival of Wesak/Vaisakha

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### INTRODUCTION TO THIS MODULE

This Key Stage 2 module is the first of two focused on Buddhism. The other ('Living as a Buddhist: Devotional Practices and the Middle Way') is covered in Year 5 or 6. This module covers the events of the Buddha's life and the significance of these events for Buddhists today. This is explored through learning about the Buddhist practice of 'going for refuge in the Three Jewels', the importance of the Buddha image and the celebration of the festival of Wesak. Many of the concepts covered in this unit for example, happiness, suffering, belonging, celebration, needs and wants, provide opportunities for pupils to reflect on shared human experience as well as learning about the religion of Buddhism.

1. The Buddha image

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links with other curriculum areas/initiatives</i>
<p><b>What does the Buddha image communicate?</b></p> <p><b>What is the significance of the Buddha image for Buddhists?</b></p>	<p>calmness</p> <p>compassion</p> <p>wisdom</p> <p>enlightenment</p>	<p>I can...</p> <p>identify religious objects and symbols. (level 2)</p> <p>describe different ways in which religious beliefs are expressed through symbols and artefacts. (level 3)</p>	<ul style="list-style-type: none"> <li>• In groups, the children could explore a range of images of the Buddha (pictures and artefacts) from different traditions. What values do the facial expressions communicate? What do the images suggest this person was like? Can the children think of reasons why the Buddha image is important for Buddhists?</li> <li>• Discuss the different features of the Buddha image: ushnisha, long ear lobes, third eye, mudras and find out about what they represent. For example, children could compare the mudras in different pictures and find out about what each mudra represents.</li> <li>• Children could choose an artistic style and paint an image of the Buddha in that style. These could be made into a display.</li> <li>• The Buddha image is very special to Buddhists. Children could reflect on things which are special to them and write/draw/talk about their own special treasures.</li> </ul>	

2. The Buddha's life story: his quest to find an answer to the problem of suffering

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links with other curriculum areas/initiatives</i>
<p><b>Who was the Buddha?</b></p> <p><b>Why are the events of the Buddha's life important for Buddhists?</b></p>	<p>quest</p> <p>happiness</p> <p>suffering</p> <p>enlightenment</p> <p>calmness</p>	<p>I can...</p> <p>retell the story about the life of the Buddha (level 2)</p> <p>I can...</p> <p>identify religious objects and symbols (level 2)</p>	<ul style="list-style-type: none"> <li>• Read the story outlining the main events of the Buddha's life.</li> <li>• On separate pieces of paper, prepare a number of statements relating to significant events in the life of the Buddha. In groups, ask the children to decide on the correct chronological order and illustrate these events. These could be made into a class book.</li> <li>• Explore some of the central concepts of the story (e.g. happiness, suffering, compassion, wisdom) through a 'Community of Enquiry'.</li> <li>• Look at some of the symbols connected with the life of the Buddha and his enlightenment. For example, the Bodhi tree (under which the Buddha was meditating when he received enlightenment), the Dhamma wheel (symbolising the teaching which followed from his experience) the lotus flower (a symbol of enlightened life).</li> </ul>	

	leadership		<ul style="list-style-type: none"><li>• Explore the concept of leadership. Explain to the children that the Buddha is not a name but a title which refers to 'The Awakened One' or 'The Enlightened One'. The Buddha is looked up to by Buddhists as a great teacher and spiritual leader and as one to imitate and emulate. Buddhists believe that everyone has the potential for achieving enlightenment and that following the Buddha's example and teaching will help them. Who do the children look up to? Who do they try to emulate? What are the qualities of these people? Read and discuss a range of stories about leaders (there are many excellent picture books which deal with this theme). What are the qualities which make the characters effective leaders?</li></ul>	
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3. The Three Refuges/Jewels/Treasures

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links with other curriculum areas/initiatives</i>
<p><b>What are the 'Three Refuges/Jewels/Treasures'?</b></p> <p><b>Why are they important for Buddhists?</b></p>	<p>commitment</p> <p>refuge</p>	<p>I can...</p> <p>compare some of the things that influence me with those that influence other people (level 3)</p> <p>link things that are important to me with the way I think and behave (level 3)</p> <p>identify things that are important in (different) religions (level 2)</p> <p>say how the lives of religious people are affected by their religion (level 3)</p>	<ul style="list-style-type: none"> <li>• Ask the children to think of:               <ul style="list-style-type: none"> <li>- a person that they look up to, admire and want to be like;</li> <li>- something they have been taught that will help them through life;</li> <li>- a group to which they belong.</li> </ul> </li> <li>• Explain that:               <ul style="list-style-type: none"> <li>- the person Buddhists look up to, admire and want to be like is the Buddha;</li> <li>- Buddhists believe the Buddha's teaching (known as the Dhamma) will help them through life;</li> <li>- all Buddhists belong to the Sangha: the worldwide community of Buddhists.</li> </ul> </li> <li>• For Buddhists, the Buddha, the Dhamma and the Sangha are the three most important things in life. They call them the Three Refuges/Jewels/Treasures. Discuss with the children the reasons why Buddhists call these three things 'refuges', or 'jewels' or 'treasures'.</li> <li>• Ask the children where they find refuge: where are the places they feel safe and secure? Ask them to talk about the three jewels or treasures in their own lives: the three things they consider to be the most important.</li> </ul>	

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|  |  |  | <ul style="list-style-type: none"><li>• The Three Refuges/Jewels/Treasures are often pictured symbolically as three flames on a lotus flower base (search 'three jewels' on Google images). The gold flame represents the Buddha, the blue flame represents the Dhamma and the red flame represents the Sangha. Make a display depicting the three jewels, explaining what they represent and their importance to Buddhists.</li><li>• 'Taking refuge in the Sangha' means supporting others who are following the same path. The children could research the importance of the 'Sangha' within Buddhism. Think about the concept of 'helping others'. Is it important to help others? Why? How do we/could we help others? Get the children to think about the groups and communities to which they belong. Make a chart of these describing the roles, responsibilities and relationships within it.</li></ul> |  |
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4. The festival of Wesak/Vaisakha

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links with other curriculum areas/initiatives</i>
<p><b>How do Buddhists remember and celebrate the life of the Buddha?</b></p>		<p>I can...</p> <p>identify religious festivals (level 2)</p> <p>describe how some religious beliefs, practices and stories are linked (level 3)</p> <p>make links between sources, practices, beliefs, ideas, feelings and experiences (level 4)</p>	<ul style="list-style-type: none"> <li>In groups, ask the children to find out about the ways in which Buddhists celebrate the festival of Wesak/Vaisakha. Encourage them to identify regional and cultural differences in the celebrations and think about how the different customs reflect the Buddha's life story. For example, in Sri Lanka and Thailand lights are used as an important part of the celebrations, reminding Buddhists of the Buddha's enlightenment.</li> </ul> <p><u>Assessment task</u></p> <ul style="list-style-type: none"> <li>Give each child a piece of paper folded into three sections. On the first section, ask them to draw and write about a custom associated with the festival that they have researched. On the second, to draw and write about how the custom relates to the Buddha's life story. On the third, to explain its significance to Buddhists today. These could be depicted in artistic styles characteristic of the Buddhist cultural tradition from which they come. These could be made into a display to show the richness and variation in the various customs.</li> <li>As an extension activity, more able pupils could reflect on ways in which celebrating a festival helps believers to strengthen and deepen their faith, applying this to Buddhists and the festival of Wesak/Vaisakha.</li> </ul>	

## **RE MATTERS FOR EVERY CHILD**

**Essex scheme of work for RE at Key Stage 2,  
Year 3/4 module focused on Christianity**



## **THE LOCAL ANGLICAN PARISH CHURCH**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'The Local Anglican Parish Church' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## **THE LOCAL ANGLICAN PARISH CHURCH**

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

1. Features of the local Anglican parish church
2. Symbols found in churches
3. What happens at an Anglican parish church

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### **INTRODUCTION TO THIS MODULE**

This module is designed to draw on the knowledge, skills and attitudes developed in previous modules in Year 1 and 2, in particular, those referring to church buildings, symbols found in churches and events that take place in churches (e.g. Special People Y2, Special Places Y2, Special Symbols and Objects Y1 and Y2, and Special Ways of Living Y2). Pupils will also have been given the opportunity to think about the role of special places in their own lives (e.g. Special Places Y1 and Y2).

This module focuses on the Anglican Parish Church, one of many different places of Christian worship in England, but numerically, the most commonly found in all parts of the country. This reflects the Church of England's role as the established church. As well as places of Christian worship, these Church of England establishments often offer a centre for community activities for all people living in the wider neighbourhood. Schools should visit the local parish church in order to recognise its features, explore symbols found in the church and to discover what happens there. Notice how this module helps pupils to discover the place of the local Anglican Parish Church in the lives of Christians and its role in serving the wider local community today. They will have the opportunity to relate what they are learning to their own lives and experiences.

1. Features of the local Anglican parish church

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What are the features of an Anglican parish church?</b></p>	<p>sacred/holy</p>	<p>I can ...</p> <p>describe some features of a church using the appropriate religious words (level 3)</p> <p>begin to make links with other religious buildings and places of worship (level 3)</p> <p>compare the places that are important for me with places that are important for Christians (level 3)</p>	<ul style="list-style-type: none"> <li>• <b>Before the church visit.</b> Brainstorm special places then discuss what makes a place special. How does it make you feel? Identify places of worship as special places for people of faith. Some children will be able to use religious terms: church, synagogue, mosque, etc.</li> <li>• Reflect on the fact that places of worship are sacred for the people who worship there. What does it mean for an object or place to be sacred/ holy? How should it be treated? What is sacred/ holy to you? Agree a code of behaviour appropriate for the church visit.</li> <li>• <b>On a church visit.</b> NB the interior and exterior features will vary depending on the design, location, age and tradition of the church. Enlist the help of the vicar, curate or parishioners to assist you in planning your visit and in gathering background information.</li> </ul>	<p>community cohesion</p>

			<ul style="list-style-type: none"><li>• Spend time exploring and observing the exterior of the building. How does it compare and contrast with another familiar building e.g. your school, your home, in size, shapes of windows and doors, roof, steeple/tower/spire. There may also be special features e.g. lychgate, graveyard. Are there any features displayed on the exterior that identify this as a Christian building e.g. look for cross, notice board, statue of saint. How can you tell this is a church?</li><li>• Small group tasks: each group focus on one of the features of the exterior and explore in greater depth. Draw it, photograph it, describe it, discover its use. What does it tell about the story of the church building and the beliefs of the people who worship there?</li><li>• Enter the church and gather in a place where the interior can be seen clearly. Spend time soaking up the atmosphere. Repeat the compare and contrast exercise used for the exterior. Emphasise the importance of using all the senses. How does it feel? What do you notice? 'Listen' to the silence. Who comes here? What happens here? Who looks after the place?</li></ul>	
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			<ul style="list-style-type: none"><li>• Begin to identify focal points, significant or striking features. Revise the key features introduced at Key Stage 1 (altar, pulpit, lectern, font). Point out the shape of the building (often cruciform) identify the nave and the organ or music area.</li><li>• Small group tasks: each group focus on <b>one</b> of the key features of the interior and explore in greater depth. Draw it, photograph it, describe it, discover its use. What does it tell about the story of the church building and the beliefs of the people who worship there?</li><li>• <b>After the visit:</b> Small groups share their findings to the rest of the class.</li><li>• Write a poem using words to describe feelings, moods, colours of the church.</li><li>• Research prayers used by Christians in church.</li><li>• Make an illustrated visitors' guide for the church in book or electronic form.</li></ul>	
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2. Symbols found in churches

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What symbols can be seen inside and outside an Anglican parish church building?</b></p>	<p>symbol</p>	<p>I can ...</p> <p>use religious words and phrases to identify how Christians show their religious beliefs through symbols (level 3)</p>	<ul style="list-style-type: none"> <li>• Take photographs of symbols either before or during your church visit to use back in school for this part of the module. There are many suggestions in the study unit.</li> <li>• Explore some pictures of everyday symbols. What is a symbol? What is the story it is telling? How is it used? Design a symbol for different aspects of yourself. What's a symbol for the 'inside' you? For the 'outside' you?</li> <li>• Use examples of symbols from inside or outside the church. Explore each symbol: describe it; what story is it telling? How is it used by Christians? What is it saying about what Christians believe?</li> <li>• Make pairs of cards, on one, a picture of the symbol; on the other record it's meaning for Christians. Use the cards to play matching games.</li> </ul>	

3. What happens at an Anglican parish church

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What do Christians do when they go to church?</b></p>	<p>worship</p> <p>celebration</p> <p>journey of life</p>		<ul style="list-style-type: none"> <li>• Discuss the feelings of belonging that people have when they meet together regularly with others who share their own ideas and interests. Christians use the word church to mean people as well as buildings. What can they mean when they say, “ We are the church”?</li> <li>• Find out about what goes on in the local parish church. The church notice board, parish magazine, church website are useful sources of information. NB the church will probably be used for a wide range of community events as well as church services. Collect together a list of reasons why people go to church.</li> <li>• Invite the vicar or curate, or one of the parishioners to talk about what happens on Sunday morning? Prepare questions to ask them about why Sunday is a special day. Are there other times they go to church?</li> </ul>	

		<p>I can ...</p> <p>label a picture/model showing the main features of a church (level 2)</p> <p>identify how believers and others in the local community make use of the parish church (level 3)</p> <p>explain different things that are involved in belonging to Christianity (level 4)</p>	<ul style="list-style-type: none"> <li>• Use a range of book and electronic resources to find out about special times in the church; focus on a major festival or in small groups, find out about different festivals in the church year. What happens in church at these special times? What colours are linked with different festivals? Make a circular calendar to represent the year and mark on it the major festivals. Make another calendar showing everyone's birthday or important events in the school's year.</li> <li>• Explore key stages in a person's life. Identify ceremonies used to mark those stages. Children may have experience of examples from different religious and nonreligious traditions.</li> <li>• Invite the local vicar/curate to join you for a simulation baptism or wedding. Role play the event and consider the way the church is used. Discuss the importance of these times for Christians.</li> <li>• Make a 3D model of the church and a wall display using pictures and photographs of the interior and exterior. Name the key features and describe them. Why are they important for the people there? What do they tell you about their beliefs? What do they tell you about what's important for Christians?</li> </ul>	
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## Essex scheme of work for RE at Key Stage 2

## THE LOCAL ANGLICAN PARISH CHURCH

### Useful resources

[http://www.reonline.org.uk/allre/tt\\_links.php?113](http://www.reonline.org.uk/allre/tt_links.php?113)

Virtual tours of churches and cathedrals, symbols found in churches, information about church communities in different parts of the country.

<http://www.reonline.org.uk/allre/results.php>

Christian symbols

For teachers: *How to Read a Church*, Richard Taylor, Rider, 2003 ISBN 1 8441 3053 3

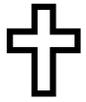
## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 3/4 module focused on Christianity**



## **LIVING AS A CHRISTIAN: THE BIBLE AND PRAYER**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'Living as a Christian: the Bible and Prayer' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## **LIVING AS A CHRISTIAN: THE BIBLE AND PRAYER**

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

1. The development of the Bible
2. The content of the Bible
3. The importance of the Bible for Christians
4. Jesus' teaching about prayer, including the Lord's prayer

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### **INTRODUCTION TO THIS MODULE**

This module is designed to draw and build on the knowledge about Christianity gained in Key Stage 1 through themes such as Special People (stories about Jesus), Special Places (worship and prayer at home and church), and work on the Bible (covered in Special Words and Stories).

Through this module, pupils will explore the historical development of the Bible, its contents and its importance for Christians. This leads into a consideration of the role of prayer in Christianity, and in particular, the prayer Jesus taught his followers, the Lord's Prayer.

1. The development of the Bible

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>What sort of book is the Bible?</b>	remembering  sacred  ancient  library	I can...  describe the Christians special book and what it is like (level 3)  describe things that are important for me and make links with what's important for others (level 3)	<ul style="list-style-type: none"> <li>• Sit in a circle and recall an important event. Discuss how people recall the same event in different ways. Discover how your stories differ. Collect titles of important/favourite stories. Why are they special? Who wrote them? (NB it's usually one person) When a story is written down it becomes 'fixed': what difference does this make?</li> <li>• Look at some Bibles and explore the contents; it's not just one long book but a 'library'. Introduce terms: ancient, sacred.</li> <li>• Choose a story to tell (e.g. the boy Jesus in the temple, Luke 2.41-50). Split into groups to retell the story then write it as a group.</li> <li>• Brainstorm ways, today, we record stories about important events, people and places, then, look at the history of the Bible's books: from stories told around the fire in the desert to early writing (on clay tablets, animal skins, papyrus) to handwritten, then printed books.</li> </ul>	literacy: storytelling, making books  history

2. The content of the Bible

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>What can be found in the Bible?</b>	<p>Jewish Bible</p> <p>Christian Bible</p> <p>Old/New Testament</p> <p>Gospels</p>	<p>I can...</p> <p>use correct religious words to identify the different parts of the Christian Bible (level 2)</p> <p>identify parts of the Bible that are the same for Christians and Jews (level 3)</p> <p>identify the different types of writing I use and the way these can influence others. (Level 3)</p> <p>compare some of the things that influence me and the way Christians are influenced by the Bible (level 3)</p>	<ul style="list-style-type: none"> <li>• Look at real Bibles (i.e. not a children's Bible), explore how they are set out: books, chapters, verses.</li> <li>• Use the contents list to count the books in the Bible 'library'. Identify division into Old and New Testament then make a plan or model of the Bible to look like library shelves.</li> <li>• Identify the parts of the Bible that comprise the Jewish scriptures. Explore their importance for Jews.</li> <li>• Identify the four Gospels – four accounts of the life of Jesus. Explore why these are important for Christians. Think about why Christians believe the Jewish scriptures are important too.</li> <li>• Think about the different types of writing we use and enjoy in everyday life. Look at some of the different types of writing in the Bible: poetry, rules, prayer, story, etc (see other KS2 RE support materials for suggestions.) Print extracts onto cards for the children to compare and contrast.</li> </ul>	<p>literacy: different types of writing</p>

3. The importance of the Bible for Christians

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>Why is the Bible important for Christians?</b></p> <p><b>How is the Bible used by Christians?</b></p>	<p>truth</p> <p>interpretation</p> <p>guidance</p> <p>sacred</p> <p>respect</p>	<p>I can...</p> <p>describe different ways Christian beliefs are expressed through stories (level 3)</p> <p>talk about how Christians use the Bible in church and at home (level 2)</p>	<ul style="list-style-type: none"> <li>• Watch and discuss programme 5 in Pathways of Belief (Christianity).</li> <li>• Look at three extracts from the Bible; how do they influence what Christians believe and do? Genesis 1 (inspiring the Christian belief in God as creator). Matthew 3.13-17 (the Baptism of Jesus – the importance of Baptism for Christians) Luke 22.19 -20 (the last supper re-enacted in Holy Communion/Mass).</li> <li>• Visit a church to see where the Bible is kept. Find out how it is used in worship.</li> <li>• Interview a Christian visitor to find out how they use the Bible.</li> <li>• Discuss who or what guides the children in their lives. Look at how Christians see the Bible as a source of guidance.</li> </ul>	

4. Jesus teaching about prayer, including the Lord's Prayer

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What did Jesus teach about prayer?</b></p> <p><b>What is the Lord's Prayer, and why is it so important for Christians?</b></p>	<p>thanksgiving</p> <p>praise</p> <p>petition/supplication (asking)</p> <p>forgiveness</p>		<ul style="list-style-type: none"> <li>• Does everyone pray? Think of some of the reasons why some people talk and listen to God.</li> <li>• Explore different types of prayer. Divide a piece of paper into four. In one section draw/write something for which you are grateful, in another, something that's wonderful or amazing, in the third, something or someone that needs help, and in the fourth, something that you feel bad about/ wished you could have done better. [These illustrate four different kinds of Christian prayer: thanksgiving, adoration, petition/supplication (asking), confession (forgiveness)]</li> <li>• Discover what Jesus taught about prayer (Matthew 6.5-6). What advice is Jesus giving to his followers?</li> </ul>	

		<p>I can...</p> <p>identify why prayer is important for Christians (level 2)</p> <p>describe how the Lord's Prayer is linked with Jesus' teaching in the Bible (level 3)</p> <p>describe how important it is for Christians to pray and the impact this has on their lives (level 4)</p>	<ul style="list-style-type: none"><li>• Look at the story (Luke 11.1-4) when Jesus teaches his followers to pray. Discuss the importance of this prayer (the Lord's Prayer) for Christians around the world.</li><li>• Use sets of cards. On each card write one section of the prayer. Arrange the cards in order (use reference cards with pictures /symbols to help).</li><li>• Work in pairs or small groups to discuss what images come to mind when the children hear each phrase of the Lord's Prayer –make drawings to match with the words. Invite the groups to share their work. This will help to draw out meaning in the prayer – give children freedom to explore and be creative. What is the impact of the Lord's prayer on the lives of Christians?</li><li>• With time, this could be developed to explore actions or movements /mime to illustrate each card. You could try using sign language.</li><li>• Look for the four different kinds of prayer in the words of the Lord's Prayer.</li></ul>	
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## Essex scheme of work for RE at Key Stage 2

## LIVING AS A CHRISTIAN: THE BIBLE AND PRAYER

### Useful resources

[www.bl.uk/learning/cult/sacred/](http://www.bl.uk/learning/cult/sacred/)  
The British Library

[www.request.org.uk/main/bible/bible01.htm](http://www.request.org.uk/main/bible/bible01.htm) >>  
RE:Quest - all about the Bible - and why it is important to Christians

<http://bible.oremus.org/>  
Oremus - a useful Bible browser - easy to extract passages for classroom use

Video/DVD: *Pathways of Belief: The Bible* (available from TTS – Religion in Evidence)

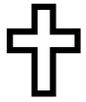
## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 3/4 module focused on Christianity**



## **JESUS' BAPTISM AND THE BEGINNING OF HIS MINISTRY**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'Jesus' Baptism and the Beginning of his Ministry' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## **JESUS' BAPTISM AND THE BEGINNING OF HIS MINISTRY**

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

1. The baptism of Jesus
2. The temptations faced by Jesus in the desert
3. The beginning of Jesus' ministry and the choosing of the twelve disciples

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### **INTRODUCTION TO THIS MODULE**

This module is designed to draw and build on the concepts and knowledge about Christianity gained in Key Stage 1, and is one of seven modules focused on Christianity at Key Stage 2. At Key Stage 1, Christianity will have been studied through themes such as Special People, Special Places, Special Words, Stories and writings, Special Symbols and Special Ways of Living. This module, designed for Year 3 or 4, focuses on Jesus' baptism and the beginning of his ministry, while other modules for Year 3 or 4 focus on church buildings, aspects of Christian living and Jesus' teaching and example.

The key concepts in this unit have a religious and a 'human' context, enabling pupils to link their learning to personal experience.

1. The baptism of Jesus

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What can we learn about Jesus' baptism from paintings and stained glass windows?</b></p>	symbol	<p>I can...  describe how the Bible story of Jesus' baptism is expressed in art (level 3)</p>	<ul style="list-style-type: none"> <li>• Small group task (a). Collect a range of visual representations of the baptism of Jesus, eg from classical paintings and from stained glass windows. Give each group one visual image and ask the children to identify and note down all the characters and the symbols shown, eg John the Baptist, Jesus, water, dove.</li> <li>• Each group shares their findings with the class.</li> <li>• Small group task (b). Give each group an account of the baptism of Jesus eg Matthew 3.13-16; Mark 1.9-11; Luke 3.21-22. Ask each group to read the account and note down the characters and events described.</li> <li>• Each group shares their findings.</li> <li>• Display the visual images and biblical accounts around the classroom. Allow the children to look at all the images and make their judgements. Share these with the class.</li> </ul>	art
<p><b>What can we learn about Jesus' baptism from the Bible?</b></p>		<p>I can...  make basic links between Christian beliefs and symbols (level 3)</p>		literacy
<p><b>Are the visual images 'good' representations of the biblical story?</b></p>				

<p><b>What symbol would you use to represent the relationship between God and Jesus after the baptism?</b></p>			<ul style="list-style-type: none"><li>• Focus on the words in Luke's account (Luke 3.22) "You are my own son" and the image of a dove. Discuss with the children whether the dove is a good symbol. How would they represent the voice of God in a visual image? Ask the children to draw/paint their own symbols.</li></ul>	
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2. The temptations faced by Jesus in the desert

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>If I were powerful, how would I use my power?</b></p> <p><b>What happened when Jesus went to the desert to prepare for his new life?</b></p>	<p>temptation</p>	<p>I can...  recognise my own values and those of others in matters of right and wrong (level 2)</p> <p>I can...  describe how beliefs about the good use of power are shown in the story of Jesus' temptations (level 3)</p>	<ul style="list-style-type: none"> <li>• Small group task. If you were very powerful, how would you use your power? Ask the children to list the things they would do.</li> <li>• Would some of these ways be 'good ways' to use power and some be 'bad ways'? Ask the children to make two columns of good and bad ways and to justify their opinions. Share the groups' responses and discuss the issues raised.</li> <li>• Read/tell the story of Jesus being tempted (Matthew 4.1-11 or Luke 4.1-13). (It is important to explain that many Christians would see these stories as symbolic, trying to put an 'inside experience' into words so that others could understand.) Discuss the three temptations and why Jesus might have wanted to 'give in' to each temptation and why he might not have wanted to 'give in', eg if he had turned bread into stone, he could have had something to eat in the desert.</li> </ul>	<p>moral development</p>

<p><b>When are we tempted to do the wrong thing?</b></p> <p><b>Is it easy or difficult to resist temptation?</b></p>		<p>I can...</p> <p>link things that are important to me with the way I think and behave (level 3)</p>	<ul style="list-style-type: none"><li>• Role play the temptations using a 'thought tunnel'. Divide the class into three groups, one for each temptation. In each group, one person takes the role of Jesus, the others form two lines: as Jesus walks between the two lines, those on one side try to persuade him to 'give in' to the temptation, those on the other side provide reasons why he should not give in. Which group has given the best reasons?</li><li>• Discuss the occasions when the children are tempted to do the wrong things. In small groups, each group selects one of the above and role-plays the dilemma through the use of a 'thought tunnel' as above. Ask the children to judge the group which provides the best reasons for not giving in to temptation.</li></ul>	
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3. The beginning of Jesus' ministry and the choosing of the twelve disciples

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>Why did Jesus need disciples?</b></p> <p><b>What kind of people did he need to be his disciples?</b></p> <p><b>Who were Jesus' first disciples and how were they chosen?</b></p>	<p>becoming a disciple</p> <p>friendship</p> <p>sacrifice</p>	<p>I can...</p> <p>retell the story of Jesus choosing his first disciples (level 2)</p> <p>identify the story as a Bible (New Testament) story (level 2)</p> <p>make links between the duties of the disciples and the people chosen by Jesus (level 3)</p>	<ul style="list-style-type: none"> <li>• Discuss the reasons why Jesus might have needed disciples as he began his ministry of teaching about God: eg to organise large groups, companionship, to teach people themselves (see Luke 9.2,3,6 for Jesus' later commands to his disciples for extra information here).</li> <li>• What qualities would Jesus' disciples need to have had? Eg being trustworthy, good with other people, believers in God.</li> <li>• Ask the children to create 'Wanted' posters for disciples, using the information they have discussed above.</li> <li>• Read the story of Jesus choosing the four fishermen as disciples (Matthew 4: 18-22). What kind of men were the fishermen – rich? clever? Why would Jesus choose humble fishermen?</li> <li>• Discuss whether it was an easy or difficult decision for the fishermen to agree to go with Jesus. What would they need to give up? Why would they do this?</li> </ul>	

<p><b>What happened when Jesus sent out his disciples to spread the Good News?</b></p>		<p>I can...</p> <p>respond sensitively to the experiences of the fishermen chosen to be disciples (level 2)</p>	<ul style="list-style-type: none"> <li>• Read the story of Jesus calling Levi, the tax collector, who later became known as Matthew. See Luke 5.27-31. Discuss why people were not happy that Jesus chose a tax collector.</li> <li>• Small group task. Role play the call of the first disciples. The groups role-playing the call of the fishermen could include their questioning whether they should follow him or not. Those role-playing the call of Levi could include the complaining of those who did not think Jesus should associate with a tax collector.</li> <li>• Look at the final list of the 12 disciples, see Luke 6.12-15. Ask the children to create 'Found!' posters listing the 12 disciples.</li> <li>• If not used above, discuss the duties of the disciples (see Luke 9.2,3,6). Would it be easy or difficult for them to do these things, and why?</li> </ul>	
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**Essex scheme of work for RE at Key Stage 2**

**JESUS' BAPTISM AND THE BEGINNING OF HIS MINISTRY**

**Useful resources**

*Ready Resources: Religious Education: Book 2* (published by Scholastic)

## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 3/4 module focused on Christianity**



## **JESUS' TEACHING AND EXAMPLE**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'Jesus' teaching and Example' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## **JESUS' TEACHING AND EXAMPLE**

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

1. The parables of Jesus
2. "Love your neighbour as you love yourself"
3. The life of a well-known Christian

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### **INTRODUCTION TO THIS MODULE**

This module draws and builds on concepts and knowledge about Christianity gained in Key Stage 1 and in the earlier Christianity modules covered in Years 3 and 4. In year 3 or 4, pupils will have already covered a study unit on Jesus' baptism and the beginning of his teaching. This module focuses on key stories told by Jesus and the different levels of teaching found in these stories. Teachers have some flexibility in the selection of stories for the basis of their teaching and the classroom approaches to these stories.

The key concepts in the module have a religious and 'human' context, enabling pupils to link their learning with personal experience.



<p><b>What is the main message of the parable of the Good Samaritan?</b></p>	<p>being a neighbour</p>	<p>I can...  describe how Jesus used stories to teach how people should treat others (level 3)</p>	<ul style="list-style-type: none"> <li>• The purpose of some parables (eg the Good Samaritan) was for people to act upon the meaning of the story. Other parables (eg the Lost Sheep and the Lost Son) were to teach people what God was like.</li> <li>• Tell/read/watch the parable of the Good Samaritan (Luke 10.30-35: see other KS2 RE support materials for further information) <i>NB Although this can be a good story for role play, it is important that it does not become a story about 'goodies' and 'baddies' but retains its serious message that everyone, even those traditionally regarded as enemies (like the Samaritans) are our neighbours.</i> Discuss whether it was easy or difficult to do what the Samaritan did and why this was so?</li> </ul>	
<p><b>What are the main messages of the parables of the Lost Sheep and the Lost Son?</b></p>	<p>forgiveness  kindness/compassion  symbols in stories</p>	<p>I can...  describe how Jesus used stories to teach people about God (level 4)</p>	<ul style="list-style-type: none"> <li>• The parable of the Lost Sheep (Matthew 18.12-14 and Luke 15.4-7) and the parable of the Lost Son (Luke 15.11-24) <i>NB The parable of the lost sheep refers to God as the good shepherd celebrating the return of the lost sheep, that is the person who has gone away and then returned to God. In the parable of the lost son, God is the father who forgives and welcomes back the son who has gone away and returned.</i></li> </ul>	

<p><b>Which parable teaches how different people react to Jesus' teaching about God?</b></p>	<p>listening and acting upon messages in stories</p>	<p>I can... describe how the parable of the Sower teaches how different people react to Jesus' teaching (level 3/4)</p> <p>I can... ask important questions about religious stories and make links with my own experience (level 3)</p>	<ul style="list-style-type: none"> <li>• The Lost Sheep. Ask a small group to role play the story, with the shepherd asking other shepherds if they have seen his lost sheep. Discuss who might represent God in the parable. Give the word 'forgiveness' as a clue to encourage the children to explore the possible meaning.</li> <li>• The Lost Son. Tell/read/watch the story and use as a 'Philosophy for Children' (P4C) activity, with the children asking questions of one/more of the characters and/or of the story itself. Discuss the questions raised by the children. <i>NB If the question about God is not raised by the children, this will have to be introduced at the end of the children's discussion session.</i></li> <li>• The parable of the Sower (Matthew 13.1-9, Mark 4.3-9 and Luke 8.5-8). (see other KS2 RE support materials for further information). Either role play the parable or represent it through a cartoon strip.</li> <li>• Are you a good listener? Can you put the messages you hear in a story into action? Refer to the parables of Jesus and back to the introduction of the section and the stories with meanings known to the children.</li> </ul>	
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3. The life of a well-known Christian

<i>Key questions</i>	<i>Key words/concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What did Jesus mean when he said ...?</b></p> <p><b>How have some well-known people been influenced by the life and teachings of Jesus?</b></p>	<p>inspiration (from Jesus' teaching)</p> <p>kindness/compassion for others</p> <p>beliefs into actions</p>	<p>I can:</p> <p>retell some of Jesus' sayings (level 2)</p> <p>make links between Jesus' teaching and peoples' actions (level 3)</p> <p>describe the impact of Jesus' teaching and lives of Christians today, eg. the life of X (level 4)</p> <p>I can...</p> <p>describe who has inspired me from my research (level 4)</p>	<ul style="list-style-type: none"> <li>• Use one/both of the following sayings of Jesus as a 'Philosophy for Children' (P4C) activity, with each child/pair of children suggesting meanings for:               <ul style="list-style-type: none"> <li>- 'Love your neighbour as yourself'</li> <li>- 'When you give a feast, invite the poor, the crippled, the lame and the blind'</li> </ul> </li> <li>• How 'serious' was Jesus when he said these things? Discuss.</li> <li>• Research the lives of one/more people who have tried to live following Jesus' teaching and example, eg Mother Teresa, Oscar Romero (see other KS2 RE support materials for further suggestions). This could be a whole class/small group/pair activity.</li> <li>• Ask the children to explain:               <ul style="list-style-type: none"> <li>- how Jesus inspired the person was inspired by Jesus' teaching</li> <li>- how s/he tried to put Jesus' teaching into practice in their life</li> <li>- the effect of their work on others</li> </ul> </li> <li>• Ask the children to reflect on who has inspired them through their research.</li> </ul>	

## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 3/4 module focused on Hinduism**



## **HINDU GODS AND GODDESSES, THEIR STORIES AND THEIR FESTIVALS**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'Hindu Gods and Goddesses, their Stories and their Festivals' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## HINDU GODS AND GODDESSES, THEIR STORIES AND THEIR FESTIVALS

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

5. Brahman (*complementary Christian content: titles given to God*)
6. Gods, goddesses, stories and festivals (having enabled pupils to learn about Brahman, schools are given complete freedom of choice about which gods, goddesses, stories and festivals to cover)

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### INTRODUCTION TO THIS MODULE

This module builds on work covered at Key Stage 1, where there are opportunities to learn about Hindu gods and goddesses in the units on special people (year 1 and 2), stories and writings (year 1) and special symbols and objects (year 1 and 2). This module is one of two for lower Key Stage 2, and it introduces children to the idea that the many Hindu gods and goddesses are representations of the one God, Brahman. It uses Ganesh, one of the most popular of Hindu gods, as an illustration of how the material in the programme of study may be covered, although schools could use the same key questions to look at any of the other Hindu gods and goddesses. There are opportunities in the course of this module for pupils to reflect on their own experiences, such as the different aspects of their own personalities, as well as opportunities to make connections between Hinduism and other world faiths, by for example comparing special birthdays.



			<ul style="list-style-type: none"><li>• Ask the children to think about the different aspects of their personalities and the roles they fulfil. Do they behave differently in different places/with different people/depending on how they are feeling? Share with the children stories which explore this idea. For example the story of 'Six Dinner Sid' by Inga Moore about Sid the cat who behaves in different ways with his six different owners.</li></ul>	
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2. Gods, goddesses, stories and festivals - focusing on Ganesh

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>Who is Ganesh?</b></p> <p><b>Why is Ganesh important to Hindus?</b></p>		<p>I can...</p> <p>identify religious objects and symbols (level 2)</p> <p>describe different ways in which religious beliefs are expressed through symbols and artefacts (level 3)</p>	<ul style="list-style-type: none"> <li>• Pass around a feely bag containing a figure of Ganesh. What does it feel like? What do the children think it is?</li> <li>• Ask the children to look at the image in more detail. What do they notice about it?</li> <li>• Explore the symbolism associated with Ganesh; for example Ganesh's large ears show that he listens to people when they pray to him. He also listens to acquire knowledge and wisdom.</li> <li>• Get the children to create their own art work of Ganesh using paints and collage materials. They could then write about why Ganesh is important to Hindus.</li> <li>• Ganesh is said by Hindus to be a wise god. Explore the concept of wisdom with the children by asking questions such as: What does it mean to be wise? Do you need to know a lot to be wise? What sorts of things do you need to know to be wise? What sort of a person could be called wise? Can anyone be wise or only someone special? Are you born wise or do you become wise?</li> </ul>	

<p><b>What stories do Hindus tell about Ganesh?</b></p>		<p>I can...</p> <p>retell religious stories (level 2)</p> <p>describe ways in which religious beliefs are expressed through stories (level 3)</p>	<ul style="list-style-type: none"> <li>• Tell the children the story of how Ganesh got his elephant head (see other support materials for this unit, available in the RE section of the Essex grid for learning website (<a href="http://www.e-gfl.org">www.e-gfl.org</a>)). Get them to retell the story through dance/music.</li> <li>• Do the children know of other stories that are similar? Read some 'Just so stories' by Rudyard Kipling. The children could retell and illustrate these.</li> <li>• Read other stories about Ganesh, such as Ganesh, the rat, the snake and the moon (see other support materials for this unit, available in the RE section of the Essex grid for learning website (<a href="http://www.e-gfl.org">www.e-gfl.org</a>)).</li> </ul>	
<p><b>How do Hindus celebrate the birth of Ganesh?</b></p>		<p>I can...</p> <p>identify some of the things that are similar for people who belong to different religions. (level 2)</p> <p>describe different ways in which religious beliefs are expressed, e.g. through festivals (level 3)</p> <p>describe some similarities and differences between religions (level 4)</p>	<ul style="list-style-type: none"> <li>• Ask the children to find out about customs associated with the festival of Ganesh Chaturthi (for example, the making, worship and parading of clay figures of Ganesh, before immersing them in the sea) and the reasons these customs are observed.</li> <li>• Reflect on the fact that birthdays recognise and value a person. Discuss the children's experiences of birthdays. Do the children know of any important birthdays that are celebrated in other religions.</li> </ul> <p><u>Assessment activity</u></p> <ul style="list-style-type: none"> <li>• Give the children a sheet of paper folded in half. On one side, ask them to draw and write about customs associated with the Hindu festival of Ganesh Chaturthi, and on the other side to choose a birthday celebrated in another religion and draw and write about this. Get them to identify the similarities and differences between the two celebrations.</li> </ul>	

## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 3/4 module focused on Hinduism**



### **WORSHIPPING AND CELEBRATING IN THE HOME: PUJA AND DIVALI**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for ‘Worshipping and Celebrating in the Home: Puja and Divali’ available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## WORSHIPPING AND CELEBRATING IN THE HOME: PUJA AND DIVALI

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

7. The home shrine and objects used in puja (worship)
8. Puja in the home
9. The story of Rama and Sita
10. The festival of Divali (*complementary Christian content: Easter*)

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### INTRODUCTION TO THIS MODULE

This module, one of two focused on Hinduism at lower Key Stage 2, focuses on worship of God at the home shrine and the importance of this for Hindus. It also covers the customs, symbolism and stories associated with the celebration of the festival of Divali. Many of the concepts raised in this module, such as special things, special times, the triumph of good over evil and new beginnings provide opportunities for children to reflect and draw on their own experiences as well as learning about aspects of Hinduism.

1. The home shrine and objects used in puja

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What artefacts can be found as part of a Hindu home shrine?</b></p> <p><b>Why is the home shrine special for Hindus?</b></p>	<p>shrine</p> <p>symbol</p> <p>sacred/holy</p>	<p>I can...</p> <p>identify religious objects (level 2)</p> <p>describe different ways in which religious beliefs are expressed through symbols and artefacts (level 3)</p> <p>I can...</p> <p>say how the lives of religious people are affected by their religion (level 3)</p>	<ul style="list-style-type: none"> <li>Set up a display to look like a Hindu shrine. On a piece of sari material arrange: a bell, incense holder and incense, pot containing water, spoon, container for kum kum, arti lamp, Aum symbol, puja tray containing fresh flowers, sweets and nuts. Decorate the display with tinsel. Light the incense and play some suitable music. Invite the children to look at the display. Do any of them know what this is? Have they seen this/something like this before? Explain that it is a display showing what a Hindu home shrine might look like. Do they know how it is used? Ask the children to draw the shrine labelling all of the artefacts.</li> <li>Working in groups, get the children to think of some reasons why the home shrine might be special for Hindus. Ask them to research this further, by finding out for example how Hindus show by their actions that the home shrine is special.</li> </ul>	

<b>What things are special to us?</b>		I can...  link things that are important to me with the way I think and behave (level 3)	<ul style="list-style-type: none"><li>• Ask the children to think about things that are special to them. Introduce the idea by showing them a box of your own special objects. Do they have a 'keep box' with their special things in? What things do/would they place in a special keep box? Why would they choose these things? Read picture story books which deal with the theme of special things.</li></ul>	
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2. Puja in the home

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What takes place during a typical Hindu puja?</b></p>	<p>ritual  worship</p>	<p>I can...</p> <p>identify religious rituals. (level 2)</p> <p>describe different ways in which religious beliefs are expressed through rituals (level 3)</p> <p>give simple explanations of religious practices (level 4)</p>	<ul style="list-style-type: none"> <li>• Show a film of (or demonstrate) a typical Hindu puja. As they are watching, ask the children to note how each artefact is used. How does puja involve all the senses?</li> <li>• Give the children a collection of pictures showing the different aspects of puja. Get them to work in groups to put the pictures in the correct sequence.</li> <li>• Next, give the children some cards with a brief explanation of why each of the rituals is performed during puja. Can the children match these reasons with the pictures showing the different puja rituals? Give each child a strip of paper divided into sections. Ask them, on each section, to draw an aspect of puja with a brief explanation of why the ritual is performed. These could be folded up to make a 'zig zag' book.</li> <li>• Make some/share some traditional Indian sweets.</li> </ul>	

3. The story of Rama and Sita

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What happens in the story of Rama and Sita?</b></p> <p><b>What is the story really about?</b> (Whatever difficulties and suffering are encountered along the way, if people show love and loyalty to each other goodness will ultimately overcome evil.)</p>	<p>good</p> <p>evil</p>	<p>I can...</p> <p>retell religious stories (level 2)</p> <p>describe how religious beliefs are expressed through stories (level 3)</p>	<ul style="list-style-type: none"> <li>• Read the story of Rama and Sita. Get the children to make shadow puppets and perform a play of the story in groups.</li> <li>• A central concept contained in the story is the triumph of good over evil. Explore these ideas through a Community of Enquiry by asking questions such as: What does good mean? Does it have one meaning or many meanings? What does evil mean? Does it have one meaning or many meanings? How do you decide what is good/evil?</li> <li>• The triumph of good over evil is the subject of many traditional stories. Can the children think of any? Can they think of any reasons why this is a popular theme in stories?</li> </ul>	

4. The festival of Divali

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>How do Hindus celebrate the festival of Divali?</b></p>		<p>I can...</p> <p>describe how some religious beliefs, practices and stories are linked (level 3)</p>	<ul style="list-style-type: none"> <li>• Share with the children customs associated with the celebration of the festival of Divali.</li> <li>• Show the children a collection of Divali cards. Ask them to design their own.</li> <li>• Explore the symbol of light, which is central to the story. Look at a selection of diva lamps. As well as being a symbol of goodness, the lights also welcome the goddess Lakshmi into the home. The children could make their own lamps from modelling clay to hold tea lights; these could be painted and decorated in traditional style. The children could find out about the goddess Lakshmi and what she represents. To attract Lakshmi, rangoli patterns are also made on floors at the entrance to the home. The children could make their own rangoli patterns.</li> <li>• Divali marks the start of the New Year for Hindus and so the festival is also about new beginnings and making a fresh start. Explore the children's experience of new beginnings. Do they make New Year's resolutions? What resolutions might they make for next year?</li> </ul>	

## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 3/4 module focused on Islam**



## **MUHAMMAD AND THE QUR'AN**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'Muhammad and the Qur'an' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).

## MUHAMMAD AND THE QUR'AN

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

11. The revelation of the Qur'an (*complementary Christian content: revelations in the Old Testament*)
12. About the Qur'an (*complementary Christian content: the Bible*)

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### INTRODUCTION TO THIS MODULE

This is the first of two modules on Islam for lower Key Stage 2, the other being 'The Mosque and Prayer'. In this module children learn about the life and teachings of Muhammad and the importance of the Qur'an in Islam.

The module begins by looking at the revelation of the Qur'an to Muhammad and goes on to teach how Muhammad's words and actions have significance for Muslims today and why the Qur'an is a special book for Muslims. Pupils also learn about the art form of calligraphy in Islam.

Throughout the module pupils are encouraged to reflect on their own experiences, by thinking for example about their own special places and special books and what guides and influences them in their own lives.

1. The revelation of the Qur'an

<i>Key questions</i>	<i>Key words/ Concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>Who was the prophet Muhammad?</b></p>	<p>revelation  sacred</p>	<p>I can ...  retell religious stories (level 2)  describe different ways in which religious beliefs are expressed through stories (level 3)</p>	<ul style="list-style-type: none"> <li>• Read the story of how the Qur'an was revealed to Muhammad (a version of which - 'Muhammad and the angel's message' - can be found in <i>A long time ago in a far away land ...</i>, which may be found in the RE section of the Essex grid for learning website).</li> <li>• The beginning of the story tells of how Muhammad often went to a special cave on Mount Hira, to be alone, to think and to pray to God. Pause after reading this part of the story; and ask the children to think about reasons why it is good to be still, quiet and peaceful. Ask them to think of some places where they can go to find peace and quiet.</li> <li>• Read the remainder of the story. In groups, get the children to discuss how they think Muhammad might have felt after he had heard the angel's message. Do they know of any stories from other religions which tell of powerful religious experiences? (For example Moses and the Burning Bush). Are there any similarities between the different stories?</li> <li>• Working in groups, ask the children to think about what religious beliefs about Allah, Muhammad and the Qur'an are expressed in the story.</li> </ul>	<p>community cohesion</p>

<p><b>Why is Muhammad important to Muslims?</b></p> <p><b>How do Muhammad's words and actions affect the way that Muslims live their lives today?</b></p>	<p>authority</p>	<p>I can ...</p> <p>say how the lives of religious people are affected by their religion (level 3)</p> <p>compare some of the things that influence me with those that influence other people (level 3)</p> <p>describe what inspires and influences me, and what inspires and influences others (level 4)</p>	<ul style="list-style-type: none"> <li>• Read stories about Muhammad's early life (such as 'Muhammad grows up' in <i>A long time ago, in a far away land ...</i>). How do the stories suggest that Muhammad was going to be an important person?</li> <li>• Explain that Muhammad is an important role model for Muslims because he interpreted the Qur'an in his daily life and the things that he did and said were remembered and written down. These stories and sayings help Muslims to put the teachings of the Qur'an into practice in their lives. Read stories about Muhammad (for example, 'Muhammad and the Thirsty Camel' in <i>A long time ago, in a far away land ...</i>) and reflect on the teachings they contain. How do these messages help Muslims in their daily lives?</li> <li>• Ask the children about their own role models. Who influences them in their lives? Ask the children to write about someone who has influenced them.</li> </ul>	
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2. About the Qur'an

<i>Key questions</i>	<i>Key words/ Concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What is the Qur'an?</b></p> <p><b>Why is the Qur'an a special book for Muslims?</b></p>	<p>authority</p> <p>holy/sacred</p> <p>compassion</p> <p>mercy</p>	<p>I can ...</p> <p>identify holy books (the Qur'an) (level 2)</p> <p>describe different ways in which religious beliefs are expressed (level 3)</p> <p>give simple explanations of the way Muslim's lives are affected by their beliefs (level 4)</p>	<ul style="list-style-type: none"> <li>• Display a copy of the Qur'an placed on a wooden stand (kursi). Ask the children if they know what this is. Remind the children of the story of the revelation of the Qur'an to Muhammad.</li> <li>• Play a recording of a recitation of the Qur'an. Explain that as the Qur'an contains the words which Muhammad recited, it is believed by Muslims to be the word of Allah. The Qur'an is therefore regarded as the supreme source of authority and is treated with the greatest respect and reverence. Get the children to research how Muslims treat the Qur'an which shows that it is a special book. Do the children and their families have special things which are treated with respect in their homes? Discuss with the children their experience of special belongings/books? Why do they like them? How do they treat them?</li> </ul>	

			<ul style="list-style-type: none"><li>• Display pictures of Muslim children engaged in learning the Qur'an. Explain that because Muslims believe that the Qur'an contains the actual word of God, they learn Arabic in order to read it and many learn the Qur'an by heart. Those who can recite the Qur'an are given the title hafiz to put before their own name and are treated with respect. Ask the children about their experiences of learning things by heart. Is it easy, or is it difficult?</li><li>• In the Qur'an every recitation begins with the 'Bismillah' in Arabic, which means 'In the name of Allah, the compassionate, the merciful'. What does this tell us about the Muslim view of God? Can the children think of some examples of mercy and compassion (for example events in the media/in history?) Explain to the children that God has 99 beautiful names in Islam. Show the children a poster of the ninety nine beautiful names of God written in calligraphy and some Muslim prayer beads- the ninety nine beads are used to say the 99 names of God in prayer. Why do they think Muslims do this?</li></ul>	
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<p><b>Why is calligraphy important in Islam?</b></p>		<p>I can ...</p> <p>describe ways in which religious beliefs are expressed (level 3)</p>	<ul style="list-style-type: none"><li>Decorate the classroom with some pictures of Islamic calligraphy. Explain that calligraphy is an important art form in Islam because it is unacceptable to attempt to reproduce life like images of people or animals. This is because God alone created life and to try to emulate this act of creation is blasphemous. Share with the children some examples of how calligraphy is used. For example, the first Surah in the Qur'an is called al-Fatihah and the words of this Surah are always beautifully decorated. Words from the Qur'an are also used to decorate homes and Mosques. Get the children to try out some calligraphy for themselves by decorating some words that are special to them or a favourite poem/saying. Reflect on how words are used to inspire/guide – do the children know any common sayings and proverbs? Where do these sayings come from?</li></ul>	
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<p><b>How are Muhammad and the Qur'an important for Muslims today?</b></p>		<p>I can ...</p> <p>identify religious objects (level 2)</p> <p>describe different ways in which religious beliefs are expressed through artefacts and rituals (level 3)</p> <p>describe different ways in which religious beliefs can be expressed through artefacts and rituals (level 4)</p>	<p><u>Assessment task</u></p> <ul style="list-style-type: none"> <li>• Make a display of some of the artefacts from this unit of work (for example, prayer beads, a Quran on a stand, pictures of calligraphy). Get the children to make a booklet/power point presentation to explain each of these and why they are important for Muslims today. This work could be presented to another class/in assembly.</li> </ul>	
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## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 3/4 module focused on Islam**



## **THE MOSQUE AND PRAYER**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'The Mosque and Prayer' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).

## THE MOSQUE AND PRAYER

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

13. The first mosque and the first call to prayer
14. Features of the mosque (*complementary Christian content: Christian places of worship*)
15. Prayer, five times daily (*complementary Christian content: Jesus' teaching about prayer*)

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### INTRODUCTION TO THIS MODULE

This module builds on the module for Year 3 or 4 entitled 'Muhammad and the Qur'an. In this module, children learn about how Muhammad set up the first mosque following his flight from Makkah to Medinah, and how Bilal gave the first call to prayer.

Children also learn about the importance to Muslims of the mosque today and about how religious beliefs are expressed in practice, such as in the duty to pray five times a day.

The module also provides opportunities for pupils to reflect on their own ideas and experiences of prayer and make comparisons between prayer in Islam and in other world faiths.



2. Features of the mosque

<i>Key questions</i>	<i>Key words/ Concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>What are the different features of a mosque?</b>	sacred  holy	I can ...  use the correct religious words to describe some important features of the mosque (level 3)	<ul style="list-style-type: none"> <li>• Show the children a number of pictures of the inside and outside of different mosques (if possible, take the children on a visit to a mosque). Ask them to in groups to pick out the key features (for example, dome with crescent, a minaret, water tap for wudu, the mihrab (empty niche in the wall pointing to Makkah), clocks to indicate the times of prayer, beautiful calligraphy and geometric patterns).</li> <li>• Make a large picture of the inside of a mosque to display with the key features labelled. Get the children in groups to produce an information booklet to accompany the display explaining the different features and their significance.</li> <li>• Using ICT, pupils could find out about different styles of mosques around the world.</li> </ul>	ICT

3. Prayer, five times daily

<i>Key questions</i>	<i>Key words/ Concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>How do Muslims prepare for prayer?</b></p> <p><b>How do Muslims pray?</b></p>	<p>prayer</p> <p>belief</p> <p>five pillars of Islam</p> <p>worship</p> <p>ritual</p>	<p>I can ...</p> <p>identify things that are important in different religions (the importance of prayer five times a day to Muslims) (level 2)</p> <p>say how the lives of Muslims are affected by their religion (level 3)</p>	<ul style="list-style-type: none"> <li>• Discuss patterns/routines in the children’s lives. Is there a pattern to their day? Do they do things at certain times? Explain that Muslims pray five times a day; this is one of the five pillars of Islam. Show the children a film clip and/or pictures of Muslims preparing for prayer (including wudu, the washing ritual) and engaged in prayer.</li> <li>• In groups, ask the children to identify the different positions adopted in prayer and find out what they mean.</li> <li>• Show children some artefacts related to prayer, for example:             <ul style="list-style-type: none"> <li>i. Prayer beads (subhah). Explain that sometimes Muslims hold subhah, a string of 99 beads representing the 99 beautiful names of Allah.</li> <li>ii. Prayer mat. This is important as it provides a clean surface on which to pray. Show the children photographs of a variety of prayer mats and if possible a real one. Get the children to design a prayer mat in Islamic style (remind them that representations of God or Muhammad are not permitted).</li> <li>iii. Qiblah compass. Indicates the direction of Makkah.</li> </ul> </li> </ul>	

<p><b>What does prayer mean?</b></p>		<p>I can ...</p> <p>identify some of the things that are similar for people who belong to different religions (level 2)</p> <p>use the correct religious words to describe some important features of different religions, identify things that are the same and things that are different (level 3)</p> <p>describe some similarities and differences between religions (level 4)</p>	<ul style="list-style-type: none"> <li>• Ask the children to reflect on the concept of prayer in Islam, other religions and in their own experience. Who do people pray to? What do they pray for? What helps people to pray? Are there particular places that people pray?</li> <li>• Produce for the children a collection of pictures showing different places of prayer from a variety of religions, along with pictures of people of different faiths engaged in prayer. In groups, get the children to group the pictures according to religion and to identify similarities and differences between the different religions. This could form the basis of written work about prayer in different world religions.</li> </ul>	
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## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 3/4 module focused on Judaism**



## **MOSES, THE EXODUS AND THE FESTIVAL OF PESACH**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'Moses, the Exodus and the Festival of Pesach' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## **MOSES, THE EXODUS AND THE FESTIVAL OF PESACH**

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

16. Background to the story of Moses

17. The story of Moses and the Exodus

18. The festival of Pesach and the Seder meal (*complementary Christian content: the Last Supper, see Y3/4 Study Unit entitled Holy Week*)

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### **INTRODUCTION TO THIS MODULE**

This module is designed to draw and build on the concepts and knowledge about Judaism gained at Key Stage 1. In Years 1 and 2, Judaism may have been studied through the themes of Special Places (with the celebration of Shabbat), Special Words, Stories and Writings (with stories about Abraham and Noah), and Special Ways of Living (which includes celebrations in the home and synagogue). This module is based on the first of two study units for Years 3 and 4, and is designed to focus on the Exodus and the journey of the Hebrews from slavery in Egypt to freedom in the Promised Land, commemorated at Pesach (Passover).

The key concepts in this module have both a religious and a 'human' context, enabling pupils to relate their learning to personal experience.

1. Background to the story of Moses

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other areas/initiatives</i>
<p><b>How did the Hebrews (the ancestors of the Jews) come to be living as slaves in Egypt, rather than living freely in their ‘promised land’?</b></p>	<p>promised land</p> <p>covenant (pact, agreement)</p>	<p>I can ...</p> <p>explain in very simple terms how, having been given the ‘promised land’, the Hebrews came to be slaves in Egypt (level 2)</p>	<ul style="list-style-type: none"> <li>• The children (individually, in pairs or small groups) could be given a list of things to find out about:               <ol style="list-style-type: none"> <li>1) Why is the land of Canaan (now called Israel) known as the ‘promised land’? (Because 4,000 years ago, through the Covenant, God promised it to Abraham and his descendants (the Jewish people) – see Genesis 17.6-8.)</li> <li>2) Why did the ancestors of the Jews leave the ‘promised land’ of Canaan? (The answer is found in the story of Joseph and his many-coloured coat. Joseph, who was Abraham’s great grandson, achieved high office in Egypt and invited his father Jacob, his 11 brothers and their families to come and settle in Egypt when there was famine in Canaan.)</li> <li>3) How did the Hebrews (the ancestors of the Jews) become slaves? (They grew in number, and the Egyptians began to feel threatened by them. Pharaoh needed a large workforce for his large-scale building projects, so he forced them into slavery.)</li> </ol> </li> </ul>	

2. The story of Moses and the Exodus

<i>Key questions</i>	<i>Key words/concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>Who was Moses?</b></p>	<p>identity</p>	<p>I can ...</p> <p>retell stories about Moses (level 2)</p> <p>I can ...</p> <p>give thoughtful answers to questions about my own and others' experiences and feelings of identity (level 2)</p>	<ul style="list-style-type: none"> <li>• Read in a Children's Bible/watch on DVD the story of Moses' early life. His Hebrew mother hid him in bulrushes (Exodus 2.1-6) and he was brought up by Pharaoh's daughter.</li> <li>• Read/tell the story about Moses killing the Egyptian who was hitting a Hebrew slave (Exodus 2.11-15).</li> <li>• Discuss Moses' identity, born a Hebrew, brought up as an Egyptian. Do you think he felt more of a Hebrew or an Egyptian – or both? Was he right/wrong to be angry about the Egyptian slave master?</li> <li>• What gives you your identity? Make a 'shield' divided to show different aspects which make up your identity.</li> <li>• Discuss what it is like for people today who are brought up in a different culture.</li> </ul>	<p>personal, social and emotional development</p> <p>citizenship</p>

<p><b>What was it like to be a slave in Egypt?</b></p>	<p>persecution/freedom</p>	<p>I can ...</p> <p>retell the story of the Hebrews as slaves in Egypt (level 2)</p> <p>I can ...</p> <p>give thoughtful answers to questions about slavery and persecution (level 2)</p>	<ul style="list-style-type: none"> <li>• Brainstorm ideas about being a 'slave'. Distinguish between the 'outside' parts (having to work/obey orders) and the 'inside' parts (not being free, not having time to live as you choose).</li> <li>• Discuss: What was it like to be a slave in Egypt? (Exodus 1 gives a flavour: making cement, bricks, building cities, working on the land, harsh task masters, not free to worship God).</li> <li>• In small groups, create 'Protest Posters', identifying changes wanted by the slaves.</li> <li>• Further discussion. Are there people who are persecuted/are not free today?</li> </ul>	<p>citizenship</p>
<p><b>What happened when Moses saw a bush burning in the desert?</b></p>	<p>symbol</p>		<ul style="list-style-type: none"> <li>• Talking about God. When believers talk about God, what words/symbols/similes do they use? Eg Christians speak of God's presence as 'light' and represent this in the candle in a Christingle; Hindus sometimes see God as 'fire' – both are natural and very powerful symbols. In pairs, complete the sentence 'God is like...' for display.</li> </ul>	

	<p>revelation</p> <p>sacred/holy</p>	<p>I can ...</p> <p>describe how beliefs about the sacred/holy are expressed through the removal of shoes/the covering of the head (level 3)</p> <p>I can ...</p> <p>link things that are important to me with the way I behave (level 3)</p>	<ul style="list-style-type: none"> <li>• Tell/read/watch the story of Moses and the burning bush.</li> <li>• In small groups, create a large cartoon version of the story showing Moses seeing the burning bush, approaching it, hearing God's voice, taking off his shoes, being told that he was to go to ask the Pharaoh to let the slaves go...</li> <li>• 'Hot seat' Moses. How did he feel when God revealed himself in the burning bush and told him to go to Pharaoh?</li> <li>• How did Moses feel at each stage? Make a 'Feeling Chart', adding word cards to the storyboard to describe his feelings, eg shocked, afraid, scared.</li> <li>• Discuss the action of taking off shoes as a sign of being on holy ground. What makes something sacred/holy? Are there places where you take off shoes/cover heads as signs of holiness? Eg on entering a Hindu temple, a mosque or a gurdwara.</li> <li>• How do we treat something which is very special to us?</li> <li>• Why is the story of Moses and the Burning Bush important for Jews today? What does it show about God and his feelings about the Israelites?</li> </ul>	<p>literacy</p> <p>PSHE</p> <p>spiritual development</p>
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<p><b>How did God, through Moses help the Hebrew slaves to escape?</b></p>	<p>leadership</p>	<p>I can ...</p> <p>retell the different episodes in the story of Moses (level 2)</p> <p>give thoughtful answers to questions about the experiences and feelings of the Egyptian families (level 2)</p> <p>ask important questions about religious beliefs, eg whether the plagues were natural disasters or sent by God (level 3)</p>	<ul style="list-style-type: none"> <li>• Tell/read/watch the story of Moses asking Pharaoh to let the Hebrew slaves go.</li> <li>• Prepare and role play a 'Thought Tunnel': Pupils line up to create either side of a tunnel; as 'Pharaoh' walks through the 'tunnel', those on one side give reasons why he should let them go while those on the other side give reasons why he should not let them go.</li> <li>• In small groups, role play how the Egyptian families were affected by some of the plagues. How would they feel about Pharaoh's decision not to let the people go? Discuss whether the plagues might have been natural disasters or sent directly by God.</li> <li>• Retell through role play, posters, cartoon images or poems the story of the Hebrews preparing to leave Egypt: placing blood on their doorposts, preparing a meal of roasted lamb with herbs and flat, unrisen, bread.</li> <li>• Did Moses turn out to be a good leader for God? What evidence is there in the story? What makes a good leader?</li> </ul>	<p>moral development</p> <p>literacy: speaking and listening</p> <p>PSHE/citizenship</p>
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3. The festival of Pesach and the Seder meal

<i>Key questions</i>	<i>Key words/concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>How do Jews today remember the story of the Exodus, the Hebrews' escape to freedom?</b></p>	<p>Pesach (Passover)</p> <p>Seder</p> <p>remembrance</p> <p>celebration</p> <p>symbol</p>	<p>I can ...</p> <p>identify features of the Pesach celebration (level 2)</p> <p>describe how religious beliefs, practices and stories are linked in the celebration of Pesach (level 3)</p> <p>describe how Jews express their beliefs through story and rituals at Pesach (level 3)</p> <p>suggest meanings for the terms 'slavery' and 'freedom' and how these are expressed through symbols in the celebration of Pesach (level 4)</p>	<ul style="list-style-type: none"> <li>• Discuss the different ways in which we remember and celebrate events, eg through retelling stories, sending cards, eating special food.</li> <li>• Identify features of the Hebrews' escape from slavery to freedom which Jews today would want to remember and suggest ways and symbols which would help them to remember. Ensure that the children understand that, for Jews, it was God through Moses who set the Hebrew slaves free.</li> <li>• Learn about how Jews celebrate Pesach (Passover) today from the internet, CD-ROMs, DVDs, Jewish visitors, etc.</li> <li>• Make a chart of food which can/cannot be eaten during Pesach, ie only food without raising agents such as yeast can be eaten during the festival.</li> <li>• Prepare a Seder meal for the class. Children could sit in 'family' groups, each with a Seder plate with the symbolic items on it.</li> </ul>	<p>citizenship</p>

			<ul style="list-style-type: none"><li>• Ask the children to prepare simple explanations for a class Haggadah which can be read in episodes during the Seder meal. The explanations would link the symbolic foods with the story, eg 'The Hebrews had bitter times when they were slaves. We remember this when we taste the bitter herbs.' (The preparation of their Seder plate and the prepared explanations should provide evidence of pupils' achievements in this unit.)</li><li>• Slavery – Freedom. Discuss why these two aspects of the celebration of Pesach are important to Jews today and represent the differences between these ways of life in dance, art or poetry.</li></ul>	PSHE/citizenship
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## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 3/4 module focused on Judaism**



## **JOURNEY TO THE PROMISED LAND**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'Journey to the Promised Land' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## **JOURNEY TO THE PROMISED LAND**

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

19. 40 years in the wilderness

20. The festival of Sukkot

21. Moses receives the Ten Commandments (*complementary Christian content: the importance of the Ten Commandments*)

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### **INTRODUCTION TO THIS MODULE**

This module is designed to draw and build on the concepts and knowledge about Judaism gained at Key Stage 1. In Years 1 and 2, Judaism may have been studied through the themes of Special Places (with the celebration of Shabbat), Special Words, Stories and Writings (with stories about Abraham and Noah), and Special Ways of Living (which includes celebrations in the home and synagogue). This module is based on the second of two study units for Years 3 and 4, and focuses on the experience of the Israelites (Hebrews) in the wilderness, the celebration of Sukkot and the giving of the Ten Commandments to Moses.

The key concepts in this module have a religious and a 'human' context, enabling pupils to link their learning to personal experience.

1. 40 years in the wilderness

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What is it like to make a long and difficult journey?</b></p>	<p>journey</p>	<p>I can ...  ask questions about my own experiences and feelings and those of other people (level 2)</p>	<ul style="list-style-type: none"> <li>• What kind of journeys do we/others make? Distinguish between daily journeys, journeys which challenge (eg space travel, expeditions, being a refugee, knowing you will never return home).</li> <li>• What feelings might you have before, during and after the journey, depending on whether you make the journey willingly/unwillingly? How might going on a journey change you?</li> <li>• 'I will never be the same again'. Write a poem/short description based on the above discussions.</li> </ul>	<p>PSHE</p>

<p><b>What happened to Israelites (Hebrews) on their journey through the wilderness?</b></p>	<p>God's protection</p>	<p>I can ...</p> <p>describe how Jewish belief that God protected the Israelites in the wilderness is expressed through the story of Moses (level 3)</p>	<p>Role play:</p> <ul style="list-style-type: none"> <li>• Become some of the Israelites travelling from Egypt to the 'promised land' of Canaan. Do this either in small 'family' groups or by cutting out life-size characters on lining paper for display on the classroom/corridor walls.</li> <li>• Research and discuss one of the following incidents: the fear of the Israelites when unable to cross the waters of the Red Sea (Exodus 14); their fear when there was no food (Exodus 16) and when there was no water (Exodus 17). How did the Israelites feel? How did they react to Moses and what was their response when the problem was solved? Why might the Israelites think God helped to solve the problem?</li> <li>• Each 'family' group role plays one of the three incidents.</li> <li>• Add key captions from the role play as speech bubbles to the life-size characters on display.</li> </ul>	<p>literacy: speaking and listening</p>
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2. The festival of Sukkot

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>Why is the Israelites' journey through the wilderness important to Jews today and how do they remember it at Sukkot?</b></p>	<p>God's protection</p> <p>shelter</p>	<p>I can ...</p> <p>describe how Jewish beliefs about God are expressed through the story and rituals of Sukkot (level 3)</p> <p>I can ...</p> <p>make links between my feelings and the feelings of the Israelites and express these in poetry (level 3)</p>	<ul style="list-style-type: none"> <li>• Discuss the fact that for the Israelites, it was God, through Moses, who was helping them in the desert.</li> <li>• Research through the internet, books, CD-ROMs, DVDs or a Jewish visitor how Jews celebrate Sukkot by the building of a sukkah or booth and by waving the lulav and etrog or 'arba minim' (the four species) (see other KS2 RE support materials for further information on this).</li> <li>• Build a sukkah, a cube-shaped booth, in the classroom using a bare wall and two screens (leave one side open). Cover the roof with garden netting with stars attached, disguised with leafy branches. You should be able to see the stars and feel the rain through the roof of a sukkah.</li> <li>• 'Hot seat' the family groups on how it felt with a sukkah as the only shelter in the wilderness, and their belief that it was God who protected the Israelites. Record the feelings of the families in small group 'journey poems'.</li> </ul>	<p>ICT citizenship</p> <p>design technology</p>

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|  |  |  | <ul style="list-style-type: none"><li>• Make lulavs using stiff card in different colours to represent the date palm, the myrtle leaves and willow branches. Make an etrog from plasticine or modroc.</li><li>• Learn a song to sing while waving the lulav in all directions to represent the belief that God is everywhere. (Christians sing a song with the words 'Hallelujah, Praise ye the Lord' while Jews replace 'Praise ye the Lord' by singing another 'Hallelujah').</li><li>• Think/discuss why this might be an appropriate song when remembering how God protected the Israelites during the time in the wilderness.</li></ul> |  |
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3. Moses receives the Ten Commandments

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>Why did the Israelites need rules and what rules did God give them? Are these rules important today?</b></p>	<p>rules</p>	<p>I can ...</p> <p>link values that are important to me with keeping class and national rules (level 3)</p> <p>describe how religious rules for Jews (and Christians) are found in the Ten Commandments (level 3)</p> <p>raise questions and suggest answers to questions of morality (level 4)</p>	<ul style="list-style-type: none"> <li>• Identify the class' rules. Discuss why these rules are important. What would happen if they did not exist? Do the same with rules for all people living in Britain.</li> <li>• If you, like the Israelites, were travelling to a new life in a new land, what rules would you have for your community? Debate which rules would be most important: create a list of Ten Rules.</li> <li>• Tell/read/watch/investigate the story of God giving Moses the Ten Commandments (Exodus 19-20).</li> <li>• Which of these commandments are the most, and least, important today?</li> <li>• Should rules always be kept or are there times when they can be broken?</li> </ul>	<p>moral development</p> <p>PSHE/citizenship</p>

<p><b>In what ways were the Israelites different after their journey through the wilderness?</b></p> <p><b>Why is this story so important for Jews today?</b></p>	<p>community</p> <p>belonging</p> <p>shared experience</p> <p>shared values</p>	<p>I can ...</p> <p>describe how the lives of the Israelites were changed by their experiences and by their religious beliefs (level 3)</p> <p>describe why the story of the Exodus is important for Jews today (level 4)</p>	<ul style="list-style-type: none"> <li>• Recall the story of the journey and the experiences of the Israelites, eg how they had doubted Moses and were angry that he had led them away from a life they knew, even if they had been slaves. What might they have learned from the experiences of not being able to cross the Red Sea, of not having enough food and water? How might having rules change their future life by making them into a community?</li> <li>• Ask the children to think of as many differences as they can and record these by sticking 'post-it' notes around the question on a display board/put the differences as speech bubbles into the 'mouths' of the life-size characters displayed.</li> <li>• Discuss the children's responses.</li> <li>• Why is the story of the Exodus so important for Jews today?</li> </ul>	
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## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 3/4 module focused on Sikhism**



## **GURU NANAK, GURU GOBIND SINGH AND THE KHALSA**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'Guru Nanak, Guru Gobind Singh and the Khalsa' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## Sikhism Study Unit

**Key Stage 2  
(Year 3 or Year 4)**

# GURU NANAK, GURU GOBIND SINGH AND THE KHALSA

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

22. Guru Nanak, the founder of Sikhism (*complementary Christian content: Jesus' baptism experience*)

23. Guru Gobind Singh and the formation of the Khalsa (*complementary Christian content: infant baptism and confirmation*)

24. The Five Ks

### **N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

## **INTRODUCTION TO THIS MODULE**

This module is designed to draw and build on the concepts and knowledge about Sikhism gained at Key Stage 1.

At Key Stage 1, Sikhism may have been studied through themes such as Special People, Special Places, Special Words, Stories and Writings or Special Ways of Living. This is the first of two study units Sikhism for Key Stage 2 and it focuses on key Sikh figures (Guru Nanak and Guru Gobind Singh) and the special symbols worn by Khalsa Sikhs (the Five Ks).

The key concepts in this module have a religious and a 'human' context enabling pupils to link their learning to personal experience.

1. Guru Nanak, the founder of Sikhism

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>What do we know about Guru Nanak when he was a boy?</b>	identity	I can...  make links between my own and others' experiences (level 3)	Favourite stories about our childhood <ul style="list-style-type: none"> <li>• Recount a family story or memory told about you (the teacher) when you were young</li> <li>• Ask the children to retell family stories told about themselves when they were very young. Discuss why these particular stories are remembered: maybe they recall key events in the children's lives, eg when they first walked/talked, maybe they are puzzling or amusing stories.</li> </ul>	personal, social and emotional development  spiritual development
		I can...  describe how stories about Guru Nanak as a boy show him as a special person (level 3)	Favourite stories about Guru Nanak's childhood <ul style="list-style-type: none"> <li>• Tell/read/watch one/more stories about Guru Nanak when he was a boy eg how at his birth he smiled instead of crying, how instead of listening to his teachers Nanak would sit and think about God, how a cobra raised its hood to protect Nanak from the sun (see KS1 RE support materials for these and other stories).</li> <li>• In pairs, children can write and illustrate one of these stories in book format. Display these and discuss what the stories show about Guru Nanak, eg how Sikhs regard him as special, even from birth.</li> </ul>	literacy



<p><b>What did Guru Nanak teach his followers about equality?</b></p>		<p>I can begin to describe the impact religion has on believers' lives (level 3)</p>	<ul style="list-style-type: none"><li>• Nanak taught his followers that everyone is equal before God and that you should treat each other like brothers and sisters.</li><li>• Think about and discuss: What does it mean to treat everyone like brothers or sisters? Give some examples. Is it easy or difficult to treat everyone as if they are a brother or sister? On what occasions is it difficult for us to do this? Role play some easy and difficult situations.</li><li>• Why was this teaching so important to Guru Nanak – and why is it so important for Sikhs today?</li></ul>	
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2. Guru Gobind Singh and the formation of the Khalsa

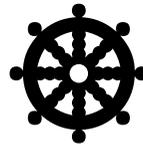
<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>To which groups do you belong and how do you show belonging?</b>	belonging identity	I can...  identify the groups to which I belong and how this influences me (level 3)	<ul style="list-style-type: none"> <li>• Talk about the groups to which the children belong, eg Brownies, Cubs.</li> <li>• Ask the children to do a 'show and tell' activity with reference to symbols which show belonging, eg uniforms, badges.</li> <li>• Ask children to role-play ceremonies of belonging eg. making the Brownie promise.</li> <li>• Make a display of items and events which show belonging.</li> <li>• How are you expected to behave when you join these groups?</li> </ul>	personal and social development
<b>What happened at Baisakhi day in 1699?</b>	bravery sacrifice identity community	I can:  describe the story told by Sikhs of the foundation of the Khalsa (level 3)	<ul style="list-style-type: none"> <li>• Tell/read/watch the story of Baisakhi (see other KS2 RE support materials).</li> <li>• Discuss the behaviour Guru Gobind Singh expected of the Sikhs, ie to be brave, to be willing to sacrifice their lives for their faith. How easy was it to be brave?</li> <li>• Talk about the ceremony of Amrit and the promises made by the Panj Piases, the Beloved Five, who became the first members of the Khalsa (see other KS2 RE support materials).</li> <li>• Names with meanings. Why was it important for female Sikhs to take the name 'Kaur' (Princess) and males to take the name 'Singh' (Lion)?</li> <li>• Write a television 'Newsflash' or newspaper report as if the events in Anandpur in 1699 had just taken place. Eye witness interviews could be included.</li> </ul>	

3. The Five Ks

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What are the Five Ks, and what do they symbolise?</b></p>	<p>identity</p> <p>symbols of belonging</p>	<p>I can...</p> <p>Identify some/all of the 5Ks worn by Sikhs (level 2)</p> <p>describe the 5Ks as symbols worn by Sikhs (level 3)</p> <p>make links between the wearing of the 5Ks and being a member of the Sikh Khalsa (level 4)</p>	<ul style="list-style-type: none"> <li>• Remind the children that wearing uniforms and badges are ‘outer’ signs of belonging to a community</li> <li>• Look at the Five Ks (use pictures, computer images, videos/DVDs, artefacts): kesh (uncut hair), kangha (comb), kara (steel bangle), kirpan (sword), kachera (cotton shorts) and discuss the meanings of the symbols (see other KS2 RE support materials). Illustrate the Five Ks for display and compare with the uniforms (school and club) worn by the children.</li> <li>• If possible, interview an initiated Sikh (male or female) to ask what it means to them to wear the 5Ks.</li> <li>• How does it feel to belong to a community? Discuss whether it is easy or difficult to wear a ‘uniform’ and be recognised by everyone. How will people expect you to behave? When might it be easy/difficult?</li> <li>• Make a chart titled ‘Belonging to a Community’ (or similar). List the good/easy points of belonging, eg friendship, and the more difficult points.</li> <li>• Read or tell the story of the Donkey and the Tiger Skin (see KS1 RE support materials for this story). Why is the story important for Sikhs? What might a Sikh learn from the story?</li> </ul>	

## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 5/6 module focused on Buddhism**



## **LIVING AS A BUDDHIST: DEVOTIONAL PRACTICES AND THE MIDDLE WAY**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'Living as a Buddhist: Devotional Practices and the Middle Way' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## Buddhism Study Unit

Key Stage 2  
(Year 5 or Year 6)

# LIVING AS A BUDDHIST: DEVOTIONAL PRACTICES AND THE MIDDLE WAY

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

25. The Buddha image (revisited) (*complementary Christian content: devotional statues in homes and places of worship*)
26. Buddhist shrines
27. Buddhist devotional practices
28. The Middle Way and the Noble Eightfold Path (*complementary Christian content: the Ten Commandments*)

### **N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

## INTRODUCTION TO THIS MODULE

This module builds on the module 'The Buddha's Life Story', covered in year 3 or 4. It looks in greater detail at the teachings of the Buddha and how this teaching impacts on the way that Buddhists live their lives and practise their religion. Many of the values explored here in the context of Buddhism, such as helping others, kindness, generosity, truthfulness, caring for living things and the environment, raise opportunities for pupils to reflect on their own values and experiences.

1. The Buddha image (revisited)

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links with other curriculum areas/initiatives</i>
<p><b>What does the Buddha image communicate about the life of the Buddha?</b></p>	<p>calmness  compassion  wisdom  enlightenment</p>	<p>I can...  identify religious objects and symbols. (level 2)  describe different ways in which religious beliefs are expressed through symbols and artefacts. (level 3)</p>	<ul style="list-style-type: none"> <li>• The children will have been introduced to Buddhism in the Study Unit for year 3 or 4 entitled 'The Buddha's Life Story'. To remind them about the Buddha, they could be re-introduced to the Buddha image, and through the image (or 'rupa'), reminded of key events in his life.               <ul style="list-style-type: none"> <li>- The long ear lobes are a reminder of the fact that Prince Siddhatta Gotama (long before he became known as the Buddha) was brought up in great luxury wearing heavy gold earrings in each ear.</li> <li>- The fact that the Buddha image shows him no longer wearing earrings and wearing a simple robe is to show that Prince Siddhatta Gotama gave up his life of luxury and embraced poverty and self-denial.</li> <li>- He is shown meditating with a calm, serene expression on his face. It was through meditation that Siddhatta Gotama achieved enlightenment and became the Buddha (meaning 'Awakened One' or 'Enlightened One').</li> </ul> </li> </ul>	

			<ul style="list-style-type: none"><li>- In some Buddha images, he is shown reaching down to touch the ground with the finger tips of his right hand: at the moment of enlightenment, he touched the ground and felt a sense of oneness with the whole of the universe.</li><li>- He sits on a lotus flower. Just as the lotus rises from the mud through water (symbolic of cleansing, refreshment and renewal) to achieve its full flowering in the light, so the Buddha achieved enlightenment.</li><li>- The ushnisha (bump on the top of his head) and the 'third eye' or 'dhamma eye' in the centre of his forehead are symbols of wisdom and enlightenment.</li></ul>	
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2. Buddhist shrines

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links with other curriculum areas/initiatives</i>
<p><b>What artefacts form part of a Buddhist shrine and what do they signify?</b></p>	<p>shrine</p> <p>symbol</p>	<p>I can:</p> <p>say what different forms of religious expression e.g. artefacts mean (level 4)</p> <p>say what different forms of symbolic expression might mean (level 4)</p>	<ul style="list-style-type: none"> <li>• Collect the different items found in Buddhist shrines: Buddha image (rupa), candles, vase of flowers, incense, seven offering bowls.</li> <li>• Show the items to the children and explain that they all belong together. Get the children into groups and share out the artefacts. Have the children seen these things/something similar before? Where? Get the children to think about what their object might be used for. Are there any questions they would like to ask about it? Get the children to feed back their ideas and questions to the rest of the class. As each group has their turn, collect up the artefacts and arrange them on a display table to look like a Buddhist shrine. Give the children a selection of books and get them to find out more about their artefact. Are there different kinds of their artefact? How are they used? Collect up and share each group's research with the rest of the class.</li> <li>• Ask the children to draw and label a picture of the shrine, explaining the significance of each item.</li> </ul>	

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|  |  |  | <ul style="list-style-type: none"><li>• Ask the children to make/draw their own shrines in honour of members of their family, someone they admire, a pet, someone who has died, etc. They will need to be able to explain why they have chosen the things they have for the shrine. <i>N.B. This would not be a suitable activity for children who come from religious traditions where honouring anyone but God would be seen as blasphemous (e.g. certain Muslims, certain Jews and Jehovah's Witnesses).</i></li></ul> |  |
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3. Buddhist devotional practices

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links with other curriculum areas/initiatives</i>
<p><b>How do Buddhists show devotion at shrines?</b></p>	<p>devotion</p> <p>ritual</p> <p>contemplation</p> <p>worship</p>	<p>I can</p> <p>describe different ways in which religious beliefs are expressed, through symbols and rituals (level 3)</p> <p>say what different forms of religious expression mean (level 4)</p>	<ul style="list-style-type: none"> <li>• Make a visit to a Buddhist Centre or show the children film/pictures of Buddhists engaged in devotional practices at shrines. Make the point that when Buddhists perform devotional practices, they are not worshipping the Buddha as a god. They are showing their deep respect for a man, who having achieved enlightenment, then taught others how to achieve it themselves.</li> </ul> <p><u>Assessment task</u></p> <ul style="list-style-type: none"> <li>• Ask the children to make a PowerPoint presentation leaflet/booklet about Buddhist devotional practices at shrines to show to other classes, or to accompany a shrine display. They should include an explanation of each practice, for example, bowing before sacred objects with palms together three times shows respect for the Three Jewels (covered in the year 3/4 module entitled 'The Buddha's Life Story').</li> </ul>	

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|  |  |  | <ul style="list-style-type: none"><li>• The most important devotional practice for Buddhists is meditation. One of the reasons that Buddhists meditate is to focus their thoughts and still their minds. Ask the children to think about silence. Have they experience of being silent? Where? When? Ask them to sit very still and keep very quiet for a few minutes. How does it feel to be silent? Is being silent easy? What might make it easier? To help them to meditate Buddhists may focus their attention on images on the shrine or concentrate on their breathing. Why might it be important to be focussed? Calm? Collect up the children's ideas. How do they achieve calm? What helps them to focus and concentrate?</li></ul> |  |
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4. The Middle Way and the Noble Eightfold Path

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links with other curriculum areas/initiatives</i>
<p><b>What is the 'Middle Way' and the 'Noble Eightfold Path'?</b></p> <p><b>How do Buddhists follow this teaching in their daily lives?</b></p>	<p>self- indulgence</p> <p>self-denial</p> <p>moderation</p>	<p>I can:</p> <p>say how the lives of religious people are affected by their religion (level 3)</p> <p>say how people's ideas and beliefs affect what they do in their lives, applying this to myself and others (level 4)</p> <p>ask important questions about religion and beliefs and compare my ideas with those of other people (level 3)</p>	<ul style="list-style-type: none"> <li>• Remind the children that one of the reasons that Buddhists meditate is to cultivate a calm, clear mind to help them to respond more thoughtfully in everyday situations. A calm, clear mind also helps them to follow the Buddha's teachings and practise the Noble Eightfold Path. Although not specifically required by the agreed syllabus, if the teacher felt it was appropriate, she or he could share with the children the Buddha's teaching about the 'Four Noble Truths'.             <ol style="list-style-type: none"> <li>1. All life involves suffering and everything is ultimately unsatisfactory (the word Buddhists use for suffering and unsatisfactoriness is 'dukkha').</li> <li>2. Suffering and unsatisfactoriness arise from desire (the word Buddhists use for desire is 'tanha', which also means thirst or craving).</li> <li>3. The way to eliminate suffering and unsatisfactoriness is to learn to live without desire or craving.</li> <li>4. The way to live without desire or craving is by following the 'Middle Way' between asceticism (giving up everything) and excess. This way is known as the Noble Eightfold Path.</li> </ol> </li> </ul>	

		<p>I can:</p> <p>say how people's ideas and beliefs affect what they do in their lives, applying this to myself and others (level 4)</p>	<ul style="list-style-type: none"><li>• Ask the children to reflect on and discuss the Four Noble Truths. Does everything in life involve an element of suffering, and is everything in life ultimately unsatisfactory? Are suffering and unsatisfactoriness caused by desire or wanting things? Would we be happier if we could eliminate desire? How can we eliminate desire?</li><li>• Explore with the children a central concept contained in the teaching of 'The Middle Way' and 'The Four Noble Truths' by looking at 'wants' and 'needs'. In groups, give the children a selection of pictures and get them to decide whether they think they are things that people <i>need</i> or things that they might <i>want</i>. (Alternatively, get them to cut pictures from magazines or draw things that they think people <i>need/want</i>) Do they agree with each other? Get them to share and discuss their groupings as a class. Do people need different things or do we all need the same things? Is wanting something the same as needing it? What do people need to live/be happy? Is it good to have everything you want?</li><li>• Explain to the children the steps on 'The Noble Eightfold Path':<ol style="list-style-type: none"><li>i. Right understanding - understanding and living according to The Four Noble Truths.</li><li>ii. Right thought - turning away from selfishness and being motivated to help others.</li><li>iii. Right speech - speaking the truth and using speech positively, not to provoke or cause hurt.</li><li>iv. Right action - for example not killing living things, or stealing.</li></ol></li></ul>	
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|  |  |  | <ul style="list-style-type: none"><li>v. Right livelihood – ensuring one’s job and lifestyle do not harm other beings or the environment.</li><li>vi. Right effort - making a sustained effort to lead a life according to Buddhist principles until this becomes a habit.</li><li>vii. Right mindfulness - remembering to apply Buddhist teachings in everyday life, for example, remembering to be truthful.</li><li>viii. Right concentration - creating a calm, clear mind, as this can help to understand things better.</li></ul> <ul style="list-style-type: none"><li>• Children could illustrate these.</li><li>• In groups, give the children some everyday scenarios/issues in the media. Get them to discuss: how might someone respond to these in a way that is consistent with the Noble Eightfold Path?</li><li>• There are many concepts and values related to general human experience which could be explored as part of a ‘Community of Enquiry’ which may help pupils to a deeper understanding of The Noble Eightfold Path. For example: selfishness, helping others, truthfulness, caring for living things and the environment, kindness, generosity. Robert Fisher’s Thinking Skills series, including ‘Values for Thinking’ (published by Nash Pollock), offers many useful starting points and questions for exploring these ideas with children.</li></ul> |  |
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## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 5/6 module focused on Christianity**



## **THE CREATION STORY IN GENESIS 1**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'The Creation Story in Genesis 1' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## THE CREATION STORY IN GENESIS 1

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

5. Different ways of interpreting the Bible
6. The creation story in Genesis 1
7. Interpreting the creation story in Genesis 1
8. The implications of Genesis 1 for Christians today

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### INTRODUCTION TO THIS MODULE

This module is intended to draw and build on the knowledge, skills and attitudes developed in earlier modules, in particular 'Special Things in Nature' (Key Stage 1). It also builds on the year 3 or 4 module 'Living as a Christian: the Bible and Prayer'. This module focuses on the creation story in Genesis 1 and ways that Christians interpret the story, including what significance the story could have for Christians today. Many of the key concepts covered by this unit (such as wonder, creation, mystery) relate to general human experience and present an opportunity for pupils to reflect on their own experiences and beliefs about the natural world.

1. Different ways of interpreting the Bible

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>How do Christians interpret the Bible?</b></p> <p><b>Do all Christians agree on the way the Bible should be interpreted?</b></p> <p><b>Do all Christians interpret Bible stories literally?</b></p>	<p>interpretation</p> <p>fact</p> <p>truth</p>		<ul style="list-style-type: none"> <li>• Ask the children the following question, “When people read the Bible, how do they interpret it?”. Through questioning and discussion, help the children to see that people interpret the Bible in different ways. List and discuss the various possibilities, for example:               <ul style="list-style-type: none"> <li>- The Bible is literally true. Everything happened exactly as the Bible describes.</li> <li>- The Bible is completely untrue. It is a work of pure fiction containing fanciful stories that never really happened. It belongs to the realm of myths, legends, fairy tales.</li> <li>- The Bible falls somewhere between the above two extremes. The stories originated in real events, in things that really happened; but these became exaggerated and altered in the telling. The fact that Bible stories were originally passed on by word of mouth helps to account for this.</li> <li>- Some of the oldest stories in the Bible were made up to explain things that were hard to explain. For instance, the creation story explains how everything came into existence; Adam and Eve explains why there is suffering in the world; and the tower of Babylon (Genesis 11.1-9) explains why different languages are spoken. Some people think these stories are no longer relevant because we now have a more accurate, ‘scientific’ understanding of these things.</li> </ul> </li> </ul>	

		<p>I can...</p> <p>identify times when words are used symbolically or metaphorically (i.e. distinguish between a true story and a story, such as a fable, parable or allegory, that may not be true in a literal sense but which contains truth) (level 4)</p> <p>identify some figurative (non-literal) uses of language (e.g. recognise metaphor, allegory, analogy, symbolism) (level 5)</p>	<ul style="list-style-type: none"> <li>• Explain to the children that many Christians believe the Bible is the Word of God. Such Christians believe that every word of the Bible is literally true, even if there is scientific or historical evidence to the contrary. Now use the following question as a prompt for discussion, “Is it possible to be a Christian without believing that every word of the Bible is literally true?”</li> <li>• Explain that Christians hold widely different views about the Bible. Some interpret it literally. Others are clear that not everything in the Bible is factually accurate.</li> <li>• Relate Aesop’s fable about the hare and the tortoise. Using a ‘Community of Enquiry’ approach, ask the children to explore the question, “Is this story true?”. Through questioning and discussion, arrive at the conclusion that although the story is not true in a literal sense (i.e. it is not a factual account of a race that really took place), the ‘hidden’ messages that it contains are true.</li> <li>• Explain that many Christians interpret Bible stories in this way. The stories may not be true in a literal sense, but they contain truth.</li> </ul>	
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2. The creation story in Genesis 1

<i>Key questions</i>	<i>Key words/concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>How according to Genesis 1 did everything come into existence?</b></p>	<p>beauty wonder creation mystery</p>	<p>I can...  describe different ways in which religious beliefs are expressed (level 3)</p>	<p>Read the story of creation in Genesis 1. Children could:</p> <ul style="list-style-type: none"> <li>• retell the story through dance/drama</li> <li>• set the story to music (the children could be put into groups, with each group taking one of the days of creation)</li> <li>• make a large collage/frieze showing the days of creation</li> <li>• compare the creation story in Genesis 1 with creation stories from other traditions</li> </ul> <p>The following questions could be asked of this (or any other) story. (The first four are used in 'Godly Play' to elicit thoughtful responses.)</p> <ul style="list-style-type: none"> <li>• I wonder which part of the story you like best?</li> <li>• I wonder which part of the story is the most important?</li> <li>• I wonder what you are in the story? I wonder what part of the story is about you?</li> <li>• I wonder if there is any part of the story we can leave out and still have the story?</li> <li>• I wonder what happens next?</li> <li>• I wonder how the story is going to end?</li> <li>• I wonder what happened before the story started?</li> <li>• I wonder what will happen after the story ends?</li> <li>• I wonder what would be a good title for the story?</li> <li>• I wonder what the message of the story is?</li> <li>• I wonder what the story is really about?</li> </ul>	

3. Interpreting the creation story in Genesis 1

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>How do Christians interpret the creation story in Genesis 1?</b></p>	<p>authority  inspiration</p>	<p>I can...  identify when words describe things that really happened and when words are used symbolically or metaphorically (level 4)</p>	<p>Use the creation story as a way to explore further different ways in which Christians interpret the Bible.</p> <ul style="list-style-type: none"> <li>• Give out (or alternatively, get the children to find) different pieces of writing around a given theme, for example the season of summer. These could include poetry, songs, factual accounts, scientific accounts, descriptive writing. Explore with the children the differences in how summer is depicted. Talk about and get the children to identify figurative uses of language, such as imagery, symbol, simile, metaphor, analogy.</li> <li>• Explain that the different styles of writing are all interpretations of the same thing. Ask the children how we know what kind of writing each piece is. How does knowing what style of writing it is help us to understand what is written? Explain that in the Bible it is not always clear what style a particular piece of writing is and that this can give rise to different interpretations as people seek to understand it. Explain that some Christians believe that the Bible story in Genesis 1 is a scientific account and literally true in every respect, but that others see the story as a myth, but which nevertheless contains truths about God, human beings and the world.</li> </ul>	

			<ul style="list-style-type: none"><li>• Put the children into groups to identify what the creation story tells Christians about God, human beings and the world:<ul style="list-style-type: none"><li>- God: for example, God has always been there, God was there before anything else existed, God created everything, God rules the universe, God is pleased with creation.</li><li>- Human beings: for example, human beings were created by God, they were the climax of creation, they have power over the earth and all living things, they have responsibility for the earth and all living things, they were made to be like God.</li><li>- The World: for example, the world was created by God, the world is good, the world was created as a place for human beings to live and look after.</li></ul></li><li>• Collect up their ideas and discuss them. Why is it important therefore, for Christians to care for creation?</li></ul>	
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4. The implications of Genesis 1 for Christians today

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What implications might the creation story in Genesis 1 have for how Christians view the world and live their lives today?</b></p>	<p>authority</p> <p>inspiration</p>	<p>I can...</p> <p>say how the lives of religious people are affected by their religion (level 3)</p> <p>make links between sources, practices, beliefs, ideas, feelings and experiences (level 4)</p> <p>explain how religious sources are used to provide answers to ultimate questions and ethical issues (level 5)</p>	<ul style="list-style-type: none"> <li>Put the children into groups and ask them to discuss the implications of the beliefs about God, human beings and the world (see above) for the way that Christians live their lives today. For example, if the world was created for human beings to look after, what might this mean with regard to endangered species and other current environmental issues such as habitat destruction and global warming?</li> </ul> <p><u>Assessment activity</u></p> <ul style="list-style-type: none"> <li>Ask the children to choose a current environmental issue and say what a Christian response might be in the light of the creation story in Genesis 1. They could write about/illustrate the issue on one side of a sheet of A4 paper and write about/illustrate the response on the other. They could research the work of Christian groups in campaigning for environmental issues.</li> </ul>	<p>education for sustainable development</p>

<p><b>What do we think about the natural world?</b></p> <p><b>How does what we believe about the natural world affect our actions?</b></p>		<p>I can...</p> <p>ask important questions about religion and beliefs and compare my ideas with those of other people (level 3)</p> <p>link things that are important to me with the way I think and behave (level 3)</p> <p>say how people's ideas and beliefs affect what they do in their lives, applying this to myself and others (level 4)</p>	<ul style="list-style-type: none"> <li>• Encourage the children to reflect upon the beauty and mystery of the natural world using a variety of stimuli: <ul style="list-style-type: none"> <li>- posters</li> <li>- picture story books</li> <li>- poetry</li> <li>- first hand observations of nature</li> <li>- music</li> <li>- creative visualisations</li> </ul> </li> <li>• Ask the children to make their own responses to the natural world using art, drama, music, dance, poetry and reflective writing.</li> <li>• Explore with the children ways that they can help to care for the natural world, using story books such as 'Belonging' by Jeannie Baker and 'Children of the Earth... Remember' by Schim Schimmel as a stimulus.</li> <li>• Explore the central concepts of the story (such as beauty, mystery, creation) through a 'Community of Enquiry'. (See study unit or Robert Fisher 'Stories/Poems for Thinking' Published by Nash Pollock Publishing for suggestions.)</li> </ul>	<p>education for sustainable development</p>
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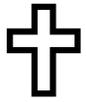
## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 5/6 module focused on Christianity**



## **HOLY WEEK: THE LAST WEEK OF JESUS' LIFE**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'Holy Week: the Last Week of Jesus' Life' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## **HOLY WEEK: THE LAST WEEK OF JESUS' LIFE**

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

1. The entry into Jerusalem, commemorated on Palm Sunday
2. The Last Supper, commemorated on Maundy Thursday and at Holy Communion
3. The crucifixion, commemorated on Good Friday
4. The resurrection, celebrated on Easter Day

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### **INTRODUCTION TO THIS MODULE**

This module is designed to draw on the knowledge, skills and attitudes developed in previous modules in Year 3 and Year 4, in particular, the Christianity study units entitled 'Jesus Baptism and the Beginning of his Ministry' and 'Jesus' Teaching and Example'.

The focus is on the last days of Jesus' life, marked by Christians in the worship and rituals of Holy Week. The activities in this unit encourage children to explore the historical events, discover how these are commemorated in liturgical events in the church today, and the meaning they hold for Christians. The children are encouraged to think about their own experiences and make links with experiences encountered in these stories and events.

1. The entry into Jerusalem, commemorated on Palm Sunday

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>How do you welcome special people?</b></p> <p><b>What is Palm Sunday?</b></p>			<ul style="list-style-type: none"> <li>• Explain this unit will be like going on a journey visiting the events that took place in the last week of Jesus' life. Every year, Christians follow this journey during the time called Holy Week and Easter. It's a kind of pilgrimage. Make a wall display to help you track your 'Jerusalem Journey', the different events that took place and the way Christians remember and re-enact those events today. (Links can be made here with Islam unit: The Ka'bah and the Hajj.)</li> <li>• Explore together how you would welcome a special visitor e.g. royalty, the homecoming of a successful football team, a pop star/celebrity.</li> <li>• Read one of the Gospel accounts of Jesus' entry into Jerusalem, eg Matthew 21.1-11. Download images for a backdrop to the story.</li> </ul>	

<p><b>What happened when Jesus went to Jerusalem for the last time?</b></p> <p><b>How are these events remembered today?</b></p>	<p>service</p> <p>remembrance</p> <p>worship</p>	<p>I can...</p> <p>suggest meanings for the Palm Sunday story and say why it is important for Christians (level 4)</p> <p>show understanding of religious stories and make links with my own experience (level 4)</p> <p>I can...</p> <p>describe how the story of Palm Sunday is remembered by Christians today (level 4)</p>	<ul style="list-style-type: none"> <li>• Use 'hot seating' to explore the story, the characters, their feelings and experiences. Jesus chose to enter Jerusalem on a donkey to show he wanted to serve rather than lead. Who was he trying to serve? What message was he trying to give?</li> <li>• In pairs, write an 'I was there!' newspaper article that describes the events of the day, captures the atmosphere and the feelings of the people who were there. Decide on a striking headline.</li> <li>• Christians remember this day, in the calendar of the church year, as Palm Sunday. Find out the date of Palm Sunday in the current year and see where it falls in relation to Easter Day? Why do you think it was given this name? Find out about how churches remember Palm Sunday. Have examples of Palm crosses for display. In what ways are Christians re-enacting the events?</li> <li>• Begin to compile the 'Jerusalem Journey' wall display using, for example, images of Palm Sunday, a Bible quotation, palm crosses, 'newspaper articles' and information about Palm Sunday customs.</li> </ul>	
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**2. The Last Supper, commemorated on Maundy Thursday and at Holy Communion**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>How do you remember special times and special people?</b></p> <p><b>What is the Last Supper and what happened there?</b></p>	<p>symbol</p> <p>celebration</p> <p>thanksgiving</p> <p>remembrance</p> <p>community</p> <p>worship</p>	<p>I can...</p> <p>compare what is important for me with what is important for others (level 3)</p>	<ul style="list-style-type: none"> <li>• Brainstorm occasions when people gather for special meals. What kinds of food are associated with specific occasions? How do you remember these special occasions? Who are the people who help to make the occasion special?</li> <li>• Introduce the next event of the 'Jerusalem Journey', known by Christians as the Last Supper. Jesus began by washing his disciples' feet (John 13.1-11). Consider the need for the custom of foot washing. Discuss why, in this story, Jesus did this – a job usually associated with a servant. What message was Jesus giving to his followers? Why might Christians call Jesus the 'Servant King'?</li> <li>• Read one of the Gospel descriptions of the Last Supper e.g. Matthew 26.17-30. Download images for a backdrop to the story. (This would have been a Passover meal - links with Judaism unit: Moses, the Exodus and Pesach). In groups, choose one part of the story and create a tableau to illustrate what is happening. Use body language to illustrate the feelings and emotions of the situation.</li> </ul>	

<p><b>What is Maundy Thursday?</b></p> <p><b>How are these events remembered today?</b></p>			<ul style="list-style-type: none"><li>• Write an account of the Last Supper from the point of view of one of the disciples covering the events but also exploring different feelings, eg imagine what it felt like to have your feet washed by Jesus. What was it like to be Judas about to betray Jesus?</li><li>• Christians remember this day, in the calendar of the church year, as Maundy Thursday. Find out the date of Maundy Thursday in the current year and see where it falls in relation to Easter Day? Why do you think it was given this name? (See other KS2 RE support materials.) Find out about how churches commemorate Maundy Thursday.</li><li>• Have pictures of bread and wine for display. Use examples from real life as well as symbolic representations. In what ways are Christians re-enacting the events of the last supper every week (and in some churches every day)? Research what happens at Holy Communion (also called Eucharist, Mass, Lord's Supper) in an Anglican Church and in a church of another denomination.</li></ul>	
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		<p>I can...</p> <p>suggest meanings for the story of the Last Supper and make links with Holy Communion (level 3/4)</p> <p>identify and explain reasons for differences in the way Holy Communion is celebrated in two different Christian denominations (level 5)</p>	<ul style="list-style-type: none"><li>• Jesus commanded his followers to eat bread and drink wine in his memory. Are there things that you are commanded to do? What does it feel like to be told to do something?</li><li>• Add to the 'Jerusalem Journey' wall display using, for example, images of Maundy Thursday, a Bible quotation, symbols of bread and wine, accounts of the Last Supper and information about Maundy Thursday customs.</li></ul>	
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3. The crucifixion, commemorated on Good Friday

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>What happened at the end of Jesus life?</b>	betrayal  sacrifice  transformation	I can...  ask and answer questions about how I treat others and the impact of my behaviour on others (level 4)	<ul style="list-style-type: none"> <li>• Read Luke 22.47 (Judas betrays Jesus) Explore together how you would feel if you were betrayed by one of your closest friends. What might be the feelings of the betrayer? Write a poem to express some of these ideas.</li> <li>• Explain that the death of Jesus is a complex story of sacrifice, injustice, cruelty and betrayal. Read a Gospel account of the death of Jesus, eg Luke 23.44-48. Identify the ways the Gospel writer creates great drama at this point in the story. How do Jesus' final words show that in spite of this horrific death, he puts his trust in God? What do Christians learn from this?</li> <li>• It is a Roman soldier who has a 'penny dropping moment' and realises Jesus is divine (God's son). Why might the Gospel writer put these words into his mouth? Do you think it might change the soldier's way of life? Has anything ever happened to you to make you stop and reflect? Imagine you are a reporter for a newspaper interviewing the Roman soldier after the event.</li> </ul>	moral development

<p><b>Why do Christians call the day Jesus was crucified 'Good' Friday?</b></p>	<p>forgiveness</p>			
<p><b>How are these events remembered today?</b></p>	<p>symbol worship</p>	<p>I can...  suggest meanings for the story of the end of Jesus' life and make links with Christian rituals for Good Friday (level 3/4)</p>	<ul style="list-style-type: none"> <li>• This dramatic story of human betrayal and horrific death is remembered by Christians on 'Good' Friday because they believe Jesus did a good thing to sacrifice himself for their sake: Jesus believed he had to die so that people could come closer to God again. This is a complex concept but take time to explore the children's ideas about how can this be 'good'. (You may find the other KS2 RE support materials helpful for background information but try to work with the children's ideas.)</li> <li>• Christians remember this day, in the calendar of the church year, as Good Friday. Find out the date of Good Friday in the current year and see where it falls in relation to Easter Day? Find out about how churches commemorate Good Friday. Have examples of different crosses for display. Why is this such an important symbol for Christians? In what ways do churches reflect the sadness and solemnity of Good Friday?</li> <li>• Add to the 'Jerusalem Journey' wall display using, for example, images of different crosses, a Bible quotation, newspaper articles, poems and information about Good Friday customs.</li> </ul>	

4. The resurrection, celebrated on Easter Day

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>How can important events change our lives?</b></p>	<p>resurrection change transformation new life/new beginnings mystery</p>	<p>I can... say how people's ideas and beliefs affect their lives (level 4)</p>	<ul style="list-style-type: none"> <li>• How can important events change our lives? Have you ever heard people say, "Life will never be the same again"? (Eg the birth of a sibling, moving house/ school, the death of a grandparent). The resurrection of Jesus is a mystery and Christians have different ways of understanding it, but they all believe that this event changed the world so that it was never the same again.</li> <li>• Read John 20.11-18 (this is one of the resurrection accounts). In groups explore and record the different emotions that Mary experienced in this narrative. It ends with Jesus telling her to repeat what she has seen to the other disciples. What do you think Mary will say to them? What do you think their reaction will be? What do you feel about this story? Each group records their ideas to present to the class.</li> </ul>	

<p><b>What is Easter Day? How do Christians remember Jesus' resurrection on Easter Day?</b></p>	<p>symbol worship</p>	<p>I can... suggest meanings for the story of Jesus' resurrection and make links with Christian rituals for Easter Day (level 4)</p> <p>I can... use religious words to describe the meaning of symbols pictures and artefacts in the Easter story (level 3)</p> <p>explain some of the different ways Christians celebrate Easter (level 4)</p> <p>describe the impact Jesus' final week on earth had on people at the time and make connections with how Christians relate to Jesus today (level 5)</p>	<ul style="list-style-type: none"> <li>• Christians use the symbol of light to represent their belief in new life offered to them by Jesus' resurrection. Find out about how Christians worship on Easter day and the symbols that are used to represent the Easter story, eg lighting candles, lighting the Pascal candle, Easter gardens, flowers, crosses. What is the meaning behind the custom of eating Easter eggs?</li> <li>• Complete the 'Jerusalem Journey' wall display using, for example, images of different crosses, a Bible quotation, accounts of Mary and Jesus, and information about Easter Day customs and symbols.</li> <li>• Individual assessment task. Collate the pieces of work from each section of the unit into a Holy Week newspaper. Illustrate with pictures and appropriate Easter symbols giving a caption to explain their meaning.</li> </ul>	
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**Useful resources**

[www.whyeeaster.com](http://www.whyeeaster.com)

<http://bible.oremus.org/> A good site for printing off Bible references

<http://images.google.co.uk/> Art references, eg search 'Palm Sunday', 'Jesus washes the disciples feet', 'Last Supper'.

<http://www.kingofpeace.org/palmcrosses/> There are many websites giving directions for making a palm cross. This is an example – it has clear photos to help!

*Miracle Maker* video/DVD <http://www.biblesociety.org.uk/l3.php?id=229>

*Pathways of Belief* video/DVD (Christianity – programme 3) BBC

*The Christ We Share*, CMS, Christian images from around the world

*A-cross the world*, BRF, Crosses from around the world

Both available from the CMS shop: <http://www.cms-shop.org.uk/>

Artefacts: <http://www.articlesoffaith.co.uk> for a wide selection of crosses, Lent and Easter collection

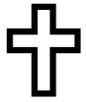
## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 5/6 module focused on Christianity**



## **CHRISTIANITY IN THE LOCAL COMMUNITY – AND BEYOND**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for ‘Christianity in the Local Community – and Beyond’ available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## **CHRISTIANITY IN THE LOCAL COMMUNITY – AND BEYOND**

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

9. The role of the parish church in the life of the local community
10. The role of the parish priest in the life of the local community
11. Baptism, confirmation, weddings and funerals
12. Global Christian outreach

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### **INTRODUCTION TO THIS MODULE**

This module is designed to draw on the knowledge, skills and attitudes developed in previous modules in Year 3 and 4, in particular, 'The Local Anglican Parish Church' and 'Living as a Christian'.

This module focuses on the role of the church and the parish priest in the local community and explores the different ways the church offers rituals to mark important stages in life. These can provide opportunities for sharing in celebrations or they can be times of great sadness when people come together to offer comfort and support. The unit concludes with an exploration of the church as a global community, often described by Christians as a world wide family.

1. The role of the parish church in the life of the local community

Key questions	Key words/ concepts	Learning outcomes	Suggested activities	Links to other curriculum areas/initiatives
<p><b>What happens in the local parish church?</b></p> <p><b>Why do people go to church?</b></p>	<p>sacred</p> <p>holy</p> <p>community</p> <p>belonging</p> <p>God</p> <p>faith</p>	<p>I can...</p> <p>ask and answer questions about groups I belong to and why they are important for me (level 4)</p> <p>I can...</p> <p>give simple explanations of why Christians go to church and the things they do there (level 4)</p>	<ul style="list-style-type: none"> <li>• Discuss special places where the children meet up with their friends. What makes the place special? What brings everyone together? (focus on the concepts of <i>community</i> and <i>belonging</i>)</li> <li>• Be church detectives. Gather information from the parish church e.g. from their website, parish magazine, notice board and find out a) what happens on a Sunday b) what activities take place during the rest of the week. Discover who the different people are who go to church and their reasons for going there. Make a display showing, for example, 'A Week in the Life of xxx Church'.</li> <li>• Invite someone from the local parish church e.g. vicar, church member, to talk about why the church is a special place to them. (focus on <i>God</i> e.g. a place where they feel they can come close to God and <i>faith</i> e.g. how going to church helps to strengthen their faith)</li> </ul>	<p>community cohesion</p>

<p><b>Why is the church a special place for the Christian community?</b></p>		<p>I can ...</p> <p>describe why it is important for Christians to go to church (level 4)</p> <p>I can...</p> <p>describe how Christians remember Jesus when they share bread and wine (level 3)</p>	<ul style="list-style-type: none"> <li>• Think about what makes a place <i>sacred</i> and <i>holy</i>.</li> <li>• Prepare questions to ask the visitor about what happens during Sunday services. What do Christians do when they worship, e.g. pray, sing, read the Bible, talk, listen. Find out about a favourite hymn, prayer, Bible story. Then work in small groups to research these 'favourites'. Highlight words or phrases that tell you about what Christians believe.</li> <li>• For many Christians, the most important part of their worship is when they share a special meal together (Holy Communion, Mass, The Lord's supper). [NB links with Christianity Study Unit: 'Holy Week'] Discover why Christians share bread and wine. Find out from your visitor why this sacred meal is important for them.</li> <li>• Christians believe in one God and they know God in three different ways: as God the father, God the Son (Jesus), God the Holy Spirit. Many Christians recite The Nicene Creed as part of their regular worship. It's a way of stating what they believe about God. Find the three ways the creed describes God. List some Christian beliefs. Think about the impact these beliefs might have on the life of a Christian.</li> </ul>	
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		<p>I can...</p> <ul style="list-style-type: none"> <li>- talk about the fact that Christians have a creed stating what they believe (level 3)</li> <li>- describe why it is important for Christians to recite their creed (level 4)</li> <li>- recognise some of the main beliefs held by Christians and explain how these make a difference to their lives (level 5)</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>- describe my own beliefs and compare these with others (level 3)</li> <li>- ask and answer questions about the beliefs I hold and that others hold (level 4)</li> <li>- use what I have learned in this unit to compare my beliefs with those of others (level 5)</li> </ul>	<p>Assessment task, part 1 (small group activity)</p> <ol style="list-style-type: none"> <li>1) Each group takes one part of the Nicene Creed and creates images, symbols, movement and music that could be used to illustrate that part of the Creed. This could include symbols seen during a church visit.</li> <li>2) Explain how the symbols/special objects show the beliefs of the people who worship in church.</li> <li>3) List some of the main beliefs and their impact on the life of a Christian.</li> <li>4) Each group presents its findings to the rest of the class.</li> </ol> <p>Assessment task, part 2</p> <ul style="list-style-type: none"> <li>• Read an extract from Martin Luther King's acceptance speech for the Nobel Peace Prize (see website listed under 'Useful resources' below).</li> <li>• Discuss the different beliefs the children hold e.g. about how to treat others, about justice, about fair trade. These can be non-religious or religious beliefs.</li> <li>• Each child writes their own creed outlining three things they believe are important. Begin each section, "I believe..."</li> <li>• Invite the children to read their creed to the rest of the class. Then answer questions about their creed raised by other children.</li> </ul>	
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2. The role of the parish priest in the life of the local community

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>What is the job of the local parish priest?</b>	calling/ vocation  faith  service  mission  commitment	I can...  express and explain views about how a religious belief can affect a person's life (level 5)  I can...  describe what inspires and influences me and others (level 4)  I can...  say how what I believe can affect what I do in my life (level 4)	<ul style="list-style-type: none"> <li>• Invite the local vicar to be interviewed either at school or in church.</li> <li>• Raise questions to help explore their work e.g. why s/he became a vicar; what the job entails; work in church and in the local community; the special clothes worn in church and in the community; the most important part of the job. Explore what vocation means. What has been the impact of the vicar's beliefs on his/her life.</li> <li>• Write a diary for a week in the vicar's life. How does this compare with the things you do? Make links between your experience and the vicar's. Describe the similarities and differences in your lives</li> <li>• Create a timeline of your Sunday and the vicar's Sunday. Place them side by side and describe similarities and differences. Are there any links you can identify?</li> <li>• Compare your beliefs with those of the vicar. Work in pairs to interview other people in your class. Raise questions e.g. What are the most important things in your life? What impact have they had on your life? What do you believe? Have you ever had the feeling you must do something?(vocation)</li> </ul>	citizenship

3. Baptism, confirmation, weddings and funerals

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
How do Christians mark important times in their life?	journey of life symbol belonging community identity love commitment	I can... describe some similarities and differences between the way people of different faiths mark stages in their lives (level 4)	<ul style="list-style-type: none"> <li>• Explore the idea of life as a journey. Collect photos of the children as babies. Do they still look the same? Can you guess who's who?</li> <li>• Ask older people within the school or parents, or grandparents to identify important times in their lives. Make comparisons.</li> <li>• Find out about the way Christians mark important stages in life with special services in church, eg baptism, first communion, confirmation, marriage, funerals.</li> <li>• Reflect on and explain why it is important for Christians to do this in a public ceremony. Make a timeline display showing the rites of passage in a Christian life. Use text and images to explain what happens in these ceremonies.</li> <li>• Make links with other world religions and world views and describe similarities and differences in the way people mark different stages in life. How might people of no faith choose to do this?</li> </ul>	spiritual, moral, social and cultural development

4. Global Christian outreach

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>How do Christians help people in need at home and around the world?</b></p>	<p>giving social justice justice love</p>	<p>I can... describe why Christians believe they should help anyone in need (level 4)</p>	<ul style="list-style-type: none"> <li>• Discuss the meaning of the following Bible quotation from the first letter to John: “If a rich person sees his brother in need, yet closes his heart against his brother, how can he claim that he loves God? My children, our love should not be just words and talk; it must be true love, which shows itself in action” (1 John 3.17-18).</li> <li>• Read the story of the Good Samaritan (Luke 10.30-37).</li> <li>• What are these extracts from the Bible saying? Why might they be important for Christians today?</li> <li>• Brainstorm the basic needs of a person today. A well known Christian charity, Christian Aid has a slogan, “We believe in life before death”. What do you think this means?</li> <li>• Find out about the work of Christian Aid and other Christian charities e.g. World Vision, the Salvation Army, Traidcraft, CAFOD.</li> <li>• Find out whether the local parish church has links with churches in other countries.</li> </ul>	<p>citizenship</p>

**Useful resources**

[http://www.reonline.org.uk/allre/tt\\_links.php?113](http://www.reonline.org.uk/allre/tt_links.php?113)

Virtual tours of churches and cathedrals, symbols found in churches, information about church communities in different parts of the country

<http://www.reonline.org.uk/allre/results.php>

Christian symbols

For teachers: *How to Read a Church*, Richard Taylor, Rider, 2003 ISBN 1 8441 3053 3

[http://en.wikipedia.org/wiki/Holy\\_Trinity\\_\(Masaccio\)](http://en.wikipedia.org/wiki/Holy_Trinity_(Masaccio))

A well known classical image of the Trinity is by Masaccio (Santa Maria Novella, Florence. A Google images search on The Trinity gives a rich source of classical and modern art representations.

<http://www.cofe.anglican.org/worship/liturgy/commonworship/texts/word/creeds.html>

The Nicene Creed

[http://nobelprize.org/nobel\\_prizes/peace/laureates/1964/king-acceptance.html](http://nobelprize.org/nobel_prizes/peace/laureates/1964/king-acceptance.html)

“I believe...” Extract from Martin Luther King’s acceptance speech for the Nobel Peace Prize

Christian Aid resources for teachers: <http://learn.christianaid.org.uk/>

World Vision: <http://www.worldvision.org.uk/>

The Salvation Army <http://www.salvationarmy.org.uk>

Traidcraft: <http://www.traidcraftshop.co.uk>

CAFOD: <http://www.cafod.org.uk/primary>

## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 5/6 module focused on Hinduism**



## **BRAHMAN, THE TRIMURTI AND CREATION STORIES**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'Brahman, the Trimurti and Creation Stories' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## BRAHMAN, THE TRIMURTI AND CREATION STORIES

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

29. Brahman and AUM

30. The Trimurti: Brahma (creator), Vishnu (preserver), Shiva (destroyer) (*complementary Christian content: the Holy Trinity*)

31. Hindu stories of creation (*complementary Christian content: the creation story in Genesis 1*)

### **N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### **INTRODUCTION TO THIS MODULE**

This module is designed to build on the knowledge and understanding about Hindu gods and goddesses gained in lower Key Stage 2. This, the first of two units on Hinduism for year 5/6, explores the Hindu understanding of creation as a continuous event through learning about the Trimurti and exploring stories about how the world began. This module introduces some key concepts such as samsara, which will be developed in the second of the two Hindu units entitled 'Death, reincarnation and sacred places'. During the course of this unit, pupils will have opportunities to compare similarities and differences between different religions (by for example, comparing different creation stories) and opportunities to relate their learning to their own lives and experiences (for example, by reflecting on their own understanding of time and their experiences of the natural world).



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|  |  |  | <ul style="list-style-type: none"><li>• Ask the children to find out about symbols for God in other religions (e.g. the Bible refers to God as Creator (Isaiah 40.28, Father (Matthew 6.9), Judge (Genesis 18.25), King (Jeremiah 10.7), Lord (Psalm 113.1), Rock (Isaiah 17.10), Shepherd (Psalm 23.1), Shield (Psalm 18.2)).</li></ul> |  |
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2. The Trimurti: Brahma (creator), Vishnu (preserver), Shiva (destroyer)

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What is the Trimurti?</b></p> <p><b>What implications does belief in the Trimurti have for a Hindu's understanding of the world?</b></p>	<p>God</p> <p>creation</p>	<p>I can...</p> <p>describe different ways in which religious beliefs are expressed through symbols and artefacts. (level 3)</p> <p>give simple explanations of beliefs and ideas (level 4)</p>	<ul style="list-style-type: none"> <li>Explain that the three most important manifestations of Brahman are in the form of the gods Brahma, Vishnu and Shiva, and that these are called the Trimurti. Brahma is the creator of life, Vishnu the preserver of life and Shiva the destroyer of life - enabling birth and renewal. This cyclical view of life gives rise to the Hindu idea of samsara (the idea that the world is in a state of constant change as everything goes through the cycle of birth, life, death and reincarnation). Explore this idea of time as being 'cyclical'. Read stories such as 'My Grandmother's Clock' by Geraldine McCaughrean and identify examples of how Grandma sees time as moving in circles. Discuss the concept of time in a Community of Enquiry: What is time? How do we measure time? Can you have time without a clock? If every clock in the world stopped would time stop? Does everything change with time? Are there some things which do not change? Can time go at different speeds?</li> </ul>	

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|  |  |  | <ul style="list-style-type: none"><li>• Get the children in groups to explore pictures/artefacts Brahma, Vishnu and Shiva. What do they notice about the images? What symbols are present? Are there any questions that they would like to ask? Ask the groups to share their thoughts with the rest of the class and discuss. The children could paint their own pictures of the gods in a traditional style and research their symbolism and importance in Hinduism.</li><li>• As the 'preserver of life' Vishnu protects the world from evil and Hindus believe that avatars (the animal and human forms adopted by Vishnu) have appeared in the world at times when evil has threatened peace and balance. Get the children to find out about the different avatars of Vishnu and the stories associated with them (see support materials for the Study Unit entitled 'Hindu Gods and Goddesses, their Stories and their Festivals', available in the RE section of the Essex grid for learning website (<a href="http://www.e-gfl.org">www.e-gfl.org</a>)).</li></ul> |  |
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3. Hindu stories of creation

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p>According to this Hindu creation story, how did the earth come into existence?</p> <p>What implications might the creation story have for Hindu beliefs about God, the universe and humans?</p>	<p>creation</p> <p>beauty</p> <p>divinity</p>	<p>I can...</p> <p>describe how some religious beliefs, practices and stories are linked (level 3)</p> <p>say how the lives of religious people are affected by their religion (level 3)</p> <p>describe the impact of religion on people's lives (level 4)</p>	<p>There are many creation stories in Hinduism. These activities focus on just one of them: "How Brahma created the world, the animals and the first man and woman", which may be found in other support materials for this Study Unit, available in the RE section of the Essex grid for learning website (<a href="http://www.e-gfl.org">www.e-gfl.org</a>).</p> <ul style="list-style-type: none"> <li>• Set up a display with artefacts relating to the story of how Brahma created the world. Read the story. Using the artefacts as prompts, ask the children to retell the story through dance/drama, music, painting or collage. Explain that, in keeping with their understanding of time as being cyclical, for Hindus creation is not understood as a one-off event, but as a continuous process.</li> <li>• The Hindu creation story ends with Manu and Shatarupa being literally made of God. Accordingly for Hindus every human being is made of the substance of God and is therefore divine, sacred and utterly special. What implications does this have for the way that Hindus treat other human beings?</li> </ul>	

			<ul style="list-style-type: none"><li>• Explore the idea that each of us contains an element of the divine by looking at the Hindu greeting, 'Namaste'. Demonstrate/show pictures of this greeting - hands together with fingers straight and pointing upwards, slightly bowing the head to the other person. Explain that Namaste carries the meaning 'May the God within me honour the God within you'. Explain that accordingly Hindus have a belief that the world is one large family. Children could make a world family collage to illustrate this idea, showing pictures of people of different ages and cultures throughout the world. Get the children to think about ways in which all people could be said to be part of one family; for example, do we share the same needs/rights/feelings? Read story books for example, 'If all the world were a village' by David. J. Smith which explore this idea of the world as a global community.</li><li>• Explain to the children that this respect and reverence for humanity extends to animals and the whole of creation. Can the children think why? (Remind them of their work on samsara). One way in which this belief is lived out by Hindus is in the practice of <i>ahimsa</i> (non-injury to living things). A practical example of this in Hinduism is vegetarianism. Discuss this with the children. How does vegetarianism show respect for life? Do you have to be a vegetarian to show respect for all life? Many people who respect life are not vegetarians. What other ways are there of showing care and respect towards animals?</li></ul>	community cohesion
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## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 5/6 module focused on Hinduism**



## **DEATH, REINCARNATION AND SACRED PLACES**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'Death, Reincarnation and Sacred Places' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## DEATH, REINCARNATION AND SACRED PLACES

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

32. Reincarnation and the concepts of moksha, dharma and karma
33. Customs associated with death, and the city of Varanasi (*complementary Christian content: Christian funerals and pilgrimage centres*)
34. Sacred places in nature and places of pilgrimage
35. The mandir (temple) and congregational puja (worship)

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### INTRODUCTION TO THIS MODULE

This module is the second of two on Hinduism for year 5/6, and builds on the work covered previously on Hindu beliefs about creation and the Trimurti. Through exploring the concept of 'the journey of life' this module raises opportunities to learn about key Hindu beliefs about birth, life, death and rebirth. It also looks at the importance of pilgrimage, the natural world and worship as ways of drawing closer to God. This module offers opportunities for pupils to reflect upon their own beliefs and experiences of life as a journey, including reflecting on important milestones in their own lives and setting and striving to meet goals.

1. Reincarnation and the concepts of moksha, dharma and karma

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What do Hindus understand by the journey of life?</b></p>	<p>journey of life samsara reincarnation karma</p>	<p>I can...  give simple explanations of beliefs (level 4)</p>	<ul style="list-style-type: none"> <li>• Introduce the concept of life as a journey. Ask the children to think about key events in the journey of their lives so far. They could make a timeline including some of these key events. Can the children suggest important lessons/skills that they have learned in their lives so far?</li> <li>• Remind the children of their previous learning about the Trimurti (the gods Brahma, Vishnu and Shiva: creator, preserver, destroyer) and Hindu beliefs about samsara (the cycle of birth, life, death and reincarnation). How do these fit with the idea of life as a journey? How might this cyclical view of existence be different from say a linear Christian view? Explain the term karma (the law of cause and effect) and how it relates to reincarnation. Have the children heard of the expression: “As you sow, so shall you reap”? Where does this saying come from? What do they think it means?</li> <li>• Explore the analogy of life as a journey in relation to Hindu beliefs and ways of living.</li> </ul>	

<p><b>What are the main stages in life?</b></p>	<p>ashramas</p>		<p>a. For 'higher caste' male Hindus, the journey of life is made up of four distinct stages (ashramas):</p> <ul style="list-style-type: none"> <li>- First one lives as a student, being taught by a Guru.</li> <li>- Second one lives as a householder, marrying and bringing up children.</li> <li>- Third one lives as a 'retirer', withdrawing from society to concentrate on spiritual matters.</li> <li>- Fourth one lives as a 'renouncer', giving up all worldly goods and attachments.</li> </ul> <p>What are the stages in our lives?</p>	
	<p>samskars</p>		<p>b. In Hinduism, the various stages in life are marked by rites of passage (samskars). These include birth ceremonies, the sacred thread ceremony, marriage, funerals and rites for the dead. Ask the children to find out about what happens at these different rites of passage, for example what happens at a Hindu funeral. What are the different customs associated with death and why are they observed, for example the Hindu ritual of cremation? How do these customs relate to Hindu beliefs about reincarnation? Research, write and draw about these different practices. How do these practices compare to practices in other religions? Can the children name some ceremonies or celebrations which mark the different stages of life in their own experience?</p>	

<p><b>What do Hindus see as the purpose of life, and how can this be achieved?</b></p>	<p>moksha</p>		<p>c. For Hindus, the goal of the journey of life is 'moksha', meaning escape or release from entrapment in the cycle of reincarnation (samsara). Hindus believe that if a person continues to lead a good life, eventually the soul (atman) will be freed from its passage through a series of different lives and achieve liberation/release (moksha). When the soul is released from the cycle of reincarnation, it becomes one again with God (Brahman). For Hindus, life's journey is about striving to move closer to, and ultimately becoming one with God.</p> <p>d. Hindus believe that there are four ways for people to achieve moksha, four different paths to choose on life's journey:</p> <ul style="list-style-type: none"> <li>- Bhakti-yoga, the path of devotion to God.</li> <li>- Karma-yoga, the path of good works.</li> <li>- Jnana-yoga, the path of knowledge.</li> <li>- Yoga, the path of spiritual practices such as meditation.</li> </ul> <p>Ask the children to think about these paths. How are they different? What do they think are the merits of each? Which would they choose?</p>	
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	dharma		<p>e. In Hinduism life as a journey is understood in relation to dharma, loosely translated as duty. Hindus pursue their chosen paths to union with the divine according to their dharma (their true nature) and by fulfilling their moral and social duty.</p> <p>Ask children to reflect on the idea of goals. What goals would they like to reach today/tomorrow/this year? What skills/qualities might the children need to achieve their goals?</p> <p>Read picture story books which explore the theme of striving to achieve goals. What are the skills/qualities that helped the characters to achieve their goals? How did they cope with challenges/setbacks? What can we learn from the example of these characters?</p> <p>Ask the children to find out what skills/qualities Hindus might need to reach the goal of moksha.</p>	
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			<ul style="list-style-type: none"><li>• Why do Hindus make a pilgrimage to Varanasi? Get the children to find out what Hindus do at Varanasi and why. They could make a guide book or write a postcard from the holy city.</li><li>• What pilgrimages are made by adherents of other faiths? Pupils could choose another pilgrimage to compare and contrast with the Hindu pilgrimage to Varanasi.</li></ul>	
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3. Sacred places in nature and places of pilgrimage

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What places in nature are special to us?</b></p> <p><b>What places in nature are sacred to Hindus?</b></p>	<p>special place</p> <p>sacred</p> <p>awe</p> <p>beauty</p> <p>calm</p> <p>peace</p>	<p>I can...</p> <p>describe what inspires me (level 4)</p> <p>give simple explanations of beliefs, feelings and experiences (level 4)</p>	<ul style="list-style-type: none"> <li>• The children could take part in a creative visualisation (using all the senses) of a 'special place in nature'. It could be an imaginary place or somewhere they have actually visited. The children could then complete a piece of descriptive writing, including all the senses, about their special place and how they feel about it.</li> <li>• Give the children a selection of images showing features of natural beauty, for example, mountains, caves, rivers, lakes and seas and woodlands. Ask them how they feel when they look at these images. Which ones do they like best and why? Have they been to any places of natural beauty? Encourage the children to share their experiences. Explain that places in nature such as these are sacred to Hindus. Why do they think this might be? Ask the children to research some specific examples of features of the natural world that are sacred to Hindus, and to consider why they are regarded as sacred (see other support materials for this unit available in the RE section of the Essex grid for learning website (<a href="http://www.e-gfl.org">www.e-gfl.org</a>)).</li> </ul>	



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|  |  |  | <ul style="list-style-type: none"><li>• The children could research the Kumbh Mela at Allahabad. This is the greatest regular gathering of human beings on our planet, and it takes place every 12 years at Allahabad, where the river Yamuna flows into the Ganges. At this festival, up to 15 million pilgrims bathe in the sacred waters. The next Kumbh Mela in Allahabad will take place in 2013.</li></ul> |  |
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4. The mandir (temple) and congregational puja (worship)

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What is a mandir? Why is it important to Hindus?</b></p>		<p>I can...</p> <p>say how people's lives are affected by their religion (level 3)</p> <p>describe the impact of religion on people's lives (level 4)</p>	<ul style="list-style-type: none"> <li>• Show the children pictures of the outside of a variety of mandirs. Ask them: What are these buildings? Who goes there? When? Why? What do they notice about the architecture?</li> <li>• Show some pictures of the inside of mandirs along with some appropriate artefacts. Show a film of worship taking place (alternatively take the children on a visit to a mandir). Ask the children to draw and write about the different features found in a mandir, what happens during congregational puja, and how performing puja helps Hindus to feel closer to God.</li> <li>• For Hindus in the UK, the mandir is not only a place of worship, but a community facility for social and cultural activities. Ask the children to find out more about this. Help the children to relate this to their own understanding of community by thinking about what communities they belong to.</li> </ul>	<p>Citizenship</p>

<p><b>How is a mandir similar/different to places of worship in other religions?</b></p>		<p>I can...</p> <p>use the correct religious words to describe some important features of different religions, identifying things that are the same and things that are different. (level 3)</p> <p>describe some similarities and differences between religions (level 4)</p>	<p><u>Assessment activity</u></p> <ul style="list-style-type: none"><li>• In groups get the children to make a model of a mandir and other places of worship studied in RE (one place of worship for each group). Each group could produce an accompanying guide book for their place of worship to explain the different internal features, what happens there and the significance of what happens for worshippers.</li><li>• Ask the children to choose one of the other places of worship and draw/write about the similarities and differences between this and a Mandir.</li></ul>	
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Essex County Council

## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 5/6 module focused on Humanism**



## **HUMANISM: A SECULAR WORLD VIEW**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'Humanism: a Secular World View' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## **HUMANISM: A SECULAR WORLD VIEW**

**Humanist content to be used as a vehicle for learning** (as identified in the statutory programme of study)

1. The meaning and historical roots of Humanism
2. The British Humanist Association (BHA) and the Happy Human symbol
3. Key humanist beliefs and ideas
4. Humanist ceremonies marking key points in life (rites of passage)
5. A well-known 20<sup>th</sup>/21<sup>st</sup> century Humanist (*an outline of the life of Fenner Brockway is provided, but schools are given complete freedom of choice about which humanist life to explore*)

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from humanism*).

### **INTRODUCTION TO THIS MODULE**

Religious education provides opportunities for children to explore the beliefs and values of people of faith: what inspires them, what helps them to find meaning in their life, what symbols and sacred texts lie at the heart of their religious expression. But what of people who would describe themselves as being of 'no religious faith'? In this unit, children explore a secular world view and consider the beliefs and values that are espoused by Humanists.

1. The meaning and historical roots of Humanism

<i>Key questions</i>	<i>Key words/ concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What is a human being?</b></p>	<p>human being</p> <p>beliefs and influences</p>		<p>1. How are human beings different from animals? Collect images of living things e.g. animals, plants, insects, birds etc. Also images of human beings from around the world. Brainstorm in groups, what is a human being? Make a list of what makes a human, human. Groups present their findings to the class.</p> <p>2. Make a timeline of a human life, showing the important stages from being a baby to growing old. Ask the children to make a timeline of their own lives with key events marked on it.</p> <p>3. Discuss the best and worse qualities a human being can possess e.g. being helpful to others, being rude or selfish.</p> <p>4. What influences the way a human acts or treats other people? Discuss the different influences on a person's life – parents, upbringing, friends, beliefs about how you should treat others, religious beliefs. Create a collage/visual brainstorm of the different influences on a person's life and the aspects of life and behaviour which are influenced.</p>	<p>Science</p> <p>PSHE</p>

<p><b>What are the 'big' questions in life, what do we believe about these questions and where did we get our ideas or beliefs?</b></p>		<p>I can...</p> <p>say how the lives of people are affected by what they believe (level 3)</p> <p>describe the impact of beliefs/religion on people's lives (level 4)</p>	<p>5. What are the 'big' questions in life, e.g. questions about life, death and creation? Who or what influences our beliefs about these questions? How do these beliefs affect how people live their lives? Ask the children to identify the 'big' questions on post-it notes. Display these for the class to see, then working in small groups, give each group one of the post-it notes to discuss – what beliefs do members of the group have about the question and where did they get their beliefs? Feedback the children's ideas to the class.</p> <p>6. What are the important things in your life? How are you seen by the people around you? Challenge the children to design symbols to represent the things that are important to them. They can do two symbols, one for the 'inside you' and one for the 'outside you'.</p>	
<p><b>What is a Humanist?</b></p>			<p>7. Introduce the context of this unit: to find out about Humanism and what Humanists believe.</p> <ul style="list-style-type: none"> <li>Humanists are called Humanists because they put human beings and human interests at the centre of things. This makes them different from religious people, who usually put God at the centre of their lives. Most Humanists do not believe in God. They believe that it is up to human beings to make things better for themselves, rather than seeking or expecting any help from God. Although Humanists do not believe in God, religion or an afterlife, they do believe in trying to make the world a better place and in helping to increase human happiness.</li> </ul>	

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|  |  |  | <ul style="list-style-type: none"><li>• Ask the children to discuss the following question: “If you (like Humanists) did not believe in God, religion or life after death, would you still want to make the world a better place and help people to live happy lives? Why? Why would you care about anyone’s happiness apart from your own?”</li><li>• It is sometimes assumed that in the past everyone was religious and that Humanism is a recent development, a product of our modern ‘scientific’ age. It is important for children to understand that Humanist ideas can be traced back to ancient Greek philosophers such as Protagoras and Epicurus, who lived hundreds of years before Jesus.</li><li>• Do we need God to explain how everything came into existence, where life comes from, our sense of right and wrong, how we should live our lives? Protagoras did not think so. He thought that all of these things could be explained without God.</li><li>• If there is no God and no afterlife, does this mean we can simply live our lives as we please, without caring about anyone else? Epicurus did not think so. He did not believe in God and he thought death was the end. But instead of saying there was nothing to stop us living a life of greed and self-indulgence, he taught that peace of mind required ‘moderation in all things’.</li></ul> |  |
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2. The British Humanist Association (BHA) and the Happy Human symbol

<i>Key questions</i>	<i>Key words/ concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What is the Happy Human symbol?</b></p>	<p>symbol</p>		<p>1. What is a symbol? How do symbols convey messages and meanings? Look at a range of symbols, secular and religious. Identify how meanings are conveyed through symbols.</p> <p>2. Explore the Happy Human symbol, the symbol of the British Humanist Association (BHA). See BHA website.</p> <ul style="list-style-type: none"> <li>• Why does the best known symbol of Humanism show a human being? (Humanists put human beings and human interests at the centre of things).</li> <li>• The figure was originally called the Happy Man. Why do you think the name was changed? (To include all human beings, including women and children).</li> <li>• The figure is reaching upwards. What is this trying to show? (A human being trying to reach her/his full potential).</li> <li>• Why is the figure shown with one arm longer than the other? (Human beings are individual, with individual differences).</li> </ul>	

<p><b>What do Humanists believe?</b></p>		<p>I can...</p> <p>give a simple explanation of Humanist beliefs (level 4)</p> <p>describe some of the similarities and differences between religious and Humanist beliefs (level 4)</p>	<p>3. Humanists believe we have only one life and it is our responsibility to make it a good life and live it to the full. Ask the children to identify what would make a 'good life' and a happy human. Display the children's ideas, perhaps over a period of days, to allow time for them to challenge some ideas and replace them with others. Debate a final version of the children's ideas.</p> <p>4. Explore the BHA's vision that the world should be 'A world without religious privilege or discrimination, where people are free to live good lives on the basis of reason, experience and shared human values'</p> <p>How does it make you feel? What do you think it might be saying about what is important for Humanists? Why might Humanists see religion as misguided, or even harmful?</p> <p>Down load from the BHA website <i>What do Humanists Believe?</i> (<a href="http://www.humanismforschools.org.uk">www.humanismforschools.org.uk</a> follow links to Teaching Toolkits, Toolkit 3, worksheet 3a). Discuss this outline of Humanist beliefs. Note the focus on human beings (empathy, reason) as the source of understanding rather than god/gods or a holy book. Make comparisons with religions studied previously e.g. the importance that is placed on holy books, significant leaders, relationship with God. Encourage the children to consider and reflect on their own beliefs in the light of these discussions.</p> <p>Create a poster for the BHA using the happy human symbol to help people understand what Humanists believe.</p>	
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Claire Rainer is a Humanist and a Vice President of the BHA. She says... "I was a humanist without knowing it for many years before I found the Association (BHA). When I did, it was like finding a sort of home."

Why might Humanists want to join together into an association, like the British Humanist Association? Why might it be important to join together with others of similar views? What does Claire Rainer mean by "...finding a sort of home..."? What might Christians or Muslims or Hindus consider to be their 'home'?

3. Key Humanist beliefs and ideas

<i>Key questions</i>	<i>Key words/ concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>Happiness:</b> <b>What is happiness and how can we achieve it?</b></p> <p><b>Rules:</b> <b>Who makes them, and what happens to individuals/communities if they are broken?</b> <b>What is the Golden Rule?</b></p> <p><b>Equality:</b> <b>What does equality mean and why should people be treated equally?</b></p>	<p>happiness</p> <p>rules</p> <p>equality</p>	<p>I can...</p> <p>give simple explanations of why Humanists try to follow the Golden Rule (level 4)</p>	<p>Happiness: What do we need to do to be happy and how can we achieve it? Does money bring happiness?</p> <p>Rules: Where do rules come from? Who makes the rules? What happens if rules are broken? Humanists use the Golden Rule as the basis of their approach to life (see other support materials for this study unit). Explore this together in pairs and decide the impact of following this rule on a person's life. Make a list and for each point give an example to illustrate it. Share these with the class.</p> <p>Equality: What does equality mean? Should people be treated equally, and why?</p> <p>Discuss the above issues in class or small groups. Then offer some scenarios for discussion e.g. - <i>A friend is being bullied in the playground. What should I do?</i> - <i>Money has been stolen from a bag. You think you know who it is? What do you do?</i> - <i>You like to work quietly but your friend wants to chat all the time. How do you find a way forward?</i></p>	<p>Citizenship</p> <p>Moral education</p>

		<p>I can...</p> <p>ask and answer questions about how I decide what is right and wrong (level 4)</p> <p>say how people's ideas and beliefs affect what they do in their lives, applying this to myself and others (level 4)</p> <p>explain some of the things that inspire and influence me in my life (level 5)</p>	<p><u>Assessment activity part 1</u></p> <p>- Explore these scenarios, and any other examples raised by the children. What are the options? Give reasons for the choices that are made. This could be completed in pairs or small groups using mind mapping as a record of the discussion.</p> <p>- Then, with reference to the Golden Rule, and the list of Humanist beliefs, annotate the choices explored on the mind map. E.g. A humanist might choose this option because...</p> <p><u>Assessment activity part 2</u></p> <p>- Using words and pictures, each child create a portrait of themselves using the 'inside' and 'outside' symbols from the previous section and their own responses to these ideas...</p> <ul style="list-style-type: none"> <li>• The things that make me happy are...</li> <li>• The rules that I think are important are...</li> <li>• The things I think unite people are...</li> </ul> <p>- Make a class book or display 'How we see the world'.</p>	
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4. Humanist ceremonies marking key points in life

<i>Key questions</i>	<i>Key words/ concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>What do Humanists celebrate and why?</b>	journey of life  identity          love  commitment  responsibility	I can...  use the correct religious words to describe some important features of different religions, identifying things that are the same and things that are different (level 3)  give simple explanations and say why Humanists mark important times in their lives (level 4)	Brainstorm special occasions for families and friends including religious ceremonies and festivals. (Refer back to the lifelines explored earlier in this unit). Sort into different types of special occasion, e.g. those marking stages in life, festivals, and ‘one-off’ events.  How do people celebrate or mark important times and events? Who is involved? What happens? Are there special foods associated with the event? (Make links with previous RE units.)  Think about the different ways new babies are welcomed into religious and nonreligious families. Humanists believe we should celebrate important times in life and things that are of great value. Watch the video clip of a Humanist new baby ceremony. (Humanism for Schools website, Toolkit 2, class presentation – details below). Who is celebrating the event? What are the special wishes for the new baby?  Humanists believe there is no God and so the people around them, their families and friends, are the people who help and support them. Three key values are love, commitment and responsibility. In small groups, take one of the values and explore why it is important for the wellbeing of a new baby. Feed back to the class.	Emotional Literacy  Wellbeing

		<p>I can...</p> <p>say why humanists believe love, commitment and responsibility are important for human relationships and wellbeing. (level 4)</p>	<p>Compare the Humanist new baby celebration with a religious event e.g. a Christian baptism. Look for similarities and differences.</p> <p>What good wishes would you want to give to a new baby? Write a poem for a new baby expressing your hopes for his/her future life.</p>	
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## Essex scheme of work for RE at Key Stage 2

## HUMANISM: A SECULAR WORLD VIEW

### 5. A well-known 20<sup>th</sup>/21<sup>st</sup> century Humanist

The support materials for this study unit (available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org))) provide an outline of the life of a distinguished 20<sup>th</sup> century Humanist, Fenner Brockway. As an alternative to learning about and exploring issues raised by the life of Fenner Brockway, children could discuss the views of author Philip Pullman in video clips located on the 'humanism for schools' website (see below). Philip Pullman has resisted being labelled a Humanist, but his ideas, which inform the themes of his novels, including the trilogy entitled 'His Dark Materials', have much in common with Humanist philosophy.

Key questions	Key words/ concept/s	Learning outcomes	Suggested activities	Links to other curriculum areas/initiatives
<b>What are Philip Pullman's views about what it means to be a human being and how one should live one's life?</b>	commitment  values  beliefs	I can...  say what inspires and influences me and what inspires and influences others (level 4)	Watch one of the video clips available on the 'humanism for schools' website (go to Library) featuring Philip Pullman speaking about human nature, behaving well, and Humanists and the Golden Rule.  In the light of Philip Pullman's views, discuss the following questions: <ul style="list-style-type: none"> <li>• What inspires you?</li> <li>• What really matters to you?</li> <li>• What does it mean to be committed?</li> <li>• What sort of things are people committed to?</li> <li>• What are you committed to?</li> <li>• How do you decide what is right and wrong?</li> </ul>	Citizenship

## Essex scheme of work for RE at Key Stage 2

## HUMANISM: A SECULAR WORLD VIEW

### Useful websites

[www.humanism.org.uk](http://www.humanism.org.uk) - website for the British Humanist Association (BHA)

[www.humanismforschools.org.uk](http://www.humanismforschools.org.uk) - ideas for lesson plans with accompanying resources including video clips

[http://en.wikipedia.org/wiki/Fenner\\_Brockway,\\_Baron\\_Brockway](http://en.wikipedia.org/wiki/Fenner_Brockway,_Baron_Brockway)

[www.franklinwatts.co.uk](http://www.franklinwatts.co.uk)

[www.hoddereducation.co.uk](http://www.hoddereducation.co.uk)

[www.evansbooks.co.uk](http://www.evansbooks.co.uk)

## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 5/6 module focused on Islam**



## **THE FIVE PILLARS OF ISLAM**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'The Five Pillars of Islam' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## THE FIVE PILLARS OF ISLAM

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

1. Introduction to the Five Pillars of Islam (*complementary Christian content: the Ten Commandments*)
2. First pillar: the shahadah (declaration of faith) (*complementary Christian content: the Nicene creed*)
3. Second pillar: salah (worship of Allah) (*complementary Christian content: Jesus' teaching about prayer*)
4. Third pillar: zakah ('poor due') (*complementary Christian content: tithing and giving to charity*)
5. Fourth pillar: sawm (fasting during Ramadan) (*complementary Christian content: giving up things for Lent*)
6. Fifth pillar: Hajj (pilgrimage to Makkah) (*complementary Christian content: Christian pilgrimage centres*)

### **N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

## INTRODUCTION TO THIS MODULE

This module is designed to draw on the knowledge, skills and attitudes developed in previous modules in Years 3 and 4, in particular, 'Muhammad and the Qur'an' and 'The Mosque and Prayer'. It is best covered before the module 'The Ka'bah and the Hajj'.

This module focuses on the five basic duties of every Muslim; these provide the foundation for the whole Islamic way of life. Pupils are encouraged to show understanding of these religious duties and to describe the significance and impact they have on the lives of Muslims. The religious concepts also have a strong human element and pupils are expected to apply their own ideas and experiences. They respond to questions like, "What does this mean for me?" and begin to make comparisons between different beliefs and world views.

1. Introduction to the Five Pillars of Islam

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What are the basic duties of every Muslim?</b></p>	<p>duty</p> <p>faith</p> <p>belief</p>	<p>I can...</p> <p>use the correct religious words to describe the five pillars of Islam (level 3)</p> <p>I can...</p> <p>give simple explanations of the way Muslims' lives are affected by their beliefs (level 4)</p> <p>I can...</p> <p>compare some of the things that influence me with those that influence others (level 3)</p>	<ul style="list-style-type: none"> <li>• Recap knowledge gained from previous units about the daily life and duties of Muslims. In groups brainstorm 'What we know already' and feed back to the class.</li> <li>• Introduce the five basic duties of Islam (see other KS2 RE support materials for more information). Explore why these are called the 5 'pillars' of Islam. Make a class display of five large pillars. Label them using the correct religious terms for the five duties. Record descriptions of the duties, then ask: what are the 5 pillars of your life? What are the things that support you, guide you? Why might we need them?</li> <li>• Explore the concept of 'duty'. What is it? What kinds of duties do the children have? What duties do other people have to them?</li> <li>• Make links with other religions and worlds views. How do other people seek guidance in their life e.g. the Ten Commandments. Are there similarities and differences in the guidance they offer and the duties they require?</li> </ul>	<p>spiritual and moral development</p>

2. First Pillar: the shahadah (declaration of faith)

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What is the first pillar of Islam, and why is it so important for Muslims?</b></p>	<p>faith belief Allah</p>	<p>I can...  say how my ideas and beliefs affect my life (level4)  I can...  describe what inspires and influences me and others (level 4)</p>	<ul style="list-style-type: none"> <li>• Explore children's responses to the question 'What do I believe?' Introduce children to the shahadah, the Muslim statement of faith. (See other KS2 RE support materials for more information.)</li> <li>• Discuss the importance of this short, succinct statement. Explain the importance of Allah and the Prophet Muhammad. (Muslims believe he superseded all other prophets, including Abraham, Moses, David and Jesus, and that he brought Allah's final revelation to the world.)</li> <li>• In homes and public buildings, the shahadah is often presented in beautiful calligraphy. Research examples of this, e.g. on the flag of Saudi Arabia. Ask the children to write out their most important belief. Present it beautifully and make a classroom display. Discuss the statements in small groups and compare and contrast them. Take turns to describe why the statement is significant and respond to questions.</li> </ul>	<p>art and design  spiritual development</p>

			<ul style="list-style-type: none"><li>• Watch extracts from the BBC video/DVD: 'Pathways of Belief – Islam'. The shahadah, as part of the adhan, is whispered into the ear of a new born baby. Why might a Muslim parent choose this ceremony for their baby?</li><li>• Explore links with Christianity and the recitation of the creed (see study unit: 'Christianity in the Local Community and Beyond'.)</li></ul>	
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3. Second pillar: salah (worship of Allah)

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What is the second pillar of Islam, and why is it so important for Muslims?</b></p>	<p>worship prayer</p>	<p>I can...  describe the impact of the pattern of daily prayer on the lives of Muslims (level 4)  I can... describe what inspires and influences me. (Level 4)</p>	<ul style="list-style-type: none"> <li>• Recall/revisit knowledge from previous study units about the pattern and regularity of Muslim prayer. Use the term 'salah'.</li> <li>• Discuss how the children prepare for an important event; what is involved in 'getting ready'? <u>Research task 1</u>: Find out how Muslims 'get ready' for prayer by ritual washing (wudu).</li> <li>• Are there things the children do every day? Do these happen at the same time each day or at different times? <u>Research task 2</u>: Find out about the Muslim daily pattern of prayer e.g. how often, times, place of prayer, direction of prayer, prayer positions.</li> <li>• In small groups, consider the impact on Muslim daily life of stopping to pray five times a day and the preparation this requires.</li> <li>• Muslims pray at home and in the mosque, alone and in large groups. Choose one of these and write an account of a prayer time from the point of view of a Muslim child.</li> </ul>	<p>spiritual and moral development</p>

		<p>I can...</p> <p>describe some similarities and differences in the way people pray in different religions (level 4)</p>	<ul style="list-style-type: none"><li>• Make links between Muslim prayer times and prayer times in other world religions. Are there similarities and differences? Use the children's experience of collective worship in school to describe the significance and impact of gathering together and developing a sense of community.</li></ul>	
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4. Third pillar: zakah ('poor due')

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What is the third pillar of Islam, and why is it so important for Muslims?</b></p>	<p>giving</p> <p>duty to others</p>	<p>I can...</p> <p>Talk about how Muslims believe it is their duty to care for others (level 3)</p> <p>I can...</p> <p>ask and answer questions about how I live my life and what influences me (level 4)</p>	<ul style="list-style-type: none"> <li>• Introduce the third pillar of Islam, zakah, a payment, by those who can afford it, used for charitable purposes.</li> <li>• Research the different ways Muslims around the world pay zakah, e.g in non-Muslim countries, many Muslims pay zakah to a Muslim charity like Islamic Relief. Find out about the work of Islamic Relief.</li> <li>• In small groups, discuss the different ways people can give to others (material and non-material gifts). How much should we give to help others? What formula would the children use to ensure fairness in collecting and distributing charitable giving? What does it feel like to give to others? What does it feel like to receive a gift? Groups report back their ideas to the whole class.</li> </ul>	<p>citizenship</p> <p>history</p> <p>geography</p>

5. Fourth pillar: sawm (fasting during Ramadan)

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What is the fourth pillar of Islam, and why is it so important for Muslims?</b></p>	<p>self denial abstinence</p>	<p>I can... talk about the Muslim practice of fasting during Ramadan (level 3)</p> <p>I can... describe some similarities and differences between fasting in Islam and in another world religion (level 4)</p> <p>I can... describe the impact of a Muslim's beliefs on their daily life (level 4)</p>	<ul style="list-style-type: none"> <li>• Think about how it would be to go without any food or drink all day. And then keep this up for a month. This is sawm, when faithful Muslims fast, during daylight hours, for the whole of the month of Ramadan. In small groups, discuss what the children think is the purpose of fasting for a month. Why might it help a Muslim to know that fellow Muslims all around the world are fasting at the same time?</li> <li>• People in several religions have times of fasting. Why might this be? Research some examples and describe any similarities and differences. What is the significance of voluntarily going without food?</li> <li>• Find out about life in a Muslim family during the month of Ramadan ending with the festival of Id ul-Fitr. Write an article for a newspaper based on the research.</li> </ul>	<p>citizenship</p>

6. Fifth pillar: Hajj (pilgrimage to Makkah)

<i>Key questions</i>	<i>Key words/ Concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>What is the fifth pillar of Islam, and why is it so important for Muslims?</b>	faith duty equality	I can...  say why Muslims believe they should make the pilgrimage to Makkah (level4)	<ul style="list-style-type: none"> <li>• Introduce the fifth pillar of Islam, Hajj. (NB an in-depth exploration of this duty comes in the unit 'The Ka'bah and the Hajj'). A Muslim tries to make this pilgrimage at least once in their lifetime.</li> <li>• Watch video clips of the Hajj and imagine how it feels for a Muslim to complete this duty. What might be the challenges as well as the joys of becoming a Hajji (someone who has completed the pilgrimage).</li> </ul>	spiritual and moral development

7. End of module assessment activity

<i>Learning outcomes</i>	<i>Suggested activities</i>
<p>I can...</p> <p>use the correct religious words to describe the five pillars of Islam (AT1) (level 3)</p> <p>describe the importance of the five pillars of Islam for a Muslim (AT1) and describe what is important in my own life (AT2) (level 4)</p> <p>explain how the five pillars of Islam give Muslims a code for living which gives meaning and purpose in their lives (AT1) (level 5)</p> <p>describe the challenges and motivations of belonging to a religion from my own point of view and that of a Muslim (AT2) (level 5)</p>	<ul style="list-style-type: none"> <li>• Introduce the assessment task. It's important to faithful Muslims to keep these five rules throughout their lives. They believe these rules come from Allah and cannot be changed. By keeping them they believe they become better people and more pleasing to Allah.</li> <li>• Part one: Complete a table to describe the importance of the five pillars of Islam for a Muslim. The table will have six columns – five of which are headed with the names of each of the five pillars. Down the left hand column, write a series of questions – to be answered under each pillar heading, e.g. What is this duty? What do Muslims do to follow this duty? How often do Muslims do this? Where do they do this? Why do they do this? Complete the table with information about each of the five pillars, giving explanations to support the answers.</li> <li>• Part two: Draw a building with five pillars and write on each pillar the most important rules that you believe you should keep. Describe why you keep them and explain why they are important for your life. Are the rules easy to keep? What helps you to keep them?</li> </ul>

**Useful resources**

[www.islamic-relief.com](http://www.islamic-relief.com)

[www.reonline.org.uk](http://www.reonline.org.uk)

Search by religion and theme for images and video clips. There is also a comprehensive list of multimedia resources.

<http://www.bbc.co.uk/religion/galleries/salah/>

Muslim prayer movements and ritual washing (wudu) in pictures

<http://www.channel4.com/culture/microsites/H/hajj/index.html>

Video clips of the Hajj

*Pathways of Belief – Islam, Hinduism, Sikhism* (BBC)

Video/DVD

## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 5/6 module focused on Islam**



## **THE KA'BAH AND THE HAJJ**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'The Ka'bah and the Hajj' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## THE KA'BAH AND THE HAJJ

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

1. Makkah, the Ka'bah and the Prophet Muhammad
2. The Hajj (pilgrimage to Makkah) (*complementary Christian content: Christian pilgrimage centres*)

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### INTRODUCTION TO THIS MODULE

This module should draw on the knowledge, skills and attitudes developed in previous modules in Year 3 and 4, in particular, 'Muhammad and the Qur'an' and 'The Mosque and Prayer'.

Makkah is the centre of the Muslim world and for Muslims the most sacred place on earth. At the centre of the Great Mosque in Makkah is the Ka'bah, meaning cube, and it is covered with a black cloth decorated with words from the Qur'an. Makkah is the principal centre of pilgrimage for the Muslim community and to undertake the Hajj is the fifth pillar of Islam.

This module focuses on the importance of Makkah in Muslim belief and practice, and through learning about the pilgrimage to Makkah, children can gain a deeper insight into what it means to be a Muslim.



<p><b>Why is Makkah important for Muslims?</b></p> <p><b>Why do Muslims turn towards the Ka'bah when they pray?</b></p>		<p>I can...</p> <p>recognise the importance of Makkah for Muslims and say why it is important (level 4 )</p> <p>explain how Muhammad's connection with the Ka'bah has made it a sacred building for Muslims (level 4 )</p> <p>I can...</p> <p>compare pilgrimage in Islam with pilgrimage in other world religions and describe why pilgrimage is important for believers (level 5)</p> <p>I can...</p> <p>describe why a particular person acts as a role model for me and explain the impact they have on my life. (level 5 )</p>	<ul style="list-style-type: none"> <li>• Introduce Makkah as a sacred place for Muslims, one that must be visited at least once during a person's life (see the Hajj below). Explore its history from major trading centre to centre of the Muslim world. Research the story of the Ka'bah (see other KS2 RE support materials and weblinks for further information).</li> <li>• Tell the story of The Prophet Muhammad and the rebuilding of the Ka'bah (see other KS2 RE support materials: <i>Muhammad's connection with the Ka'bah</i>). How did the Prophet Muhammad show himself to be a wise leader?</li> <li>• The Ka'bah is the most sacred building in the world for Muslims. Use Google images or the weblinks listed below to find out about the shape of the Ka'bah and its appearance. What is your most sacred object?</li> <li>• To go to Makkah is to follow in the footsteps of Muhammad who restored the Ka'bah for the worship of one God and made the pilgrimage to Makkah himself. Make links with other world religions in which believers are inspired by a person or people to undertake a pilgrimage. You can also ask: who inspires you to want to follow in their footsteps?</li> </ul>	
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2. The Hajj (pilgrimage to Makkah)

<i>Key questions</i>	<i>Key words/ Concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What is the Hajj?</b></p> <p><b>Why is it a journey of a lifetime for a Muslim?</b></p>	<p>community</p> <p>ritual</p> <p>sacrifice</p>		<ul style="list-style-type: none"> <li>• Bring in a suitcase containing two pieces of unsewn white cotton material (preferably 2.5metres long). Discuss what the suitcase might contain for someone going on a journey. Then reveal the contents (the two pieces of cloth are called <i>ihram</i> and they are worn by all male pilgrims on hajj). Invite questions from the children about the kind of journey this traveller is embarking on. Introduce the Hajj, the Muslim pilgrimage to Makkah and other holy places in Arabia. For Muslims this is a journey of a lifetime.</li> </ul>	

<p><b>What are the various elements of the Hajj?</b></p>		<p>I can...</p> <p>describe some of the different aspects of the Hajj and why it is important for a Muslim (level 3 )</p> <p>describe how Muslims express their beliefs by taking part in the Hajj. (level 4)</p> <p>explain the impact of the Hajj on Muslim beliefs. (level 5)</p>	<ul style="list-style-type: none"> <li>• Small group tasks. Each group selects one of the following features of the Hajj as the basis for their research. <ul style="list-style-type: none"> <li>- Who can go on the Hajj and what are the preparations needed for the journey?</li> <li>- Ihram: what do people wear and the significance of this?</li> <li>- The significance of the Ka'bah and performing Tawaf.</li> <li>- The journey from the Great Mosque to the running water of Zamzam and the hills of As-Safa and Al-Marwar.</li> <li>- What happens on the plain of Arafat and the Mount of Mercy?</li> <li>- What is the impact of throwing stones at the three stone pillars in Mina.</li> <li>- What happens at the Festival of Id ul-Adha.</li> <li>- Stories associated with different places, eg the miracle of the well of Zamzam, Ibrahim (Abraham) and Ishmael (Isaac).</li> </ul> </li> <li>• Use the research to build up a wall display 'The Journey of a Lifetime' to illustrate different aspects of the Hajj and its significance for Muslims. As the information is assembled, encourage the children to imagine what the Hajj is like for a pilgrim, recognising that the pilgrimage is a deeply spiritual experience at the same time as being emotionally and physically demanding. As this display is assembled, build in time for the children to share their discoveries.</li> </ul>	
<p><b>What is it like to be a pilgrim on the Hajj?</b></p>				

<p><b>What is it like to belong to the worldwide family of Muslims?</b></p>		<p>I can...</p> <p>say how Muslim ideas and beliefs affect what they do in their lives (level 4)</p> <p>describe why Hajj is especially rewarding for believers even though it is very challenging. (level 5)</p>	<ul style="list-style-type: none"> <li>• Invite a Muslim who has taken part in the Hajj (Hajji (m) / Hajjah (f)) to talk about their experiences. The sense of being part of a worldwide Muslim community (the ummah) is sure to come up. Prepare questions to ask, particularly about the <i>meaning and impact</i> of the experience.</li> </ul> <p><u>Assessment activities</u></p> <ul style="list-style-type: none"> <li>• Imagine you have completed the Hajj. Write a pilgrim diary describing what you did; what it was like to be amongst crowds of people; what you liked best; what was most important; what you remember most about the pilgrimage.</li> <li>• Create a travel brochure offering a travel package appropriate for this religious pilgrimage. Explain to prospective pilgrims what to expect and what they might benefit from participating in the Hajj. Remember this is not a holiday but it will be a trip of a lifetime.</li> </ul>	
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**Useful resources**

[www.reonline.org.uk](http://www.reonline.org.uk) Search by religion and theme for images and video clips

<http://www.ummah.net/hajj/glossary/index.html>

<http://www.channel4.com/culture/microsites/H/hajj/index.html> Video clips of the Hajj

Ihram (pieces of white cotton material worn by male pilgrims) can be purchased from Articles of Faith [www.articlesoffaith.co.uk](http://www.articlesoffaith.co.uk)

## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 5/6 module focused on Judaism**



## **THE JEWISH HOME**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'The Jewish Home' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## Judaism Study Unit

**Key Stage 2**  
**(Year 5 or Year 6)**

### **THE JEWISH HOME**

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

1. The home as mikdash me'at (little sanctuary)
2. Keeping a kosher home
3. The Shema and the mezuzah (*complementary Christian content: the great commandment*)
4. Keeping Shabbat (*complementary Christian content: Sunday and Holy Communion*)

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### **INTRODUCTION TO THIS MODULE**

This module is designed to draw and build on concepts and knowledge about Judaism gained in Key Stage 1 and in Years 3 or 4 of Key Stage 2. At Key Stage 1, Judaism may have been studied through the themes of Special Places, Special Words, Stories and Symbols and Special Ways of Living. In Years 3 or 4, Judaism will have been studied through study units on Moses, the Exodus and Pesach and Journey to the Promised Land. This module focuses on The Jewish Home. It is the first of two modules based on study units for Years 5 or 6, the second being The Synagogue.

The key concepts in this module have a religious and a 'human' context enabling the pupils to relate their learning to personal experience.



		<p>I can ...</p> <p>describe the impact of Jewish belief on a family's life (level 4)</p>	<ul style="list-style-type: none"><li>• Watch video/DVD clips showing a Jewish family in their home, eg touching the mezuzah, lighting Shabbat candles, welcoming visitors, father blessing the children and the family spending Shabbat together.</li><li>• Compare the scenes with the feelings identified in the children's personal experiences</li><li>• What does it take to make a Jewish home a special place? Ask the children to make a 'shopping list' of object, activities and feelings and create a poster to respond to the question.</li></ul>	
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			<ul style="list-style-type: none"><li>• Discuss why Jews follow these food laws (see other KS2 RE support materials for explanations about the commands in the Torah).</li></ul>	
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			<ul style="list-style-type: none"><li>• Remembering the foods which can/cannot be eaten, create a menu for a Jewish family. This could be a simple soup and sandwich lunch or a full meal.</li></ul>	
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4. Keeping Shabbat

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>Why do Jews remember/keep Shabbat?</b></p> <p><b>How do Jews keep/celebrate Shabbat in the home?</b></p>	<p>holy</p> <p>celebration</p> <p>ritual</p>	<p>I can ...</p> <p>describe some symbols used in the celebration of Shabbat (level 3)</p> <p>make links between the Ten Commandments and the reasons why Jews keep Shabbat (level 4)</p>	<ul style="list-style-type: none"> <li>• Look at the Ten Commandments in the Bible (Exodus 20.8-11). Notice the second commandment to ‘Observe the Sabbath and keep it holy’.</li> <li>• Explain how Jews keep a ‘holy’ day each week beginning at sunset on Friday evening until sunset on Saturday evening, to remember God’s creation of the world.</li> <li>• Set a table for Shabbat. You will need:             <ul style="list-style-type: none"> <li>- two white candles/silver candlesticks</li> <li>- a Kiddush cup (or special glass)</li> <li>- two challot or plaited loaves (these can be bought from supermarkets or made in school)</li> <li>- place settings for a family meal.</li> </ul> </li> <li>• Invite a Jewish visitor to show the children how she lights the candles just before sunset on Friday evening, saying the blessing for lighting the Shabbat candles (see other KS2 RE support materials for further information).</li> </ul>	

		<p>I can ...</p> <p>make links between Jewish belief in God as Creator and the blessings said at Shabbat (level 4)</p> <p>I can ...</p> <p>raise questions about and describe the impact of keeping special/holy days on people's lives (level 5)</p>	<ul style="list-style-type: none"> <li>• Watch a video/DVD clip of a mother lighting the Shabbat candles in the home and the blessings said over the cup of wine and the challot when God is blessed for giving the fruit of the vine (wine, or grape juice can be used in class) and for giving the fruit of the earth, that is, bread.</li> <li>• Ask the children to reflect on the things for which they might say 'Thank you' for each week (this does not need to be in a religious sense). Record their responses for display.</li> <li>• Using the information from the lesson on 'kosher' food, discuss/plan/prepare a kosher meal for the family to eat on Friday evening.</li> </ul> <ul style="list-style-type: none"> <li>• Discuss the children's ideas on how a day might be kept 'holy' or special</li> <li>• Invite a Jewish visitor/watch a video/DVD to talk to the children about how a family would spend Shabbat, the tasks which are forbidden (eg turning on a light, driving a car, watching television: see other KS2 RE support materials for further details).</li> <li>• Debate with the children the pros and cons of everyone keeping a 'day of rest'. This could be Philosophy for Children (P4C) activity.</li> </ul>	
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<p><b>How is Shabbat celebrated in the synagogue?</b></p>		<p>I can ...</p> <p>describe how stories found in the Torah are also found in the Christian Bible (level 4/5)</p>	<ul style="list-style-type: none"> <li>• Ending Shabbat. Collect for display the items used for the Havdalah ceremony: the plaited candle, the spice box with sweet-smelling spices, a Kiddush cup with wine (grape juice) overflowing into a small saucer. Explain the significance of the items (see other KS2 RE support materials for further information).</li> <li>• Watch a video/DVD clip of a family saying 'goodbye' to Shabbat for another week.</li> <li>• Discuss with the children celebrations they have experienced and are sad to see come to an end. How can you take the 'spirit' of the celebration away with you as a Jewish family takes the smell of the sweet spices? Eg party bags.</li> <li>• The main Shabbat service is held in the synagogue on Saturday morning. Look at a video/DVD clip to see what happens during the service and how the Torah scrolls are processed around the synagogue.</li> <li>• Read a story from the Torah. The Torah comprises the first five books of Moses which are also found in the Christian Bible, the first five books in the Christian Old Testament. Read a story which might be heard on a Shabbat morning in the synagogue, for example, the story of Joseph and his brothers or the story of Moses.</li> </ul>	
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## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 5/6 module focused on Judaism**



## **THE SYNAGOGUE**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'The Synagogue' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## Judaism Study Unit

**Key Stage 2**  
**(Year 5 or Year 6)**

# THE SYNAGOGUE

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

1. Features of the synagogue (*complementary Christian content: Christian places of worship*)
2. Clothes worn for worship
3. The Sefer Torah (Torah scroll)
4. Bar Mitzvah and Bat Mitzvah (*complementary Christian content: confirmation*)

### **N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

## INTRODUCTION TO THIS MODULE

This module is designed to draw and build on concepts and knowledge about Judaism gained in Key Stage 1 and in Years 3 or 4 of Key Stage 2. At Key Stage 1, Judaism may have been studied through the themes of Special Places, Special Words, Stories and Symbols and Special Ways of Living. In Years 3 or 4, Judaism will have been studied through study units on Moses, the Exodus and Pesach and Journey to the Promised Land. This module focuses on The Synagogue. It is the second of two modules based on study units for Years 5 or 6, the first being The Jewish Home.

The key concepts in this module have a religious and a 'human' context enabling pupils to link their learning with personal experience.



2. Clothes worn for worship

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What special clothes or symbols do we wear and what do they symbolise?</b></p>	<p>identity  symbol</p>	<p>I can ...</p> <p>describe some religious items as forms of religious expression (level 3)</p> <p>suggest appropriate meanings for a range of artistic and symbolic expression (level 4)</p> <p>give simple explanations of Jewish practices and beliefs (level 4)</p> <p>describe the impact of beliefs on individuals and communities (level 5)</p>	<ul style="list-style-type: none"> <li>• Discuss the special clothes or symbols/badges worn by the children and what they show, eg school uniform, cross on chain. Talk about the symbols/badges which show belonging (uniforms) and the meanings behind the symbols/badges which show the beliefs of the wearer (eg a cross on chain worn by a Christian, with the cross symbolizing Jesus' death for the forgiveness of believers).</li> <li>• Look at and display three items worn by Jews for worship: the kippah, the tallit and the tefillin – or pictures of these items. Using the internet, video/DVD clips or books, the children, working in small groups, should research these items and produce on postcards or 'post-it' notes a description of each item which is then displayed. Credit should be given for the best description and for the best explanation of each item, judged by the whole class. The most useful research source could then be watched by/read to the class.</li> </ul>	<p>literacy</p>

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|  |  |  | <ul style="list-style-type: none"><li>• Making tzitzit. Using threads of wool or embroidery thread, make tzitzit (tassles) for a prayer shawl, with 8 threads and 5 knots (see other KS2 RE support materials for explanation of the symbolism). Display a saying or short story from the five Books of Moses (Genesis, Exodus, Leviticus, Numbers and Deuteronomy) next to the 5 knots on the displayed tzitzit.</li><li>• The tefillin. Discuss what it must be like for a Jew to wear tefillin for week-day prayers. How would the tefillin remind him about his beliefs? How might this affect his life? What acts as a constant reminder of something important in the children's lives? (see other KS2 RE support materials for further explanation).</li></ul> |  |
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3. The Sefer Torah (Torah scroll)

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What is the Sefer Torah, and why is it so important for Jews? How is its importance shown?</b></p>	<p>authority</p> <p>sacred/holy</p>	<p>I can ...</p> <p>make basic links between the stories/sayings in the Torah and Jewish beliefs and practices (level 3)</p> <p>explain the Torah as the source of Jewish beliefs and practices (level 4)</p>	<ul style="list-style-type: none"> <li>Brainstorm the teaching/sayings which have been most important to the children. Discuss how/from whom they have learned this teaching, why it is important to them and the situations when they have put it into action in their lives. Record these teachings and their outcomes on a large class scroll.</li> <li>Visit a synagogue/watch a video or DVD showing the Sefer Torah or scrolls in a synagogue. Discuss the ways in which the Torah scrolls are shown to be important to the community, eg kept in the Ark, covered in a decorated cloth or mantle, carried in procession around the synagogue, read from the bimah.</li> <li>Learn from a synagogue visit or an interview with a member of the Jewish community how the Torah is handwritten on parchment and is read using a 'yad' or pointer (see other KS2 RE support materials for further information).</li> </ul>	<p>design technology</p> <p>literacy</p> <p>moral development</p>

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|  |  |  | <ul style="list-style-type: none"><li>• Read/listen to some of the stories/sayings from the Torah (this activity can be linked to the lesson on the tzitzit). Discuss the reasons why these stories/sayings are important to Jews and what they might learn from them. Examples could include: the creation story in Genesis, Moses freeing the slaves in Exodus, the Shema and the Ten Commandments in Deuteronomy.</li><li>• Use these stories/sayings to create a facsimile Torah (see other KS2 RE support materials for further information). Discuss where this should be kept as a symbol of its importance and how and when it can be used, for example over the next two weeks, to remind everyone of the teachings in its stories and sayings.</li></ul> |  |
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4. Bar Mitzvah and Bat Mitzvah

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What is Bar/Bat Mitzvah, and why is it such an important occasion for young Jews?</b></p>	<p>responsibility</p> <p>identity/ belonging</p>	<p>I can ...</p> <p>describe the impact of religion on the life of a Jewish boy or girl (level 4)</p> <p>provide thoughtful answers to questions of belonging, commitment and identity (level 5)</p>	<ul style="list-style-type: none"> <li>• Discuss children’s current responsibilities, eg unloading the dishwasher, walking the dog, tidying their bedrooms. What ‘responsibilities’ do younger/older brothers/sisters have? This could be approached through mime and role play.</li> <li>• What responsibilities do adults have, and at what age do the children think they should be counted as adult? Using interviews with members of the Jewish community, video/DVD clips or the internet, learn how a Jewish boy prepares for his Bar Mitzvah or a girl for her Bar Mitzvah.</li> <li>• How might it feel to read a portion or passage of scripture aloud in front of others? Ask some of the children to prepare and read a favourite passage of scripture/religious story to the class. (This happens at a Bar Mitzvah but the passage is read in Hebrew.)</li> <li>• Why is reading the scripture in Hebrew an important part of the Bar Mitzvah ceremony? (So that the boy can fully take part in synagogue worship as an adult.)</li> </ul>	<p>moral development</p>

		<p>I can ...</p> <p>explain the similarities and differences between Bar/Bat Mitzvah and initiation ceremonies in other religions (level 5)</p>	<ul style="list-style-type: none"><li>• How would the children feel about being counted as adult in the community from the age of 12 or 13? Compare this practice of Bar and Bat Mitzvah with initiation ceremonies in other religions, eg confirmation in Christianity. What are the similarities and differences?</li></ul>	
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## ***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 2,  
Year 5/6 module focused on Sikhism**



## **SACRED TO SIKHS**

This module is designed to assist teachers in meeting the requirements of the Essex agreed syllabus (as detailed in the box on the next page), and to complement other support materials for 'Sacred to Sikhs' available in the RE section of the Essex grid for learning website ([www.e-gfl.org](http://www.e-gfl.org)).



## Sikhism Study Unit

**Key Stage 2  
(Year 5 or Year 6)**

### **SACRED TO SIKHS**

**Religious content to be used as a vehicle for learning** (*learning about religion* - as identified in the statutory programme of study)

1. The Guru Granth Sahib (holy book)
2. The Mool Mantra (basic statement of belief in God)
3. The gurdwara (temple)
4. The Harmandir (golden temple at Amritsar)

**N.B.**

It is a requirement of the Essex agreed syllabus that in covering the religious content identified for each study unit, teachers must ensure that pupils have opportunities to explore issues, questions and concepts related to general human experience arising from the content covered (*learning from religion*).

### **INTRODUCTION TO THIS MODULE**

This module is designed to draw and build on the concepts and knowledge about Sikhism gained at Key Stage 1 and in Years 3 or 4 of Key Stage 2. At Key Stage 1, Sikhism may have been studied through themes such as Special People, Special Places, Special Words, Stories and Writings, Special Symbols and Objects or Special Ways of Living. In Years 3 or 4, Sikhism will have been studied through a study unit on Guru Nanak, Guru Gobind Singh and the Khalsa. This module is the second Sikh module for Key Stage 2 and focuses on the holy book, the statement of Sikh belief and places which are sacred to Sikhs.

The key concepts in this Unit have a religious and a 'human' context, enabling pupils to link their learning to personal experience.



			<ul style="list-style-type: none"> <li>• Find out 5 key facts about the Guru Granth Sahib, either by interviewing a Sikh or from sources such as a CD-ROM, the internet or a text book, eg that it is treated as a Living Guru, that it contains hymns of praise to God, that it is read continuously from beginning to end before a major festival, that it is 'put to bed' at the end of the day.</li> <li>• Make a model to show the Guru Granth Sahib in the gurdwara, ie on a platform with a canopy overhead. Photographs taken on the visit can be used as the basis for the model. If preferred, the photographs can be used to create an illustrated and annotated class book on the gurdwara (small group activity).</li> <li>• Around the model/in the illustrated class book, illustrate and explain the different ways in which the Guru Granth Sahib influences Sikh life, eg it is read before every major festival, it determines a child's name.</li> <li>• Discuss similarities and differences in the way different religions treat their holy books.</li> </ul>	<p>citizenship/personal and social development</p> <p>IT</p> <p>design and technology</p> <p>literacy</p>
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2. The Mool Mantra (basic statement of belief in God)

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>How do Sikhs express their beliefs about God in the Mool Mantra?</b></p>	<p>beliefs  God</p>	<p>I can...  describe how the Mool Mantra explains Sikh beliefs about God (level 4)</p>	<ul style="list-style-type: none"> <li>• Explain that each section of the Guru Granth Sahib begins with the Mool Mantra.</li> <li>• Give small groups of children a copy of the Mool Mantra (see other KS2 RE support materials for further details).</li> <li>• Ask each group to identify the number of beliefs about God in the Mool Mantra – each line identifies one belief.</li> <li>• Ask each group to identify one belief which they think is the most important and one belief which most puzzles them.</li> <li>• Use the groups’ feedback as the basis for discussing Sikh beliefs about God and for exploring the religious language used in the Mool Mantra.</li> <li>• Ask each group to copy out and illustrate their favourite/most important/most puzzling line and display around a copy of the Mool Mantra.</li> </ul>	

3. The gurdwara (temple)

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>Why is the gurdwara a special place for the Sikh community?</b></p> <p><b>What can we learn about Sikh beliefs by visiting/learning about a gurdwara?</b></p>	<p>symbol</p> <p>worship</p> <p>equality (kara parshad, langar)</p>	<p>I can:</p> <p>describe key features of a gurdwara (level 3)</p> <p>explain how Sikhs express their beliefs through the symbols used in a gurdwara, eg the Nishan Sahib, kara parshad, langar, sewa, worship (level 4)</p>	<ul style="list-style-type: none"> <li>• Brainstorm. What buildings (including religious buildings) are special to us in our community?</li> <li>• Small group task. Each group chooses a place of worship which they have visited/virtually visited (via the internet)/seen on DVD and             <ol style="list-style-type: none"> <li>1) identifies symbols/special objects seen;</li> <li>2) explains how the symbols/special objects are clues to the beliefs of the people who worship there.</li> </ol> </li> </ul> <p>Assessment task, part 1</p> <ul style="list-style-type: none"> <li>• Small group task. Each group selects one of the following features as a basis for their research/activities:             <ul style="list-style-type: none"> <li>- research and make a Nishan Sahib (Sikh flag with khanda)</li> <li>- research and make some kara parshad (using sugar, water, semolina, ghee or clarified butter)</li> <li>- research the langar and the reasons for it</li> <li>- research some stories about Guru Nanak and his teaching</li> <li>- research the concept of 'sewa', devotional service to others, and why this is important to Sikhs</li> <li>- the worship hall: what it looks like, what it contains and how people worship there</li> </ul> </li> </ul>	

		<p>I can...</p> <p>make clear links between Sikh beliefs and what Sikhs do in the gurdwara (level 4)</p> <p>explain the impact of Sikh beliefs on the worship and activities in a gurdwara (level 5)</p>	<p>Assessment Task, part 2</p> <ul style="list-style-type: none"> <li>• Small group task. Using the information gained in Part 1, each small group presents their findings in response to the question, '<i>What can we learn about Sikh beliefs from visiting a gurdwara?</i>' through <ul style="list-style-type: none"> <li>- a guidebook on the gurdwara (this must include explanations as well as descriptions) for other Year 5/6 pupils</li> <li>- a PowerPoint presentation about the gurdwara and its special meaning for Sikhs</li> <li>- a model of the gurdwara (inside and outside) with detailed labels explaining the importance of each feature</li> </ul> </li> <li>• Each group should present their task to the rest of the class. The children could peer assess this task, considering the following: <p>Has the group –</p> <ol style="list-style-type: none"> <li>a) identified the important features of the gurdwara</li> <li>b) described the links between the features and Sikh beliefs</li> <li>c) used the correct specialist terms in their descriptions</li> <li>d) shown a good understanding and explanation of why these features make the gurdwara a special place for Sikhs</li> </ol> </li> </ul>	
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4. The Harmandir (golden temple at Amritsar)

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What and where is the Harmandir, and why is it sacred to Sikhs?</b></p>	<p>sacred places</p> <p>special journeys/pilgrimage</p>	<p>I can...</p> <p>describe what a pilgrimage to the Golden Temple might mean for a Sikh (level 4)</p>	<ul style="list-style-type: none"> <li>• Ask the children to identify a special place for them, how they feel when they are there and after they have been (NB this is different from a 'holiday' experience).</li> <li>• Discuss different places of pilgrimage, eg St Peter's in Rome, Walsingham, Lourdes, Makkah, Jerusalem. Talk about why people go on pilgrimage, what they hope for when they arrive and what they might feel like after they have been (NB pilgrimage is a personal experiences and reasons for going can be very different).</li> <li>• Look at images of some of these places on the internet.</li> <li>• Find some images of the golden temple (the Harmandir) in Amritsar, print for display or projection on a whiteboard.</li> <li>• Talk about the features of the golden temple, eg its golden roof, its four entrances, the steps leading down to the worship hall.</li> <li>• Using the skills of interpreting symbolism gained in the previous task, ask the children to imagine the feelings of the Sikh pilgrims who visit the Temple. Provide an opportunity for discussion and for children to write feelings on 'post-it' notes to be displayed, and added to, around the image of the Golden Temple.</li> </ul>	

**Essex scheme of work for RE at Key Stage 2**

**SACRED TO SIKHS**

**Useful resources**

*Pathways of Belief: Islam, Sikhism and Hinduism* (BBC)  
Video/DVD