

Guide to assessment and the use of assessment tools in RE

In religious education, just as in other subjects of the curriculum, it is important to let pupils know how they are doing and what they must do next to make progress. As well as acquiring *knowledge* and *skills*, it is a key part of religious education that pupils' *positive attitudes to study* should be encouraged and praised. The core of this agreed syllabus is for all pupils to be able to **explore** religions, **engage** with their knowledge, and **reflect** on their learning and their lives. So it is important for both teachers and pupils to recognise that;

- Assessment is most effective when it leaves pupils clear about their attainment, their progress and their strengths and weaknesses. The giving of personalised, oral and written feedback is an important part of this.
- The most effective RE teachers use the evidence from assessment to focus teaching more closely on the individual needs of pupils and the development of the enquiry.
- Pupils' chances of achieving well in RE are improved when teachers set clear, focused objectives for lessons and learning outcomes for tasks.
- Good quality RE comes from lessons that are stimulating and enjoyable for both the pupils and teacher.
- Not every piece of work needs to be assessed
- Pieces of work suitable for assessment come in many different forms
- Formative assessment can be just as valuable as summative

How to use this assessment document in Key Stage 1 and 2;

As the 2018 RE agreed syllabus does not prescribe what schools should teach and the same approach has been adopted for assessment. Each Key Stage builds upon the one before, so that by the time pupils reach the end of KS3, they should have had the opportunity to receive a broad, inclusive religious education. Teachers should consider the religious experience of the pupils in the classroom and the whole school when planning which religions to look at and in which order and the assessment tool has been devised to be flexible enough to support this.

The 'Assessment tool' for key stage 1 and 2 is generic and allows for different forms of assessment to take place across the RE curriculum and the pupils' experiences in RE. The 'Assessment tool' offers criteria for assessment for each year group and should inform all assessment in RE. Assessment for each pupil should be made against the parameters that have set for the unit or topic being taught. The statements support the progression and attainment and the key expectations for pupils in a particular year group. Alongside everyday marking and Assessment for Learning (AFL), one key assessment piece per unit or enquiry would be appropriate. Over the year there should be a variety of AT1 and AT2 pieces in different styles and genres should be assessed.

To stay in line with current best educational practice we suggest that three categories of attainment are needed. Different schools use different terms for these categories along the lines of the 'emerging – expected – exceeding', or 'working towards', 'working at' or 'working beyond', to achieve 'mastery'. SACRE will be asking for data at the end of KS1 and KS2 and this will be asked for using the vocabulary of;

Working towards,

Working at,

Exceeding,

The data required and requested will be for both AT1 and AT2 and based on the end of Key Stage Statements for KS1 and KS2.

Assessment in KS3

With national removal of assessment levels in Key Stage 3, there is now a greater focus on knowledge development, along with the opportunity to study the 'big ideas' of RE in greater depth. This development now allows the opportunity to provide a more appropriate Key Stage 3 curriculum which builds the important foundations for Key Stage 4. KS3 and KS4 should no longer be seen as separate courses, but rather as a continuum. There is now an opportunity to develop better assessments practices and opportunities which highlight specific strengths and areas for development within those 'big ideas' and support the development of pupils' understanding over the whole secondary phase.

As KS3 should be a continuum into KS4 and not all schools follow the same GCSE syllabus. This syllabus does not specify a particular model of assessment; schools are encouraged to take into account the expectations of the RE GCSE syllabus they are following for assessing at both KS3 and KS4. Included are exemplars of good practice which schools are encouraged to follow along with the guidelines below;

A KS3 curriculum and assessment model which:

- Is focused on developing the key concepts, knowledge and skills needed for success in KS4
- Is based on high expectations and challenge for all
- Adopts a mastery approach to teaching and learning, and uses proven effective teaching methods.
- Uses regular assessment and feedback which gives all students the chance to develop a secure understanding of the key ideas.
- Incorporates high quality end of topic assessments which help students develop the skills needed to tackle GCSE examination questions.
- Data from assessments reliably identifies what students have/have not understood and informs future teaching and learning, including intervention needs.

Progression in Hinduism – Draft 2

KS1

PLACES OF WORSHIP	DEITIES AND SCRIPTURES	DHARMA	LIVING A HINDU LIFE
<p>Discover how Hindus worship (puja) in their homes at home shrines, and about the different items and rituals which are normally used in puja (at least one murti or statue, bell, diva lamp, incense, water container with spoon, red kum kum powder, offerings of food and flowers). Find out about arti, and the giving back of the food to the worshipper as prasad (blessed food).</p> <p>Hear a story about the deity represented by the murti(s).</p> <p>Understand that shrines can be set up at significant places (e.g. in a shop, or under a tree regarded as sacred) and that Hindus also visit mandirs (temples) for puja.</p>	<p>Explore stories of favourite Hindu deities which are the focus of major festivals, e.g. the Rama and Sita story, from the Ramayana epic, at Divali and how these festivals are celebrated. Explore themes in these key stories, such as the triumph of good over evil and the examples given of moral duty, loyalty and devotion.</p>	<p>Explore how the idea of ahimsa (non-violence) also means that most Hindus are vegetarian, out of respect for all forms of life.</p> <p>Discover some popular Indian recipes and the important Hindu custom of hospitality.</p>	<p>If possible, have an opportunity to talk with Hindu believers.</p> <p>Explore some stories about Hindu families, e.g. going to a wedding, or the family festival of Raksha Bandan - its meaning and customs.</p>

PLACES OF WORSHIP	DEITIES AND SCRIPTURES	DHARMA	LIVING A HINDU LIFE
<p>If possible visit a Hindu mandir / temple and see photographs of other mandirs in India and elsewhere. Know the main features of a mandir, including one or more sacred areas dedicated to particular deities.</p> <p>Understand that it is not compulsory for Hindus to worship at a mandir, although many choose to do so, especially at festival times. Explore how there are particular times at the day when puja or arti may be offered, but that mandirs are usually open for most of the day for individual devotion. Find out what worshippers do when they enter the mandir (include removal of shoes, ringing bell, circumambulating the shrine, making an offering, singing bhajans and the Arti ceremony ending with the blessings and sharing of prashad.</p> <p>Discover how a mandir also acts as a community centre.</p>	<p>Understand how most Hindus believe in the Supreme Spirit Brahman who is unlimited, all-knowing and the source of all life and that the different deities represented in the murtis, reflect different aspects of God.</p> <p>(The murtis usually represent individual deities. They are a focus for worship and are visual representations of God. Ultimately Hindus worship The One, but prefer to do this through 'istadevas' - their own chosen names and forms of God, represented as icons or images with distinctive names and forms, e.g. Krishna or Sarasvati).</p> <p>Explore the symbolism of selected murtis and the stories associated with them; (e.g. Ganesha, Brahma, Vishnu, Shiva, Parvati, Durga, Sarasvati, Rama , Krishna) and what these tell about the nature of God.</p>	<p>Explore the idea of karma (the law of cause and effect) and how this influences the way Hindus live their lives. See how this relates to reincarnation and the belief that the soul is eternal, so that when the body perishes the soul assumes a new body and experiences the fruits of actions in its previous life.</p> <p>Understand that it is possible for the soul to break free of this cycle and return to a state of bliss in a liberation known as moksha.</p>	<p>If possible, have an opportunity to talk with Hindu believers.</p> <p>Explore the Hindu way of welcoming babies, e.g.</p> <ul style="list-style-type: none"> • Jatakarma is performed to welcome the child into the family, by putting some honey in the child's mouth and whispering the name of God in the child's ear. • The child naming ceremony (Namakarana) and how names are chosen • Head shaving is connected to the removal of impurities.

PLACES OF WORSHIP	DEITIES AND SCRIPTURES	DHARMA	LIVING A HINDU LIFE
<p>Explore key Hindu shrines and holy places which are centres of pilgrimage, e.g. Varnasi, sites on the Ganga, Ayodhya and/or the Kumbha Mela.</p> <p>Investigate the reasons devotees go on pilgrimage, e.g. self-purification, penance, thankfulness, moksha, and the actions which are of importance to them, e.g. abstinence, devotion, darshan.</p> <p>Understand how a journey can be both spiritual and physical.</p>	<p>Explore how Hinduism is diverse, takes many forms and cannot be traced back to any single individual or teacher, although many Hindus may choose to follow the example and teaching of a particular guru.</p> <p>Explore the basic principles of Hindu belief and practice which are based on the scriptural teachings of the Vedas (especially on the Upanisads)</p> <p>Look at the various ways of understanding Brahman, both in abstract ways (nirguna) and as God (saguna).</p> <p>Explore the sacred syllable "Om" or "Aum" which represents Brahman, and how it is used daily in Hindu life.</p>	<p>Explore the four Vedic ashramas or ideal stages of life through which people pass: (designed originally only for high caste men)</p> <ul style="list-style-type: none"> • Brahmacharya – the student stage, gaining knowledge of the Vedas. • Grihastha – the householder, earning a living, raising a family, managing the home. • Vanaprastha – the time to retire and hand over responsibilities, to live a more simple life and practice detachment from worldiness • Samnyasa - renouncer stage, freeing oneself from all attachments and relationships to prepare for the ultimate objective of obtaining moksha. 	<p>If possible, have an opportunity to talk with Hindu believers.</p> <p>Explore the Five Great Duties (Panch Mahayajna) and the effect they have on daily living:</p> <ul style="list-style-type: none"> • Brahmayajna – prayer and study • Dev Yajna – the protection of the environment • Pitri Yajna – the offering of respect to parents and elders, including departed mentors • Atithi Yajna – hospitality and service to learned people and visitors • Bhoot Yajna – doing good to all living beings, not just the poor or sick humans, but also to animals who are believed to have a soul in the same way humans do.

Progression in HUMANISM Draft 1 Key vocabulary	Knowledge and belief	Meaning and purpose (Happiness)	Celebrations and ceremonies	Humanist ethics
<p>KS1</p> <p>Humanist</p> <p>Humanism</p> <p>Science</p> <p>The Golden Rule</p> <p>Happy Human</p> <p>Celebrant</p> <p>Evidence</p> <p>Curiosity</p> <p>Empathy</p>	<p><i>Q: Why humanists believe human beings are special?</i></p> <p>What human beings share with other animals and what makes us unique</p> <p>Our ability to question and reason, to empathise with other humans and animals, and our creativity</p> <p>How human beings have improved and can further improve our quality of life and our understanding of the world, including human achievements in science, medicine, art, and society</p>	<p><i>Q: How can we be happy?</i></p> <p>The Happy Human as a symbol of Humanism</p> <p>Happiness as a worthwhile aim; the importance of relationships, exploration, and achieving goals</p> <p>Many ways of finding happiness; there is no one recipe for happiness</p> <p>One way to be happy is to make other people happy (Robert Ingersoll)</p>	<p><i>Q: What are the special ways Humanists celebrate in their lives?</i></p> <p>Valuing and celebrating human life by marking key moments in people's lives such as births, weddings and deaths</p> <p>Humanist naming ceremonies: celebrating the arrival of a new baby; promises of love and support from family and friends</p> <p>The importance of human relationships; the need for love and support from other people in our lives; including the need to offer support as well as accepting it</p> <p>No special Humanist festivals but many humanists celebrate traditional festivals such as Christmas as a time to recognise the importance of family, friendship and kindness</p>	<p><i>Q: Why do Humanists think we should be good to each other?</i></p> <p>Reasons to be good to each other; promoting happiness and avoiding doing harm</p> <p>Thinking about the consequences of our actions</p> <p>The Golden Rule</p> <p>Taking care of other living creatures and the natural world</p>

<p>KS2</p> <p>Humanist Humanism Humanity Atheism Agnosticism Science Evidence Curiosity Evolution Natural selection The Big Bang Reason Empathy Compassion Respect Dignity The Golden Rule Responsibility Human rights Happy Human Flourishing Celebrant</p>	<p><i>Q: How do Humanists decide what to believe?</i></p> <p>The material world as the only one we can know exists</p> <p>Rejection of sacred texts and divine authority; mistrust of faith and revelation</p> <p>Science as the best method to understand the universe; evidence for the universe being billions of years old; evidence that all life on earth, including humans, evolved from a common ancestor</p> <p>Humanist responses to claims of pseudoscience: astrology, mediums, alternative medicine, etc. Willingness to adapt or change beliefs when faced with new evidence</p> <p>Atheism and agnosticism</p> <p><i>Q: Why don't Humanists believe in a god or gods?</i></p> <p>Atheism: the absence of belief in a god or gods</p>	<p><i>Q: What are Humanists' views on happiness?</i></p> <p>Happiness as a worthwhile goal; living a flourishing and fulfilling life;</p> <p>Diverse ways of finding happiness; respecting different people's ways of finding happiness as long as they cause no harm to others</p> <p>The absence of the need for religion or the belief in a god or gods to be happy</p> <p>The absence of any belief in an afterlife means 'the time to be happy is now', while we are alive</p> <p>Human beings' responsibility for their own destiny</p>	<p><i>Q: What do humanist celebrations tell us about the things humanists value?</i></p> <p>Celebrating human life; marking key moments in people's lives such as births, weddings, and deaths</p> <p>The importance of human relationships</p> <p>The need for love and support from other people in our lives (particularly given the absence of belief in a god or gods); the need to offer support as well as accept it</p> <p>Humanist weddings: celebrating when two people, of any sex, agree to spend the rest of their lives together; making a wedding personal and meaningful to the couple</p>	<p><i>Q: What do humanists value in life?</i></p> <p>Humanity, the human spirit and human attributes, including our ability to question and reason Human creativity and achievement: intellectual, technological and artistic The natural world and other living things; the environment in which we all live Human relationships and companionship; our ability to empathise with other humans and animals Our shared human moral values: kindness, compassion, fairness, justice, honesty Our ability to improve our quality of life and make the world a better place for everyone</p> <p>Humanist ethics</p> <p><i>Q: How do humanists believe we can lead a morally good life?</i></p> <p>The rejection of sacred texts, divine rules, or unquestionable authorities to follow; accepting</p>

	<p>Agnosticism: the belief that we can't know whether a god or gods exist or not</p> <p>Absence of convincing evidence for a god or gods</p> <p>Consequences of atheism/agnosticism for how humanists live</p> <p>Humanism as a positive philosophy; living good and happy lives without the need for a god or gods</p>			<p>individual responsibility for our actions</p> <p>The importance of reason, empathy, compassion, and respect for the dignity of all persons</p> <p>Following the Golden Rule as a naturally evolved ethical principle, present in many cultures</p> <p>Reward and punishment as insufficient motivations to do good; thinking about the consequences of our actions on others and what would happen if everyone acted the same way</p> <p>Valuing general moral principles while considering the particular situation, the need for flexibility and the opportunity to question rules</p>
<p>KS3</p> <p>Humanist</p> <p>Humanism</p> <p>Humanity</p> <p>Atheism</p> <p>Agnosticism</p> <p>Science</p> <p>Evidence</p>	<p>Knowledge and belief</p> <p>Atheism and agnosticism</p> <p><i>Q: What do humanists believe about the claims of religion?</i></p> <p><i>Q: How does the absence of belief in a god affect the way humanists live their lives?</i></p>	<p>Meaning and purpose</p> <p><i>Q: How do humanists find meaning in a purposeless universe?</i></p>	<p>Ideas about death</p> <p><i>Q: How do humanists understand and approach the challenge of death?</i></p> <p>Death as the end of personal existence; the absence of</p>	<p>What humanists value</p> <p><i>Q: How do humanists find value in their lives?</i></p> <p>Recognising that we are part of something bigger than</p>

<p>Curiosity Empirical Evolution Natural selection The Big Bang Naturalism Materialism Scepticism Critical thinking Reason Rationalism Empathy Compassion Respect Dignity The Golden Rule Relativism</p> <p>Responsibility Altruism Human rights Mortality Happy Human Flourishing The Good Life Eudaimonia Secularism Celebrant Pastoral support The problem of evil</p>	<p>The absence of convincing evidence for a god or gods; alternative explanations of suggested evidence (Occam's razor); the burden of proof (Bertrand Russell's teapot)</p> <p>Responses to religious arguments for the existence of a god; the problem of evil (Epicurus)</p> <p>Attitudes towards claims about miracles and revelation; the absence of evidence for the power of prayer; preference for action over prayer</p> <p>Humanist views on the origins of religion, and on why religion is so important to many people Consequences of atheism/agnosticism for how humanists live</p> <p>Positive Humanism: more than just not believing in a god</p> <p><i>Q: How do humanists decide what is true?</i> Rationalism: basing beliefs on reason and evidence, not on religious belief or emotional responses</p> <p>Scepticism: applying critical thinking to judge whether something is true; subjecting ideas to logical and empirical challenge</p>	<p>The absence of any discernible 'ultimate' or external meaning to life or the universe</p> <p>The experience of living life in a purposeless universe; giving meaning to our own lives</p> <p>Our responsibility for our own destiny; making the most of the one life we know we have</p> <p>Elements and varieties of 'the Good Life': the importance of relationships, connections, exploration, contributing to human knowledge, achieving our goals, and acting to benefit humankind</p> <p>Personal development and living a flourishing and fulfilling life: the whole person</p> <p>Optimism about human potential</p>	<p>evidence for an afterlife; responses to religious arguments; reasons why people want to believe in an afterlife</p> <p>Reasons not to believe in an afterlife: the absence of identity in dreamless sleep, the importance of the physical brain to our personality (the effect of brain damage on a person)</p> <p>Attitudes towards death and mortality; avoiding overwhelming fear of death (Epicurus' arguments)</p> <p>Valuing human life and making the most of it: 'For the one life we have'</p> <p>Something of us survives our death: genes, ideas, actions, and works; living in the others' memories</p> <p>Humanist funerals as a celebration of a life and an occasion for those still living</p>	<p>ourselves: humanity and the natural world</p> <p>Human relationships and companionship; our ability to empathise with other humans and animals</p> <p>Our shared human moral values: kindness, compassion, fairness, justice, honesty</p> <p>Human creativity and achievement: intellectual, technological, and creative/artistic</p> <p>The humanist attitude in art (e.g. Renaissance artists' painting of personalities as opposed to undifferentiated human worshippers) and literature (George Eliot, Thomas Hardy, Philip Pullman)</p> <p>Valuing sensory pleasures; contrast with some religious attitudes</p> <p>Humanist ethics</p> <p><i>Q: Where does morality come from?</i> <i>Q: How do humanists work out what is good?</i></p>
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	<p>Rejection of superstition and pseudoscience; the scientific revolution and the historical tension between science and religion: the god of the gaps (Copernicus, Galileo)</p> <p>The scientific method: hypotheses, predictions, experiments, conclusions, and further testing (Karl Popper); relying on evidence</p> <p>Recognition of the limits of science and the imperfect knowledge it provides; accepting uncertainty as an unavoidable feature of life; being ready to adapt/change beliefs when new evidence emerges</p> <p>Non-scientific questions: science can inform but not answer questions of meaning and value</p>			<p>The rejection of sacred texts, divine rules, or unquestionable authorities</p> <p>Morality as a naturally evolved, human construct (Peter Singer); morality as a project or journey</p> <p>Improving human welfare in this life as the aim of morality (rather than any divine purpose)</p> <p>Following the Golden Rule as a naturally evolved ethical principle, present in many cultures</p> <p>Obligations to contribute to the common good; the balance between individual autonomy and social responsibility; tolerance of different ways of living</p> <p>Respecting people as persons; human rights (UN Declaration of Human Rights, UN Declaration on the Rights of the Child)</p>

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KS1	CHURCH	JESUS	BIBLE	CHRISTIAN LIFE
	<p>Visit a local church (more than once) become familiar with the main features of the building: find out what happens there and why (worship, baptisms, weddings) and what children do (choir, Sunday school, holiday clubs etc.)</p> <p>Explore stories connected with the church (e.g. its dedication, stained glass window showing Bible stories). If your local church uses different coloured furnishings for different Church seasons spread your visits over the year.</p> <p>Meet the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do</p>	<p>Know that Jesus was an historical person, a 1st century Jew. Know that he is important to Christians who try to follow his teaching and example. Know that stories about him can be found in the Bible.</p> <p>Know some stories about Jesus and some stories he told. (e.g. baptism of Jesus, children brought to Jesus, calling the disciples, feeding 5000, lost sheep, lost son, Good Samaritan)</p> <p>Know the stories about Jesus connected with Christmas and Easter and the importance of these for Christians.</p>	<p>Know that the Bible is a special book for Christians because of its message about God and Jesus.</p> <p>Know that it comes in two parts (Testaments) and that one part is also special to Jews.</p> <p>Hear some stories from the Bible (Creation, Moses, David and Goliath, Daniel in the lion's den, Jonah)</p> <p>Find out when Christians read the Bible in church and at home. Know that reading the Bible can help Christians think about their behaviour e.g. being thankful, saying sorry, forgiveness</p>	<p>Explore practice you would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals)</p> <p>Explore special times for Christians (welcoming new babies – including baptism)</p> <p>Festivals – at the appropriate times, find out how the Christians celebrate the festivals of Harvest, Christmas, and Easter</p> <p>Explore some stories about Christians e.g. historical figures such as Mary Jones or well-known current figures from Christians in Sport.</p>

Lower
KS2

CHURCH

Know the cycle of the Christian year, the meanings of the major festivals and how they are celebrated including the use of symbolic colours and special hymns.

Know the significance of the BC/AD dating system, while understanding that this is not applicable to all faiths or in all contexts.

Know that there is variety in Christianity by visiting at least two different churches and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank). Have an opportunity to talk with believers from the different churches.

JESUS

Know an outline of the ministry of Jesus, with some significant events (use mainly synoptic gospels). Explore how he related to the marginalised of society (women, children, the sick)

Know major aspects of teachings of Jesus; the “Two Great Commandments”, some parables and sayings, Kingdom of God

BIBLE

Know that the Bible is a ‘library’ of books. Know it contains different ‘genres’ – and explore some examples of poetry e.g. (Psalm 23), proverbs, laws (e.g. the Ten Commandments), letters as well as stories. Understand that the different books all teach something about God and His relationship with humankind.

Know that there are four gospels giving ‘good news’ about Jesus.

Know how to find a reference in a Bible using chapters and verses.

CHRISTIAN LIFE

Hear stories of people who have tried to follow Jesus (e.g. St Francis, local saints). If possible, engage with Christians from your locality who will answer questions about their faith and life.

Festivals – at the appropriate times, find out how the Christians celebrate some festivals such as Harvest, Remembrance Sunday, Advent, Christmas, Lent, Easter, Ascension Day Pentecost.

Investigate why and how people pray. Hear and talk about some famous prayers.

Find out about Christian weddings in a church and compare with other weddings known to your pupils.

Upper	CHURCH	JESUS	BIBLE	CHRISTIAN LIFE
KS2	<p>Find out about how the Holy Communion / Eucharist / Mass / Lord’s Supper is celebrated in church and why it is important to many Christians.</p> <p>Explore the origin and meaning of the Lord’s Prayer and how it is used in worship today.</p> <p>Read / listen to / sing some favourite Christian hymns and songs to discover what they tell us about Christian beliefs.</p> <p>Find out about some of the different ministries in the Church e.g. bishop, priest, elder, organist, teacher, cleaner etc.</p> <p>Explore Christian life and practice in another country (for Cambs, this will be the link Diocese of Vellore in the Church of South India)</p>	<p>Discover the two Biblical narratives of the birth of Jesus, the different messages / theology that they convey and how they are now seen as one story (e.g. in a nativity play).</p> <p>Read some of Jesus’ miracle stories and find out what is a miracle. Ask why these miracle stories are important.</p> <p>Explore stories told during Christmas, Holy Week, Easter, Ascension and Pentecost. Understand how these relate to Christians’ beliefs about God, Jesus Christ and the Holy Spirit (Trinity)</p> <p>Explore how Jesus is portrayed in art from different ages and cultures and how this can send a message about different beliefs relating to him.</p>	<p>Investigate the Biblical Creation stories alongside scientific theories about the origins of the universe. Understand how the Biblical stories are written in a different, and ancient, genre yet can still be seen as conveying truths for today. Explore how the belief in God the creator influences Christian views on environment and climate justice.</p> <p>Explore New Testament teachings on living a Christian life e.g. “The Fruits of the Spirit” in Galatians 5 and I Corinthians 13 on love and consider their relevance for today’s world.</p> <p>Understand that the Bible is the most translated book in the world and discover the work of the Bible Society or other mission groups.</p>	<p>Explore Jesus’ teaching as a foundation for Christian living:</p> <ul style="list-style-type: none"> • Personal life – baptism, confirmation etc. • Making moral decisions and lifestyle choices • Public life – individuals and churches active in charities e.g. Christian Aid,, food-banks, Fair Trade • The ministry of chaplains in hospitals and prisons • Beliefs about death and life after death and how these may affect Christian living (exploring the message of Christian funerals) <p>Explore what Christians mean by/experience as the Holy Spirit in their lives.</p>

K S3	CHURCH	JESUS	BIBLE	CHRISTIAN LIFE
•	<p>Understand that there are a range of Christian Churches from those with a global presence (e.g. Roman Catholic) to individual congregations. Discover which Churches can be found within an agreed radius of your school and how they describe their differences (which may be in terms of belief or history). Understand that most Churches work together through local ecumenical councils (Churches Together in England) and the World Council of Churches.</p>	<p>The Trinity: how Christians tried to describe one God known in three ways. Symbols and art depicting the Trinity. Ask whether God can actually be depicted in this way, or fully understood by us. Understand how the term “incarnation” helps to explain the nature of Jesus. Explore what Christians believe to be the role of the Holy Spirit in the world today.</p>	<p>Know a broad outline of Old Testament history including Exodus and exile and understand that for Christians this is the first part of a salvation story which leads up to the death and resurrection of Jesus in the New Testament.</p>	<p>Explore how Christians feel they have a responsibility as God’s stewards of the earth, and what this means in practical terms.</p>
•	<p>Consider examples of how Christians and Churches can act in difficult situations to challenge society e.g. conscientious objectors in WW1, apartheid in South Africa.</p>	<p>Explore how, through his actions and his teachings, Jesus demonstrated what God is like.</p>	<p>Explore some Biblical analogies, symbols or metaphors which are used to try to explain who God is.</p>	<p>Explore how Christians come to terms with the belief that God is loving and all-powerful, and yet there is suffering throughout the world.</p>
•	<p>Consider examples of how Christians and Churches can act in difficult situations to challenge society e.g. conscientious objectors in WW1, apartheid in South Africa.</p>	<p>Explore how Jesus’ teachings have influenced others beyond the Christian tradition e.g. in government, human rights, ending of slavery</p>	<p>Investigate the stories of some of the Old Testament Prophets Including prophets who challenged kings – Nathan, Elijah – and those who wanted social justice e.g. Amos. Ask if their message still has relevance for today and whether they have (or should have) successors in the modern world.</p>	<p>Explore different Christian understandings about life after death under God’s rule (e.g. the soul; resurrection or re-creation; everlasting life, renewed heaven and earth) through Biblical teaching, different Christian and Churches depictions in art and music. These can be linked to apocalyptic texts which strongly influence the beliefs and behaviour of some Christians today.</p>

Key Vocabulary for Teaching Christianity (KS1-KS3)

Advent	Grace	Prayer
Ascension	Harvest	Priest
Atonement	Holy	Prophet
Baptism	Holy Communion	Psalm
Bible	Holy Spirit	Reconciliation
Christ	Hymn	Redemption
Christmas	Incarnation	Repentance
Church	Jesus	Resurrection
Creation	Lent	Sacrament
Disciple	Liturgy	Saint
Easter	Lord's Prayer	Salvation
Ecumenical Council	Lord's Supper	Sin
Epiphany	Mass	Soul
Epistle	Miracle	Ten Commandments
Eucharist	Myth	Trinity
Faith	New Testament	Vicar
God	Old Testament	Worship
Gospel	Pentecost	

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Progression in Buddhism

KS1

Deity and Key figure	Place of Worship	Holy book	Buddhist way of life
<p>There is no deity An ordinary person who became 'awakened' (Buddha)</p>	<p>Building where Buddhists meet Symbols and artefacts found in Buddhist Centres People with a special role (monks, nuns, teachers)</p>	<p>Stories from the life of the Buddha which show his concern to find an answer to the problem of suffering Stories Buddha told...</p>	<p>Buddhists believe in:</p> <ul style="list-style-type: none"> • importance of compassion • respect for all living things and the intention not to harm them • importance of being generous, kind, truthful, helpful and patient • importance of reflection and meditation, developing inner peace

Key vocabulary: Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation

KS2

Deity and Key figure	Place of Worship	Holy book	Buddhist way of life
<p>Buddha means 'one who is fully awake to the truth' or Enlightened Through his own efforts, the Buddha overcame greed, hatred and ignorance</p>	<p>Temple Buddhist Community (sangha) - made up of lay people and ordained Features of Buddhist Centres including temples, shrines, artefacts and offerings Works of sacred art (thankas), mandalas and images of the Buddha (rupas) - standing, sitting and lying down, with a third eye showing he is enlightened</p>	<p>Stories told about and by the Buddha, Jataka Tales ... Buddha taught that possessions can't give us lasting happiness; in the end they break, grow old or let us down, making us unhappy</p>	<p>Symbols – lotus flower, prayer wheel Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives Buddhists aspire to fearlessness, contentment, kindness, meditation Four Noble Truths:</p>

			<p>Being greedy and wanting things can't make you happy You can be content without having everything you want You have to learn this through practice Peace of mind comes when you are content with having just enough – not too much, not too little.</p> <p>Samsara - continual cycle of birth and death</p> <p>Key festivals:</p> <p>Wesak - Buddha's birthday Dharma Day</p> <p>Sacred place of pilgrimage:</p> <p>Bodhi tree at Bodh Gaya where the Buddha became enlightened</p>
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Key vocabulary: Enlightenment, delusions, Buddha, Dharma and Sangha ('Three Precious Jewels'), ordained and lay, Temple, offerings, Jataka Tales, impermanence, vows, moral discipline, contentment, samsara, nirvana, symbols, pilgrimage

Deity and Key figure	Place of Worship	Holy book	Buddhist way of life
<p>His Enlightenment - Prince Siddhartha Gautama gave up everything in search of the way to end suffering</p> <p>Buddhas - previous Buddhas, Bodhisattvas in the Mahayana tradition</p>	<p>Lifestyle of Buddhist monks and nuns (bhikkhu) - living by the Ten Moral Precepts</p> <p>Vinaya - rules of monastic life</p> <p>Stupa – visual representation of Buddha’s pure mind</p>	<p>Different collections of scripture for different traditions (suttas) - Agganna Sutta</p> <p>Buddhist canons: Pali canon used by Theravada Buddhists is the Tripitaka (three baskets) Pitaka (this is a Sanskrit word) canon used by Mahayana Buddhists</p>	<p>Types and purpose of meditation:</p> <p>chanting mantra recitation offerings of flowers, incense and light retreats - opportunity for people to live with Buddhists for a few days and to withdraw from distractions</p> <p>Key Beliefs:</p> <p>Wisdom and insight arise through the practice of Mindfulness Nirvana - state of Enlightenment and 'blowing out' of the fires of greed, hatred and ignorance</p> <p>The Three Signs of Being:</p> <p>Anicca (impermanence) Dukkha (life involves suffering) Anatta (the notion of the soul is an illusion).</p> <p>Taking refuge in the Three Jewels - Buddha, the Dharma and the Sangha</p> <p>Living by the Five Moral Precepts (Buddhist Code of Ethics) - abstain from:</p>

			<p>harming living things stealing sexual misconduct lying intoxication</p> <p>Buddhist responses to social, moral and ethical issues:</p> <p>peace movements and the work of important contemporary figures such as Dalai Lama.</p>
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Key vocabulary: Enlightenment, renunciation, Bodhisattvas, Bodhichitta, Vinaya, Sutras (or Suttas), meditation, mantra, retreat, refuge, mindfulness, emptiness, Pratimoksha vows, stupa, lineage (of teachers), Mahayana, Theravada

KS1 Key vocabulary	MOSQUE	PROPHET MUHAMMAD (pbuh)	HOLY QUR'AN	MUSLIM LIFE
<p>1.Allah 2. Islam 3.Muslim 4. Prophet 5. Quran 6.Mosque</p>	<p>Visit a local mosque (more than once) become familiar with the main features of the building: Dome, Minaret, prayer room, washing area for prayers.</p> <p>Find out what happens in the mosque (prayers, lectures, weddings, funerals, reading the Qur'an) and what children do.</p> <p>Explore stories connected with the mosque (name, when was it built)</p> <p>Meet the people who go to the mosque.</p>	<p>Know that Muhammad is a Prophet in Islam. He is the final messenger from Allah. He is important to Muslims who try to follow his teaching and example. Know that the Qur'an was sent to him as a guide for the people.</p> <p>Explore what life was like for Prophet Muhammad as a child (he was an orphan also had a wet nurse as was the custom at the time.)</p> <p>Know some stories about Prophet Muhammad and how the society was before he announced his Prophethood.</p>	<p>Know that the Qur'an is a special book for Muslims.</p> <p>Know that it has 114 chapters.</p> <p>Hear some stories from the Qur'an. A chapter is named after Lady Mary, Qur'an tells Muslims what to do and is therefore a guide for them.</p> <p>Qur'an was sent to Prophet Muhammad as a guide to humanity.</p>	<p>Explore likely feature of a Muslim family (Mosque, Qur'an, daily prayers)</p> <p>Special times for Muslims (e.g. welcoming new babies)</p> <p>Festival – getting ready for Ramadhan and Eid ul Fitr. What can you give up?</p> <p>Explore some stories about Muslims e.g. going for Hajj</p>

KS2 Lower Year 3/4 Key vocabulary	MOSQUE	PROPHET MUHAMMAD (pbuh)	HOLY QUR'AN	MUSLIM LIFE
<p>1. Shahada 2. Salaa 3. Sawm 4. Hajj 5. Qiblah 6. Mihrab</p>	<p>Look at the Muslim calendar how is it different?</p> <p>Know the main features of a mosque and understand the use of it. What is their significance? (mihrab, Qiblah, mimbar, any patterns or calligraphy in the mosque.</p> <p>Understand the significance of Makkah, also the place for pilgrimage, the place where Prophet was born and also the direction towards which Muslims face when praying.</p> <p>Know that there is diversity in Islam by visiting at least two different mosques and explore different practice and beliefs behind them.</p> <p>Have an opportunity to question believers.</p>	<p>Learn about the life of Prophet Muhammad. Muslims try to follow his example in everything they do. Link to the Shahada – declaration of faith: Muslims express- Oneness of God and the Prophethood of Muhammad.</p> <p>Know major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty.</p> <p>Link stories- Prophet & the woman who used to throw rubbish.</p> <p>Prophet and how he was given the title of the 'truthful'.</p> <p>Consider and discuss how Prophet is a role model for Muslims.</p> <p>Discuss the birthdate of the Prophet-</p>	<p>Know that the Qur'an is a 'divine' book. It was revealed to the Prophet on the Night of Power.</p> <p>Know that it is written in Arabic. Most Muslims have to learn in order to read it in its original text.</p> <p>Know how to find a reference in a Qur'an.</p> <p>Listen to a Qur'an verse or chapter in Arabic. Find its meaning.</p> <p>Understand why Muslims show respect for the Qur'an and its significance as a guide today in their lives.</p>	<p>Know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) of Worship (make students aware)</p> <p>Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers.</p> <p>Prayer – why and how people pray. Understand some of the actions that form a prayer.</p> <p>Prayers can be offered at the mosque or at home or wherever a Muslim is.</p> <p>How does prayer help a Muslim?</p> <p>Make your own prayer mats.</p>

		MiladunNabi. What do Muslims do in celebration?		
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KS2 Upper Year 5/6 Key vocabulary	MOSQUE	PROPHET MUHAMMAD (pbuh)	HOLY QUR'AN	MUSLIM LIFE
<p>1. Imam</p> <p>2. Zakat</p> <p>3. Khums</p> <p>4. Sunni</p> <p>5. Shia</p> <p>6. Eid</p> <p>7. Ashura</p>	<p>Understand the role of the Imam in the mosque</p> <p>How is the mosque helping the Muslim community?</p> <p>Teaching religion in the mosque- how is this delivered?</p> <p>Different mosques in the world – compare what is different and what is similar</p> <p>Look at the mosque in Medina- Prophet's mosque. Mosque in Jerusalem is also significant to Muslims.</p> <p>Mosques in the world, how do they support charities?</p> <p>What help is given through the mosque in giving food and to those less fortunate? What are the beliefs behind supporting those in need?</p> <p>Link to Zakat- concept of giving- tax to support the less fortunate</p> <p>Link to Khums- concept of giving- yearly tax to support the less fortunate</p>	<p>Muslims follow the example of Prophet Muhammad. What are key things that can be seen from his life?</p> <p>Know that he was sent from God to guide the people and that there was no prophet after him.</p> <p>Know that his teachings are a guide for Muslims and this goes together with the Holy Book- Qur'an</p> <p>Muslims also use the sayings and actions (Hadith) of Prophet to help them lead their lives.</p>	<p>Look at the first chapter of the Qur'an. What message is being given?</p> <p>Know the Quran guides Muslim.</p> <p>Understand that the Qur'an is translated in various languages to help Muslims understand what they are reciting.</p> <p>Does the Qur'an help Muslims decide what is right and wrong?</p> <p>How do you treat a precious text? Muslims scared text is the Qur'an = special respect.</p> <p>Where do individuals go to when they need answers to difficult questions or guidance during a time when they feel in need?</p>	<p>Being a Muslim in Britain</p> <p>Islam in art – use calligraphy.</p> <p>Arabic writings- to help develop a skill.</p> <p>What does it mean to be a Muslim?</p> <p>Personal life – being able to give charity and sacrifice for those who are less fortunate.</p> <p>Public life – charities e.g. Muslim Aid, Muslim Council of Britain</p> <p>Deciding between right and wrong.</p> <p>Understand the significance for Muslims taking the journey of Hajj. Eid ul Adha- Festival of sacrifice after the Hajj.</p> <p>Awareness to Ashura and its significance to Muslims.</p>

KS3 Key vocabulary	MOSQUE	PROPHET MUHAMMAD (pbuh)	HOLY QUR'AN	MUSLIM LIFE
<p>1. Sunni 2. Shia 3. Zakat 4. Khums 5. Hajj 6. Eid 7. Jihad</p>	<p>Understand the multi-purpose of a mosque. Qur'an teaching, guidance through sermons delivered by the mosque Imam, Friday prayers offered by all Muslims all over the world in a congregation.</p> <p>Religious celebrations that take place in the mosque. Link to any that may be celebrated at the time e.g. Month of fasting, Pilgrimage,</p> <p>Why do Muslims offer prayers together in the mosque?</p> <p>How is a mosque seen as a sacred place?</p>	<p>Know that there are earlier prophets before Prophet Muhammad and Muslims recognize them e.g. Adam, Ibrahim (Abraham), Isa (jesus).</p> <p>The link for some religions recognized as the Abrahamic faiths.</p> <p>Muslims hold Prophet Muhammad with great respect, as he is the final messenger.</p> <p>Examine the development of the Sunni and Shia schools of thought in Islam after the Prophet's leadership.</p> <p>Muslims are part of a big family, the Ummah as taught by the Prophet. To express equality and all are bonded through Islam.</p> <p>Social justice was promoted by the Prophet and</p>	<p>How was the Qur'an revealed?</p> <p>Is the Qur'an a message for all time? Why?</p> <p>Can all the answers be acquired from the Qur'an?</p> <p>Why do Muslims feel the Qur'an is a sacred text?</p>	<p>What do Muslims believe about their actions in the world?</p> <p>How do their beliefs about life and death shape the way they live their daily lives?</p> <p>What is God consciousness (Taqwa)?</p> <p>How does the action/worship of a Muslim match aspect of God consciousness?</p> <p>Know the importance of jihad as a struggle to choose between right and reject the evil. This is on a personal and social level too. This is known as the greater Jihad.</p> <p>Discuss the different sects within Islam. Look at the two main ones: Sunni & Shia.</p> <p>Extend further understanding of the 5 Pillars (Sunni) and the Ten Obligatory</p>

		Muslims are expressing this through giving of zakah & khums. Also when wearing the Ihram (white clothes) for hajj.		Islamic acts (Shia) of Worship. Learn some of the ceremonies/rites of passages: birth and aqiqah (shaving of the hair), marriage & nikaah, death & burial.
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Progression in SIKHISM – draft 1 06.07.17 HARKIRAT			
Key Stage 1 - Key vocabulary:			
Sikh	Acceptance	Family life	Gurdwara
Sikhism (Sikhi)	Equality	Meditation	Turban
Respect	Forgiveness	Truth	Ten Gurus
Five K's	One Creator (Ek Oankar)	Nishan Sahib	Sharing
Knowledge and belief	Meaning and purpose (Belonging)	Celebrations and ceremonies	The Sikh Way of Life
<p><i>What do Sikhs believe about God and the creation that we live in?</i></p> <p>Why Sikhs believe we are all special</p> <p>How Sikhs believe that we are all Gifts from that One Creator</p> <p>How does KESH (the keeping of uncut hair) teach a Sikh child to accept that we are all gifts from that One Creator</p> <p>What can be learnt from the lives of the 10 Gurus</p> <p>How the Guru Granth Sahib is respected as the Living Guru</p>	<p><i>What does it mean to belong to a family.....</i></p> <p>Where male and female are treated equal</p> <p>Where all race, religions and nationalities are treated equally</p> <p>Where respectfully we have all been created differently</p> <p>How may the 5ks help a Sikh to always remember God is with them. Why would they be described as Articles of Faith and not symbols.</p>	<p><i>How does a Sikh family choose to name a child that they have been blessed with ?</i></p> <p><i>How going to the Gurdwara brings people together ; example when a Turban is first tied on a child.</i></p> <p><i>How life and death are celebrated and accepted.</i></p> <p>Explore how the Community comes together to clean the Nishan Sahib, and the significance behind this.</p>	<p><i>Why do Sikhs think we should be good to each other?</i></p> <p>RESPECT</p> <p>EQUALITY</p> <p>FORGIVENESS</p> <p>How can Meditation, honest living and serving humanity help us become better people?</p>

Key Stage 2 Key vocabulary

Develop understanding from KS1 and use KS1 progression if Sikhism (Sikhi) is not taught at KS1

Sikh	Acceptance	Family life	
Sikhism (Sikhi)	Equality	Truth	Mool Mantar
Respect	Forgiveness	Meditation	
Five K's	One Creator (Ek Oankar)	10 Gurus	
Guru Granth Sahib	Chaur Sahib	Nishan Sahib	
Langar	Kirtan	Seva	

Knowledge and belief	Meaning and purpose (Belonging)	Celebrations and ceremonies	The Sikh Way of Life
<p><i>Explore Sikh belief about God expressed in the Mool Mantar. Eg Creator, Sustainer etc</i></p> <p><i>How did the Guru Granth Sahib come into being and what is the significance of the Living Guru ?</i></p> <p><i>What does the Guru Granth Sahib teach about ones relationship with the Creator, the world and life – how does reincarnation work ?</i></p>	<p><i>How do Sikhs meditate and serve in Gurdwaras and in their own homes?</i></p> <p><i>What are the key features of the Gurdwara, and how may they differ in different parts of the world (eg Harmandir Sahib or Golden Temple in India, compared to a local Gurdwara in the UK).</i></p>	<p><i>What happens in Sikh celebrations and ceremonies in the Gurdwara ?</i></p> <p><i>How does music and meditation play an important part in Sikh ceremonies.</i></p> <p><i>Explore how music and meditation can make you feel</i></p> <p><i>How is the Guru Granth Sahib respected in the Gurdwara ?</i></p>	<p><i>Why is Seva (Selfless Service) such an important aspect of human life?</i></p> <p><i>What influences the ways people behave, and what is expected of an individual choosing the Sikh way of Life ?</i></p> <p><i>In what ways do Sikhs make a difference in the local community ?</i></p> <p><i>How do the Five 5K's assist a Sikh practice their purpose in life – ie to connect with the Creator ?</i></p>

Key Stage 3 Key vocabulary

Develop understanding from KS1 and use KS2 progression if Sikhism (Sikhi) is not taught at KS1 or KS2

Sikh	Acceptance	Family life	
Sikhism (Sikhi)	Equality	Truth	Mool Mantar
Respect	Forgiveness	Meditation	Khalsa
Five K's	One Creator (Ek Oankar)	10 Gurus	Amrit Ceremony
Guru Granth Sahib	Chaur Sahib	Nishan Sahib	Vaisakhi
Langar	Kirtan	Seva	5 Evils
Nitnem	Akhand Patth	Haumai	Daswandh
Gatka			

Knowledge and belief	Meaning and purpose (Belonging)	Celebrations and Ceremonies	The Sikh Way of Life
<p><i>Sikhs believe in the concept of Reincarnation.</i></p> <p><i>Explore what this might mean in daily life, and how one treats others.</i></p> <p><i>How did the Guru's challenge the practice of Caste Systems and Ritual practices of the time, and how may this be applied today</i></p>	<p><i>How can the importance of Daswandh be applied to the daily life of a Sikh family</i></p> <p><i>In school</i> <i>At work</i> <i>In the Community</i></p> <p><i>How are the 5k's not just symbols, and what do they really mean and used for by an Initiated Sikh who has received Amrit.</i></p>	<p><i>Explore how charitable work is an important part of Sikh celebrations and ceremonies.</i></p> <p><i>What do Sikhs believe about life after death, and how are these beliefs reflected in the death ceremony</i></p> <p><i>Explore why Guru Gobind Singh asked for 5 Heads at the Vaisakhi Ceremony in 1699, and how the Birth of the Khalsa is celebrated today.</i></p>	<p><i>How do Sikh live the advice shared by Guru NANAK;</i></p> <p><i>NAAM JAPNA (remembering God)</i> <i>WAND KE SHAKNA (sharing)</i> <i>KIRAT KARNEE (truthful living and earning)</i></p> <p><i>Sikhs believe in Equality ; how will a Sikh practice this in their daily lives</i></p>

<i>Why and how may Sikhs accept they have responsibilities to care for the world in which we live in ? Explore how Sikhs have responded to Global and local issues both in the past and present times</i>	<i>The Guru Granth Sahib promotes interfaith harmony ; how may this help a Sikh belong to a Society where his or her external appearance may stand out.</i>	<i>What challenges may Sikhs face in practicing Gatka and other arts during celebrations and activities outside of the Gurdwara ?</i>	<i>How does a Sikh learn to control their mind from following bad thoughts and habits ; and what may these be today in society.</i>
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DRAFT

KS1

<p>Vocabulary Synagogue: Torah Scrolls, Yad, Kippah, Tallit, Ark Shabbat: Two Candles, Challah, Wine, Kosher Jewish Life: One God (YHVH), Covenant, Rosh Hashanah, Shofar, Chanukah, Maccabees, Dreidel, Purim</p>			
<p>SYNAGOGUE Visit a local Synagogue. Locate all important features of the Synagogue: Mezuzah, Bimah, Eternal Light and the Ark with the Torah scrolls. Know that a Synagogue is a meeting place and a studying place but also a place where Jewish people celebrate most of their Festivals. Recognise some Jewish symbols: Star of David, Menorah and some ceremonial clothing like Kippah and Tallit.</p>	<p>SHABBAT Know that Shabbat is the most important Jewish Festival and that it starts on Friday evening and finishes on Saturday evening. Know that it has been celebrated by the Jewish people for thousands of years in memory of God’s resting day during the creation of the world. Know that Jewish people are supposed to rest on Shabbat and that there are many activities that some choose not to perform on that day. Hear some Shabbat blessings and songs, know that they are recited and sung in Hebrew.</p>	<p>TORAH AND COMMANDMENTS Know that Torah is the holiest document for every Jewish person. Know that it is traditionally regarded as having been given to the Jewish people by their leader and greatest prophet: Moses on Mount Sinai, many centuries ago. Know that Torah scrolls are made of special pieces of parchment and every word written in them has to be absolutely perfect and is usually written by a professional scribe. Know that it includes the 10 Commandments (also regarded as important by Christians) (among many other commandments kept by Jewish people). Know that the stories in the Torah are known to Christians as the Old Testament. Hear some stories from the Torah: the story of Abraham and Isaac, of Jacob and Esau and the story of Moses receiving Torah from God.</p>	<p>JEWISH LIFE Know that centuries ago Jewish people used to live in the Middle East as a nomadic nation but nowadays they live all over the world. Know that there are many important moments in a Jewish person’s life: birth, coming of age, marriage and death. Know that the Jewish calendar is different to the secular calendar, and the Jewish Year starts in Autumn. Know some basic information related to Rosh Hashanah (New Year), Yom Kippur. Find out about the Maccabees revolt and the Chanukah miracle when a small jug of oil used to light the Menorah is believed to have lasted for 8 days. Listen to some Chanukah songs, sing some in English. Play dreidel. Become familiar with the Pesach story, when Moses brought the</p>

			Jews out of Egypt, out of slavery, how they crossed the Red Sea and received the Torah and the Promised Land.
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KS2

<p>Vocabulary Synagogue: Bimah, Ner Tamid (Eternal Light), Menorah (Chanukiah), Star of David, Rabbi Shabbat: Havdalah, Kiddush Cup (goblet), Havdalah candle, Besamim (Spices) Jewish Life: Yom Kippur, Sukkah (Booth), Pesach, Matzah, Egypt, Moses, Patriarchs (Abraham, Isaac, Jacob), King David, Bar Mitzvah/Bat Mitzvah, 613 Commandments, 24 Books of the written Torah, Chumash (5 Books of Moses), Messiah</p>			
<p>SYNAGOGUE Know that there are different groups of the Jewish people, understand the basic difference between Traditional and Progressive Judaism. If possible visit one Traditional and one Progressive (Liberal or Reform) Synagogue, observe differences in separation or lack of separation of space for men and women, differences in clothing extremely devout men wearing tzitzit and covering their heads with kippot all the time, Orthodox devout married women covering heads, complete equality in Progressive Synagogues).</p>	<p>SHABBAT Know that the start of Shabbat is marked with the lighting of two candles and blessing over wine and bread and finishes with Havdalah – which means separation. Havdalah candles are plaited to symbolise a liason between Shabbat and the everyday, between sacrum sacred and profane, God and people. Know some differences between the ways Traditional and Progressive Jews celebrate Shabbat. (using light, driving cars) „Shabbat Shalom” - Understand the importance of Shalom – Peace as a space for spirituality, for God and</p>	<p>TORAH AND COMMANDMENTS Know that Torah scrolls consist of the 5 books of Moses which can also be read as a printed book. Know that there are 613 commandments in the Torah for Jewish people to follow. Know that the first book starts with a description of the creation of the world and the last one finishes with the death of Moses. Know that apart from the 5 Books of Moses (in the Torah Scrolls) there are more books in the Jewish Bible (24 altogether) and that the majority of them are shared with</p>	<p>JEWISH LIFE Know the Jewish calendar (New Year starting in Autumn, days starting with sunsets, some festivals being related to particular seasons). Find out more about Rosh Hashanah and Yom Kippur and the 10 day period between them when Jewish people try to ask forgiveness for all their wrong doings in the previous year. Link this with the concepts of sin and forgiveness. Know that in Judaism there are sins that cannot be forgiven by God. Bar/Bat Mitzvah ceremony – becoming son or daughter of the</p>

<p>Listen to the sound of the Shofar. Find out about Jewish Communities constructing special booths for the Festival of Sukkot in memory of wandering in the desert after leaving Egypt. If possible visit one local Sukkah during the festival, shake a lulav or observe Jewish people performing this tradition. Meet a rabbi, have an opportunity to ask him questions about his work. If not possible: „ask a rabbi” by e-mail.</p>	<p>goodness, time shared with family and friends, time for reflection about the meaning of life. The concept of Shabbat as a day dedicated to God through celebrating his creations and respecting them.</p>	<p>Christians, for example Book of Psalms. Find out about King David and his story. Interpretation of Psalms. Know that in Jewish tradition there exists the Written Torah (24 books) and the Oral Torah (interpretations and traditions passed down from generation to generation) and that through the Oral Torah Jewish people are given guidance on the meaning of the words of the Written Torah.</p>	<p>commandments it mean to be responsible for one’s actions and for the whole community? Find out about the spiritual meaning of the Hebrew alphabet („letters of fire”), numerical value of letters and words. Bar Mitzvah sermon – reflection on Torah stories – what do these stories mean to a boy/girl in XXI century Britain.</p>
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KS3

<p>Vocabulary Synagogue: Mezuzah, Tefillin, Siddur, Gabbai Shabbat: Kabbalat Shabbat, Shachrit, Mincha, Maariv Jewish Life: Mitzvah Day, Tikkun Olam, Israel, Diaspora, Pogroms, Antisemitism, Talmud, Shema Israel, Pikuach Nefesh, Holocaust, Israeli-Palestinian Conflict, Scriptural Reasoning (Inter-Faith activities)</p>			
<p>SYNAGOGUE Know when Jewish people come to Synagogues: (Friday evening – Kabbalat Shabbat to welcome Shabbat, Saturday morning, Orthodox groups also Saturday afternoon and evening, Yom Kippur</p>	<p>SHABBAT Know the Jewish concept of Tikkun Olam – repairing of the world, to make the world the best place possible for everyone. Link it with environmental issues. Link it with the problem of today’s political conflicts.</p>	<p>TORAH AND COMMANDMENTS Know the first lines of the „-Shema” Prayer and their meaning to Jewish people. (Also that the words are kept inside Mezuzot and inside Tefillin/Phylacteries).</p>	<p>JEWISH LIFE Know that Israel as a state was created after WWII, in May 1948, but that many Jews lived there since ancient times. Find out about many initiatives trying to end the Israeli-Palestinian conflict.</p>

<p>all day long prayers, and other Festivals throughout the year). Know what are the main roles related to the running of Synagogues: a rabbi, a warden (Gabbai), an administrator. Find out about the activities of the local Synagogue: Mitzvah Day, Food Bank collections, running Shelters for homeless people in winter. Find out about inter-faith events organised locally, try to participate in one of them.</p>	<p>Shabbat and its central place in Jewish culture and tradition. Shabbat in Israel and the diaspora. Life in the diaspora (outside Israel) and a cultural concept of „wandering Jew”. Some historical facts: many expulsions, pogroms and attacks on Jews happened on Shabbat – problem of antisemitism and its different sources in the past and today. Stories of Christian and Muslim people saving Jews during the Holocaust. „Who saves one life saves the world entire” – says Talmud (part of the Oral Torah). Judaism and its attitude to life. Know that Judaism does not concentrate on an afterlife.</p>	<p>Observe a Jewish man putting on his Tefillin. (in a movie fragment or on-line instruction) Know that in Jewish Talmudic tradition Torah can be reduced to a single instruction: “What is hateful to you, do not do to your neighbour: that is the whole Torah while the rest is commentary; go and learn it.” Did God allow the Holocaust to happen? – know that many Jewish philosophers struggled with this question. Difficult fragments in the Torah and how do we deal with them today? Interpreting Torah in the spirit of dialogue – scriptural reasoning groups. Torah and problems with homosexuality. Different approaches among Traditional and Progressive communities. Does a Jew have to believe in God or is it enough that he lives according to his commandments? (for more interested students)</p>	<p>Are religions helping the peace process or making it more difficult. How can we avoid religious conflicts? Interfaith education programmes in the UK. The role of the Woolf Institute at Cambridge University in building bridges between the three Abrahamic faiths. Judaism in culture – famous festivals of Jewish culture. (Jewish Culture Festival in Kraków).</p>
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