

Note→AT1: Learning about. AT2: Learning from

Downsview Primary School – Curriculum Map, NC Links

Autumn

Spring

Summer

Year 1

- A1: Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.
 - Recall and name different beliefs and practices including festivals, worship, rituals and way of life, in order to find out about the meanings behind them.
- A2: Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.
 - Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.
- A3: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
 - Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.
- B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
 - Ask and respond to questions about what communities do and why, so that they can identify what difference belonging to a community might make.
- B2: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.
 - Observe and account different ways of expressing identity and belonging, responding sensitively for themselves.
- B3: Appreciate and appraise varied dimensions of religion.
 - Notice and respond sensitively to some similarities between different religions and worldviews.
- C1: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
 - Explore questions about belonging, meaning, and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- C2: Enquire into what enables different communities to live together respectfully for the wellbeing of all.
 - Find out about and respond with ideas to examples of co-operation between people who are different.
- C3: Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people’s lives.
 - Find out about the questions of right and wrong and begin to express their ideas and opinions in response.

Note→AT1: Learning about. AT2: Learning from

Challenge- Why are we thankful?

AT2: To recognise what we should be thankful for: Family and home.
 AT2: Our talents. The school and wider community.
 AT2: What is the best present you have ever received? How did you say and show you were grateful? What do you feel like if you aren't thanked? How have we been thanked?
 AT2: What might people thank God for? How might they show they are thanking God? Why do some people pray before eating?
 AT2: How do you feel when you have made something special?
 AT2: Who is being thanked at harvest? Why? Who should we thank for our food?

Christianity: Authority and Worship

AT1: God is carer, forgiver and creator. All powerful. The same God as Jewish people.
 AT2: Who is in authority? How do we show respect? What do we believe to be true? How do people communicate with each other Who is special to us? How do we show it?
 AT1: God's Son lived a long time ago but is still important. Special teachings and miracles of healing. Call of the disciples.
 AT2: Who are special people in our lives? Who cares for us? Who sets us an example?
 AT1: There are many different types of Prayer. Think about the Importance of worship at home/in Church. Look at the Lord's Prayer, what does it mean?
 AT2: How do we praise? How do we communicate? How does God communicate with people? What do our actions mean? Why do we sing? Why do people pray?

Judaism- Authority and Worship

AT1: God as creator, carer. The Shema – Deuteronomy 6: 4-9 most important prayer and kept on every doorpost in the home. The Mezuzah
 AT2: What do we mean by Authority? Who do we show respect to? How do we show respect? What do we believe to be true? What is God like?
 AT1: Moses found in the bulrushes' and brought up in an Egyptian palace.
 AT2: Who is special to us? How do we show them respect? What are the qualities of a leader?
 AT1: Sibling rivalry. Sold into slavery. Listened to God. Worked to conserve food. Forgave his brothers.
 AT2: Have you ever felt jealous of someone? Is it easy or difficult to forgive? How did God help Joseph to forgive?
 AT1: Since the destruction of the Temple of Jerusalem in 70CE the synagogue is the most sacred place for a Jew. Jerusalem and Temple Mount have retained their sanctity to this day. Orthodox, Reform and Liberal synagogues are slightly differently arranged.
 AT2: What is your special place? Why is it special? What do you do there? Who leads the worship for Jewish people? A Rabbi not

Christianity- Sacred and Inspirational writings.

AT1: The Bible is a Collection of 66 books made up of the Old and New Testament. The Old Testament is the same as the Jewish Holy writings, The New Testament is the story of Jesus and how Christianity was begun. Written a long time ago by a number of different people but still important.
 AT2: What is special for us? What are our special books? How do we show our books are special? Have we ever carried an important message? How is the Bible treated in a Church? How a person might use the Bible daily? Who wrote the Bible?
 AT1: Jesus taught people using parables. It is important to get the children to reflect on what it shows that Jesus valued, what people of the time might have thought of it and how Christians today put the message into practice. Talk about the Christian belief that God cares for everyone.
 AT2: Who cares for each of us? How do we know that we should look after each other? Do you think these three stories are similar? What message was Jesus trying to convey to people who were listening?

Hinduism- Authority and worship. Sacred and Inspirational writings.

AT1: There is one God (Brahman). God is so great that we cannot comprehend so Hindus also worship deities which are representations of different parts of the one god.
 AT2: Are you the same to everyone you meet? (e.g son, brother, friend etc). How are you different with different groups of people?
 AT1: The Gayatri mantra.
 AT2: What is a mantra? Why do Hindus Chant together?
 AT1: Secular symbols e.g Traffic Lights. Religious symbols; Aum, Swastika Peacocks Flute Cow Colour Blue. Celebration of Janmashtami (birthday of Krishna).
 AT2: What symbols do we know/recognise? Why are symbols important? How do we overcome difficulties? Who/what helps us?
 AT1: Hindus worship in the home (Home shrines) and in the temple or Mandir. Use of the Puja tray and Arti lamp. What happens during worship e.g Removing shoes, ringing bells, touching floor with forehead, singing, prayer, making offerings, blowing

Hinduism- Lifestyle and celebrations.

AT1: Krishna is an avatar of Brahman. Krishna is usually portrayed in blue. Draupadi was his good friend.
 AT2: What did Krishna's sister do? Why was Draupadi such a good friend? How do you think Krishna felt? When have you done something for a friend at a cost to yourself? How do you show your brother/sister that you care about them?
 AT1: Festival takes place in August. It is a celebration of brothers and sisters honour of each other.
 AT2: When is it celebrated? What happens? Who is involved? What presents are given? Why are Rakhis considered valuable even though they aren't worth a lot of money? What symbols are on Rakhi cards? Is it good to have a festival of friendship? Why? Why not? Who has been your friend this year? How can you have friends who do not live near you?

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			<p>necessary for leading prayers; a knowledgeable lay-person can also lead. Why does a candle burn continuously in the synagogue?</p>		<p>conch shell, chanting of Aum. AT2: Where do people go to think about God? How can we show respect in special places? What special things do we have at home and how do we treat them? AT1: The home shrine The Puja Ceremony-Different Hindus choose their favourite deity to worship in the home shrine. When is the Arti lamp used? Remind children that Hindus believe in only one god-Aum but it can take many different forms. AT2: How do people prepare for a special celebration? Why do people pray? How do people pray? AT1: More than one book of connected stories. Some stories about Krishna. Not all Hindus read the same texts. AT2: What is your special book? What do you think happens in the world that is bad? Or good? What can be done to stop bad things?</p>		
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Note→AT1: Learning about. AT2: Learning from

Year 2

A1: Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.

- Recall and name different beliefs and practices including festivals, worship, rituals and way of life, in order to find out about the meanings behind them.

A2: Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.

- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.

A3: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.

- Ask and respond to questions about what communities do and why, so that they can identify what difference belonging to a community might make.

B2: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.

- Observe and account different ways of expressing identity and belonging, responding, sensitively for themselves.

B3: Appreciate and appraise varied dimensions of religion.

- Notice and respond sensitively to some similarities between different religions and worldviews.

C1: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.

- Explore questions about belonging, meaning, and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

C2: Enquire into what enables different communities to live together respectfully for the wellbeing of all.

- Find out about and respond with ideas to examples of co-operation between people who are different.

C3: Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

- Find out about the questions of right and wrong and begin to express their ideas and opinions in response.

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<p>Judaism- Sacred and Inspirational writings. Lifestyle and celebrations. AT1: Sefer Torah and Yad. The Torah is Kept in Ark, dressed, and treated with respect. Written in Hebrew. Find out about the work of the scribe. Simchat Torah – festival. AT2: How do books guide your life? Where and how do we keep special books? AT1: Not a story about the weather but about hope and forgiveness! God’s covenant of blessing on humanity. The importance of hope. Every Biblical story comes to teach age old lessons that are applicable every generation and that the story of Noah is just one example of this. AT2: Why did Noah need to take two of each animal? What does a promise mean? What do you hope for? What are the symbols of hope in the story, do you have a something that symbolises hope? AT1: Emphasise that worship and prayer is not only done in the Synagogue but is equally important is the home. Sunset Friday to night fall Saturday is called Shabbat Thanking God for creation and freedom from slavery; remembering that only God is our master, and no one else. Special meal and prayers. No work is done for 24 hours (particularly by</p>	<p>Festivals of light- Judaism, Christianity, Hinduism. AT1: Judah and his bravery. The Lamp in the temple burning for 8 days. A symbol of victory over oppression. Celebrations e.g. Hanukkah lit; cards and presents; Dreidel game ; sweet foods eaten AT2: What special times do you celebrate? How is the story of Hanukkah special to Jewish people? AT1: The Diwali festival usually honours Lakshmi, the goddess of wealth. Lamps are lit to help Lakshmi find her way into people’s homes. They also celebrate a Diwali legend, the story of the return of Rama and Sita to Rama’s kingdom after fourteen years of exile. AT2: How are the different stories related to Diwali special to Hindu people? AT1:</p>	<p>Islam- Authority and Worship. Sacred and Inspirational Writings. AT1: There is only one God (Allah) and he has no partners. Allah has many names -Allah created everything. AT2: Why are names important? Does it matter how I treat the environment? AT1: What Muslims do to feel close to Allah? Praying, reading the Qur’an. Following the 5 pillars of Islam AT2: Who is important to us? How do we show that they are important? AT1: Importance of following His example and sayings e.g Be truthful. Paradise is the home of the generous. Show mercy to others and you will receive their mercy. Prophet Muhammad is respected not worshipped. Muslims do not have images of Allah or Prophet Muhammad. Prophet Muhammad (pbuh) was chosen by Allah. Prophet Muhammad (pbuh) was the final Messenger from Allah. Pbih means ‘peace be upon him’ AT2: What are the qualities of a leader? Is there ever a time when you can put yourself first? Who influences the things you do? What qualities do you admire in them? Is there a</p>	<p>Islam- Lifestyle and Celebrations. AT1: Find out how Muslims fulfil the month of Ramadan by fasting- eating only before daybreak and after sunset and studying the Qur’an. Learn that fasting is required by the holy book, the Qur’an and the pillars of Islam. Describe how Muslims celebrate Id ul Fitr by going to the mosque, holding family celebrations and sending cards. AT2: What do we celebrate? How do we celebrate? Remembering special times.</p>	<p>Christianity- Lifestyle and Celebrations. AT1: Importance of Sunday (Saturday for some church groups.)Items on display in the home e.g. icons/crosses/statues/church literature. The preparation for Christmas/Easter which are called Advent and Lent. Fasting and praying. Importance of the Ten Commandments. Different types of worship. AT2: Why is it important to have times of rest? Do you have a special day of the week? Why? How do you prepare for a special celebration? How do you know how to behave in different places? AT1: Prayers at bed-time; saying grace. Reading the Bible. How a festival is celebrated in the home e.g Shrove Tuesday; Christmas. What happens in a Church e.g Baptism; Worship; Weddings etc. Some features of a Church. Other places of worship e.g Chapel; Cathedral. Christian Church as a family. AT2: What are your special places and why? How do you behave and feel in your special place? What communities do you belong to? E.g. school, brownies, cubs etc. What</p>	<p>Challenge- Why are some things special? AT2: What is special to you? What is special to your friend, brother, mum? What is similar? What is different? AT2: How do we look after special things? How should we care for other people’s things? How do you treat your special belongings? Why are they special? What is special to your friends and family. AT2: Is there anything special in your house that shows you belong to a faith community? Do you have special family objects in your house? AT2: What food do you have on special celebration days? What meals do your family prepare? Why? How? Why do you have those special foods? AT2:</p>
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Orthodox Jews) it is a time of rest and renewal.
AT2: What activities happen in your house? When might a home be made special? Why? Do you have special days? How do we show people they are welcome? Why are homes important? What rules/customs do we have in our home? What rules/customs do other people we know have?
AT1: Esther chosen as wife, Haman plots to kill Jews Esther risks her life and saves the Jews. Standing up for your beliefs. Triumph of God over evil and divine providence- the belief that even when we don't feel that God is looking after us, He actually is. His name doesn't explicitly appear in the whole Book of Esther, however the word 'Melech' – 'King' appears more than 100 times which is an allusion to the True King. How Purim is celebrated e.g: The story is read from the third section of the Hebrew Bible and is read from a handwritten scroll in Hebrew.; fancy dress; rattles used; special cakes; charity.
AT2: What do you think being brave is? When have you been brave? For yourself? For others? Why do we celebrate 'happy' occasions?

saying you think people should live by?
AT1: To know what happens at a Mosque. Are there any symbols to be seen?
AT2: What place is special to me and why? After visiting a Mosque discuss what was seen and heard and compare with other places of worship.
AT1: Look at a copy of the Qur'an and learn that Muslims believe that it is the word of Allah.
AT2: Why are some books special? How are special books and objects shown respect?

happens at a church service? What are the different colours of the church during the year? Why?

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Year 3

A1: Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.

- Describe and make connections between different features of the religions and worldviews they study. Discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect their ideas.

A2: Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.

- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.

- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.

- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3: Appreciate and appraise varied dimensions of religion.

- Observe and consider different dimensions of religion, so that they can explore and understanding of similarities and differences between different religions and worldviews.

C1: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.

- Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.

C2: Enquire into what enables different communities to live together respectfully for the wellbeing of all.

- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to the ideas about community, values and respect.

C3: Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Note→AT1: Learning about. AT2: Learning from

<p>Hinduism- Authority and Worship. Sacred and Inspirational Writings. AT1: One God in many forms (Brahman). So great that we cannot comprehend and so the parts of the whole are seen as different deities. AT2: Are you the same to everyone you meet? (e.g. son, brother, friend etc.).How are you different with different groups of people? AT1: The Mandir is a place where Hindus worship. Prayer and worship is often led by a priest. Preparations for worship. The shrine and murtis. Worship as an exchange of love, Hindu worship uses all the 5 senses. AT2: Special places. What is sacred? Which communities do we belong to? How do we show it? What rituals do we carry out ourselves? E.g. Shopping, going to clubs. AT1: Mahabharata. More than one book of connected stories. Some stories of Rama and Sita. Not all Hindus read the same texts. AT2: Where do we get our inspiration from? Are there people we look up to? Where do we get the rules for living a good life from? AT1: Rama, Sita and Lakshman live in exile. Ravana appears disguised and captures Sita. Hanuman helps with army of animals. Diva lamps used to</p>	<p>Hinduism- Lifestyle and celebrations. AT1: Lighting of Divas. Use of symbols e.g. Aum, Swastika, Rangoli patterns. AT2: Why do you celebrate? When do you celebrate? How do you prepare? AT1: Invite a Hindu to discuss the importance of the festival to a believer. Prepare questions first. AT2: Is good luck a virtue? Who helps us to know what is good and what is bad? What do we gain from holding a festival?</p>	<p>Christianity- Authority and Worship. AT1: God as Father, Son and Holy Spirit. God as Judge, Forgiver, Creator, Saviour, King, Shepherd. Christians believe in the Trinity, which is God the father, God the son and God the Holy Spirit. AT2: What qualities do you associate with each of the descriptions? What does the Trinity mean? Genesis18 is an example of a visit by three angels. AT1: Christians believe that – Jesus is God made man and that Jesus is still present and it is important to follow Jesus’ example. AT2: Who is important to you? What do you expect of them? How do people show that someone is special to them? What sort of man was Jesus? Why did he act the way we are told? Who do we put our trust in? What helps overcome fear?</p>	<p>Christianity- Authority and Worship. AT1: Vicars, priests, ministers, the Pope, officers, pastors, moderators. Bishops are the leaders of the Christian community. They are trained in understanding the Bible and are God’s representatives on earth. AT2: What are we responsible for and how do we show it? Who is responsible for us? Why might someone want to be a vicar/priest etc? What is a vocation? What parts of their job would pupils find most difficult?</p>	<p>Challenge- Why should we care for our world? AT2: Why should we care for the Earth? Who is responsible for caring for the local environment? What do trees make you think/ feel? If you were a tree what sort of tree AT2: What does stewardship mean? How have we benefited from actions of people who have lived before us? What could we do to help the environment for the next generation? AT2: How can we show respect? Why is it important to share? What do we need and what do we want? How can we care for the local environment? What is devotion? What is compassion? Why should we care for others? What beliefs would we suffer for? The importance of sharing resources? How and why Christians should look after the planet. For example: Jesus teachings Martin Luther King Mother Teresa Desmond Tutu Maria Gomez Work of the Salvation Army (homelessness)</p>	<p>Challenge- Why should we care for our world? AT2: Why do many people plant trees? Why are trees important for the environment? Tu B’shevat -Jewish tree planting festival. AT2: How do Buddhists show compassion? Why are many Buddhists vegetarians? Which communities do we belong to? How do we show we belong? Concept of the Sangha. Vegetarianism. Extending loving kindness. Stories from the life and teachings of the Buddha. Showing care for others. To understand that the Buddha taught respect for all life. Sangha is the term used for the Buddhist spiritual community. The Sangha is precious in Buddhism as, the spiritual life would be very challenging without those in the community to look up to or share aspirations with. AT2: Why are families important? Why is it important to care? How do Hindus show we care for other people/ animals? Extended families. Care for all life (Ahimsa). Care involves kindness, respect, truth and honesty. Dharma.</p>
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Note→AT1: Learning about. AT2: Learning from

	<p>help Rama and Sita return home. AT2: Can you give an example of good and bad behaviour? Can you give examples of good and bad actions? What does it mean to be loyal? How can people show courage?</p>				<p>Tear Fund Christian Aid Peace Witnesses. AT2: Why should we care for others? How can we care for others? How can we care for the world during our stay? Know that Muslims respect and appreciate all that Allah created; Muslims believe that Allah created the world and all that is in it. Know that Muslims give thanks for Allah's creation.</p>	<p>The cow is a sacred animal. AT2: How do Sikhs show they care? What is meant by serving? How are we served? Concept of Sewa. How do we share with less fortunate people? The Langar Hall Service to all. Kirat Karni – to earn a living by honest means. Vand Chhakna – to share one's earnings with less fortunate people. Examples shown by Guru Har Gobind.</p>
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Note→AT1: Learning about. AT2: Learning from

Year 4

A1: Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.

- Describe and make connections between different features of the religions and worldviews they study. Discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect their ideas.

A2: Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.

- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.

- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.

- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3: Appreciate and appraise varied dimensions of religion.

- Observe and consider different dimensions of religion, so that they can explore and understanding of similarities and differences between different religions and worldviews.

C1: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.

- Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.

C2: Enquire into what enables different communities to live together respectfully for the wellbeing of all.

- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to the ideas about community, values and respect.

C3: Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

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Judaism- Authority and Worship.

AT1: God as creator, carer. The Shema
 AT2: What do we mean by Authority? What is God like? Find examples.
 AT1: Ten plagues. Pesach (Passover). Journey to the Promised Land. Passover is also called The Festival of Freedom and is a celebration of freedom, not just in Biblical times, but its importance to the individual today and throughout history. Part of Pharaoh is in all of us in the stubbornness and close mindedness that ultimately trips us up.
 AT2: Who is special to us? How do we show them respect? How did Moses command the respect of the people? What are the qualities of a leader?
 AT1: Different forms of prayer. Orthodox Jews pray x3 times a day.
 AT2: How do we communicate? What do our actions mean? How do we show praise? Recap the Mezuzah case.
 AT1: Prayer shawl has significance in the number of tassels.
 AT2: Why are the Tallit and Capel important? When are they worn? What do you think happens to them as they get older?

Judaism- Sacred and Inspirational Writings. Lifestyle and Celebrations.

AT1: The Tenakh is made up of the Torah meaning law(five books of Moses) The Nevi'Im (the Prophets) The Ketuvim (the writings) someone who writes the scrolls is called the sofer. The scrolls are all the same.
 AT2: Where and how do we keep special books?
 AT1: The 10 commandments are a summary of the rules that God wants the Jewish people to live by. The same rules are important to Christian people. It is a pleasure for religious people to follow Gods rules.
 AT2: What rules do you have for yourself? Your family? Your class? Your school?
 AT1: Rosh Hashanah is also a judgement day, when Jews believe that God balances a person's good deeds over the last year against their bad deeds and decides what the next year will be like for them. Also, a festival which commemorates the creation of the world. Special symbolic food is eaten.
 AT2: What's the most meaningful thing in my life? Who in my life means the most to me? How often do I let them know this? What are the most significant things I've achieved in the past year?

Challenge- Why do you judge me?

AT2: What does discrimination mean? Where/how does discrimination happen? – in school/at home/in the street.
 Why do people discriminate against others, is it a rational action?
Brainstorm 'barriers' in school, locally, nationally, globally. Identify who/what creates each barrier.
From a range of picture books identify what keeps people apart.
 AT2: Who was Anne Frank and why do we remember her? How can such a day be a 'bridge- builder'? How would it feel to be banned from school, the park, the doctor etc?
Is it important to have a Memorial day each year? How can such a day be a 'bridge-builder'?
 AT2: What is special about you that makes you different? When are there times when some people are left out? Have you ever stopped someone joining a group or activity?
What do people mean when they say 'labels stick'? Why do people 'label' other people.

Challenge- Why do you judge me?

AT2: Why do you think these words are important to so many people? Is it an easy rule to keep? How would life at school be better if people kept to this rule? How would the world be a better place if everyone kept to this rule?
Compare the Golden Rule from all the faiths and discuss similarities and differences.
 AT2: What is a bystander? How can we be bridge-builders?
 AT2: How can we change people's attitudes? What qualities do we need to challenge people's attitudes?
Suggestions for research; Martin Luther King. Rosa Parks. Nelson Mandela. Emily Pankhurst. Family of Stephen Lawrence. Consul Sugihara.

Christianity- Ascension and Pentecost

AT1: The 40 days following Easter Sunday, Jesus kept appearing to his disciples and followers. This happened everyday. The last day is known as Ascension day.
 AT2: How was Jesus' final meeting helpful? Why is the holy spirit important?
 AT1: Pentecost is the gift of the holy spirit given to the people by Jesus after he ascended.
 AT2: Why might the disciples need help spreading the message of God's love? How might the disciples be feeling at this time? Why? Why was it necessary for the disciples to be able to speak different languages to spread God's message?

Christianity- Sacred and Inspirational writings.

AT1: The Bible is the bestselling book in many languages and versions. Some Christians believe it is the word of God many others believe that the writings are inspired by God. Structure of the Bible as a library of books. Ways the Bible is used in public/personal worship. The importance of the Bible to many Christians (e.g Story of Mary Jones) Teachings of the Bible on contemporary issues e.g God's World, Justice.
 AT2: What books are special to us? What words/messages inspire us? Who/what gives us authority? What messages are important for all times?
 AT1: Teachings of Jesus in the form of parables, when people asked questions he told them stories. Do these teachings have relevance to us today? Look at the parables of Good Samaritan and The story of Zacchaeus. To reflect on times when people have forgiven others. To reflect on times when we have felt sorry for what we have/have not done.
 AT2: Good Samaritan Luke 10: 25-37 How do you show generosity? What happened? Why do people

Note→AT1: Learning about. AT2: Learning from

What do I hope to achieve next year and in my life generally?
What happens during the Ten Days?
Why is a Shofar blown?
AT1: To concentrate on being sorry for wrongdoing
Moses and the special relationship with God
Interpretation of Leviticus 23:26-32.
AT2: How can we say sorry? How can we show we are really sorry? How would God know if they were sorry? Who keeps Yom Kippur? What happens on the day? Is it a good idea to have a special time to say sorry to God?

'pass by', why did the characters 'pass by'. What reactions and consequences might have occurred? Was it easy to forgive? What New Year resolutions did you make? Did you break them? Who knows if you have broken a promise? To others? What did Jesus mean by sacrifice? This was Jesus' answer to the question, Who is our neighbour? Zacchaeus Luke 19: 1-10 How do we treat outsiders? How did Jesus treat Zacchaeus? How did he show repentance? Why do people judge others by what they are and not who they are? Why did Zacchaeus' wealth not make him happy, why was he an outsider? What gave the strength to change his ways? What do Christians learn about how to treat people who have done wrong from this story? In what ways are these two stories similar?

Note→AT1: Learning about. AT2: Learning from

Year 5

A1: Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.

- Describe and make connections between different features of the religions and worldviews they study. Discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect their ideas.

A2: Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.

- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.

- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.

- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3: Appreciate and appraise varied dimensions of religion.

- Observe and consider different dimensions of religion, so that they can explore and understanding of similarities and differences between different religions and worldviews.

C1: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.

- Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.

C2: Enquire into what enables different communities to live together respectfully for the wellbeing of all.

- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to the ideas about community, values and respect.

C3: Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Note→AT1: Learning about. AT2: Learning from

Islam- Authority and Worship. Sacred and Inspirational writings.

AT1: There is only one God (Allah) and he has no partners. Allah has many names - Allah created everything. Explore some of the 99 names of Allah – how do the different names for Allah help Muslims understand him. Learn about the Shahadah as the cornerstone of Muslim belief. AT2: What do we believe to be true? How does someone show they believe in a God? AT1: Discuss the commitment of key religious figures. Explain why a significant person of faith acted according to their commitment. Examine life-changing events for significant people of faith and consider the consequences. AT2: Who inspires me? How can I inspire others? How I might be inspired by the actions of significant people of faith? AT1: Features – Domes, minarets, no images, minbar. Importance of a congregation. The world is considered as a Mosque. How and when a Mosque is used as a place of worship and a cultural centre.. Madrassah – Islamic school. AT2: Special places - What is sacred? Which communities do we belong to? How do we show it? AT1: Muslims pray 5 times a day. Before praying they wash

Sikhism- Authority and Worship.

AT1: There is only God who made everything, and all religions lead to the same God, but from different paths. Sikhs believe God has no form or shape. AT2: Do you have a belief? What do you believe? What do you picture when you think of God? Can you think of any other religions that believe in one God? AT1: Guru Nanak is the founder of Sikhism. It was very important to him that people were treated equally and fairly. Guru means teacher. What qualities do we admire? Why? What qualities are needed in the leader of a faith? Why? AT2: How is the life of a significant religious figure important to believers? How did Guru Nanak’s disappearance as a young man change his life? Does this remind you of any other religious experiences? Can you think of a time when you feel that you were not treated fairly? How did that make you feel? How would pupils like to be treated and how should they treat others? What qualities do we admire? Why? What qualities are needed in the leader of a faith? Why AT1: The place of worship is called the Gurdwara. There is a worship space and space for

Sikhism- Sacred and Inspirational writings. Lifestyle and celebrations.

AT1: The Guru Granth Sahib is the final Guru. Guru Granth Sahib is treated as a human Guru with respect in the Gurdwara. Not many Sikhs have a copy in their homes. AT2: Who is allowed to read from the Guru Granth Sahib? Can you name any other holy books? Can you think of something you have learnt from someone you have never met? AT1: The Mool Mantar at the beginning of the holy book (The Guru Granth Sahib) tells people what Sikhs believe. AT2: What rule/code would you live by? Do any other religions have rules? AT1: It takes 48 hours to read the Guru Granth Sahib from beginning to end without any breaks. This is done on festival times by teams of readers. The non-stop reading of the Guru Granth Sahib is called the Akhand Path. AT2: Where can the Akhand Path take place? Why does it take place? What do the readers feel like when they are chosen to read? AT1: Guru Gobind Singh was the last human Guru and decreed that the Guru Granth Sahib would be the final Guru.

Christianity- Lifestyle and Celebrations.

AT1: Many Christians have different ways of keeping their faith at home e.g. prayers/festivals/respecting Sunday/icons, statues and pictures in the house. Moses received the Ten Commandments in the Old testament, Jesus reiterated them and added one more. Relevancy to today of some of the commandments. AT2: Does going to a place of worship make someone religious? What rules do we keep? Why are rules important? What is a commandment? What did Jesus say was the greatest commandment of all? Look at The Golden Rule for Christians. What does this mean to Christians? AT1: Prayer is a communication with God. There are many different types of prayer. Think of the different times people pray and different ways people pray. What are aids to prayer for some Christians? e.g stained glass, icon/diptych, times of silence, candles, rosary. AT2: Where do you go to be quiet and think about things carefully? What helps people pray/think? In what ways do we communicate with others? What different types of prayer might people

Challenge- Pilgrimage.

AT1: A pilgrimage is a religious journey, often very difficult to make, to a special religious place. People do it to help them come closer to God, to get to know God better and to be better Christians/Muslims/Hindus etc. Canterbury is the chief cathedral in the country (the Archbishop of Canterbury is the leading churchman of the Church of England). Religious people may see life itself as a pilgrimage ie a religious journey whose purpose is to help them come closer to God. They will try to live their lives according to the guidance of their religion; at important times in their lives, when they have important choices to make, they will pray for God’s guidance in making the right decision; and they will see death possibly, depending on the religion, as the possibility of a fuller life with God. AT2: Have pupils got a special place they have been to? What made the journey special, how did they prepare for it? Was the journey special because of where they went, or was it (also) special in itself? What did they see and do on the journey? Have

Challenge- Pilgrimage.

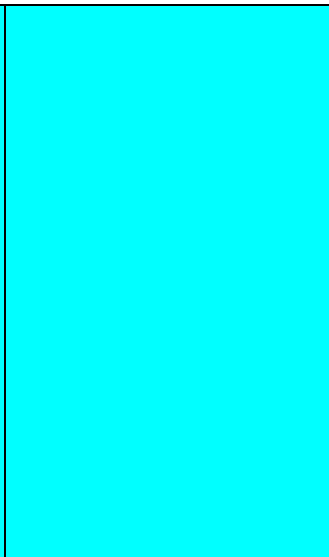
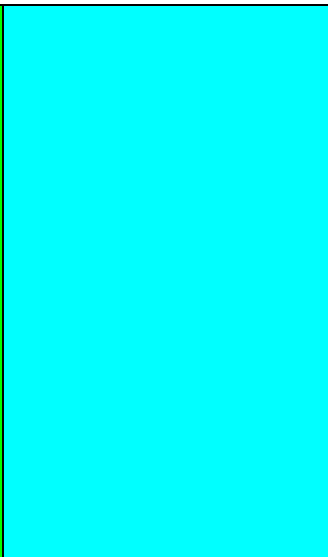
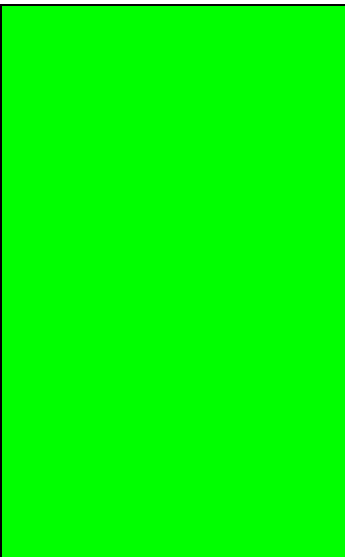
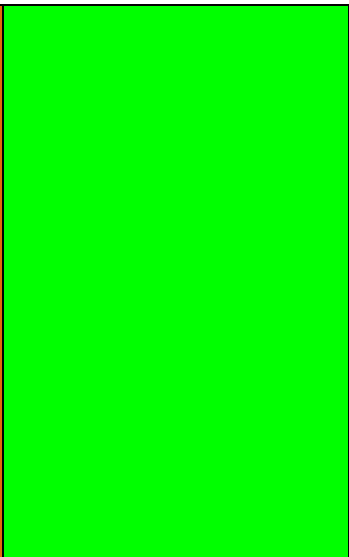
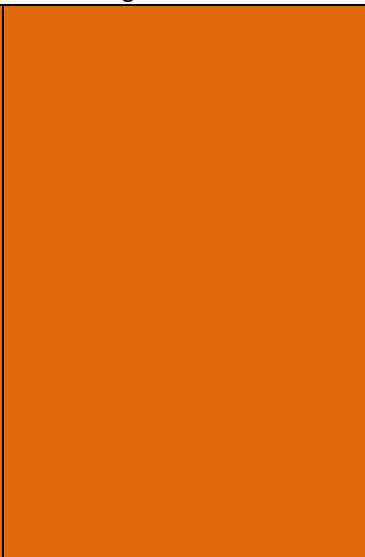
AT1: The Kabah, built by Prophet Ibrahim. The importance of Makkah for worship. Umrah and Hajj Ummrah. Fulfilling the Hajj to Makkah is one of the duties of Muslims, known as the Five Pillars. Muslims who are fit and able to afford it should perform the Hajj at least once in their lifetime. AT2: Why do you think this is one of the five pillars of Islam? What are the actions that a Muslim has to carry out of the Hajj? Why is it important to gather together to do a pilgrimage? AT1: Pilgrimage is an important aspect of Hinduism. It’s an undertaking to see and be seen by the deity. The River Ganges is a sacred river which many Hindus visit on pilgrimage. In Varnasi (one of the most holy cities in India) visitors may bring the bodies of their dead relatives to be cremated by the Ganges. The visitors also bathe in the river for purification – washing away of sins. AT2: Do you think it is a good or bad thing for a pilgrim to die on their pilgrimages? AT1: Recap the learning and presentations that the

Note→AT1: Learning about. AT2: Learning from

<p>themselves in a ritual way called Wudu. AT2: Are there times when pupils like to be quiet and think about someone/something special? Do people of faith pray for the same sort of thing? Why is it important to Muslims to pray 5 times a day? AT1: How did Muhammad overcome obstacles? The Night of Power. Belief in one God. Prophet Muhammad is respected not worshipped. Muslims do not have images of Allah or Muhammad. Importance of following his example and sayings in the hadith, e.g. Be truthful. Paradise is the home of the generous. Show mercy to others and you will receive their mercy. AT2: What are the qualities of a leader? Who influences the things you do? What qualities do you admire in them? Is there a saying you think people should live by? AT1: Revelations to Prophet Muhammad through Jibrail were in Arabic and it is always read in Arabic. The Qur'an contains complete guidance for daily living. Structure – 114 Surahs. 6236 Ayahs it is called 'Mother of Books'. It contains stories of many Prophets. Respect and honour for the Qur'an is indicated through Calligraphy. Read regularly at home and in the Mosque.</p>	<p>a kitchen and a space for eating called the Langar, anyone who comes will be offered food. AT2: Where are your special places? How can people show they're equal in a special place? Who uses the Langar? How does the Langar/Gurdwara show equality? Who is allowed food? Who serves the food? AT1: Bandi Chor is celebrated as the return of Guru Har Gobind. Amritsar is the site of the Golden temple. It is celebrated on the same day as Hindu Diwali. AT2: Do you know what Bandi Chor means? Do you know why Bandi Chor is celebrated? How do Sikhs prepare for Bandi Chor? What do they do during Bandi Chor? Why do people celebrate festivals? Why is Amritsar a place of pilgrimage?</p>	<p>He joined the Sikhs together as a community which is called the Khalsa. AT2: What was the Guru trying to teach the Sikh community? What groups do we belong to? How did we become members? AT1: The festival of Baisakhi is a renewal of the faith. It is a celebration of the faith community. The flag is renewed at the Gurdwara as well as a reading of the whole Guru Granth Sahib. AT2: Why is it important to renew your faith annually? Do other faith groups have a similar festival of renewing their faith? AT1: Not all Sikhs wear the 5 Ks. What is the law regarding wearing these items? AT2: What symbols of identity do we wear? Why are they important? What does it feel like to be part of a group? Why the turban is worn?</p>	<p>offer? Is it better to think/pray together or on one's own? Do you think that God will answer every type of prayer? If not, why not? AT1: The main features of a church and their functions. Look at the difference in structures of church buildings. Investigate different practices e.g. Adult/infant baptisms. Different atmosphere. AT2: Do you have a special place of your own? What is the most special building you have ever been to? Is it important to have a special place to go and worship? What else happens within the church building? If you could design an area in school for people to go and be quiet and peaceful, what would it be like? What would be in it? AT1: The church as a focal point Community for the community. What 'jobs' are involved in running the church (member of the PCC, treasurer, secretary, readers, wardens)? AT2: To what communities do you belong? Why is it good to belong to a community? How do some people show they belong to a community?</p>	<p>parents or grandparents been on a Pilgrimage? Where to? AT1: Different religious groups have different sacred places of pilgrimage. Christians have many sites in this country as well as making pilgrimage to Jerusalem, Lourdes in France and Santiago de Compostela in Spain. AT2: What do you think it feels like to go on a pilgrimage? What do you think people want to see when they arrive?</p>	<p>pupils have done on the subject of pilgrimage. What are the comparisons between the faith groups activities can they find. Religious pilgrimages have several things in common. Pilgrims see the actual arrival at the holy place as an integral part of the pilgrimage whilst deciding to go, making the plans and undertaking the trip are all important aspects of the pilgrimage. AT2: Having looked into pilgrimage from the Christian, Hindu and Muslim perspective what have pupils learned about the need for pilgrimage in these faiths? What have pupils discovered about the meanings of different forms of religious expression? Are there secular places of pilgrimage?</p>
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Note→AT1: Learning about. AT2: Learning from

Studied at the Mosque. Whole Qur'an read, parts of Qur'an learned off by heart.
Treatment of the Qur'an – it is placed on a high shelf when not in use and often wrapped in cloth.
AT2: Which books are special to us and why? Which books give us guidance? When have we understood something not understood before? What is the difference between something revealed and something written? Why would people show respect to a book? What is precious?



Note→AT1: Learning about. AT2: Learning from

Year 6

A1: Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.

- Describe and make connections between different features of the religions and worldviews they study. Discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect their ideas.

A2: Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.

- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.

- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.

- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3: Appreciate and appraise varied dimensions of religion.

- Observe and consider different dimensions of religion, so that they can explore and understanding of similarities and differences between different religions and worldviews.

C1: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.

- Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.

C2: Enquire into what enables different communities to live together respectfully for the wellbeing of all.

- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to the ideas about community, values and respect.

C3: Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Note→AT1: Learning about. AT2: Learning from

Buddhism- Authority and Worship

AT1: The Buddha was a man who lived 2500 years ago who looked deeply into questions like ‘why do we suffer’ and ‘what makes us happy’. He encouraged his followers to notice all of their current experience. Buddha means awakened one.

AT2: What did the Buddha mean by ‘awake’? How much of our lives are we ‘awake’ – that is present and alive to the present moment? Where our minds are when we are not present – past or future?

AT1: Siddhartha Gautama was the Buddha. Buddhists follow the teachings of the Buddha. Buddhism is a way of life.

AT2: What is a role model? What qualities would you look for in a role model? What kind of person would you like to be? How would you like to be remembered? Who was the Buddha? Why is Buddha important to Buddhists? What is Buddhism? What does it mean to be Buddhist?

AT1: A prince. The Four Sights Leaving the Palace. Following different teachers. Deciding to sit under the Bodhi tree until he found the way out of suffering for everyone.

AT2: How would you feel about having such a privileged life in a palace? What kind of a child was he? Would you have liked to have him as a friend?

Buddhism- Sacred and Inspirational Writings. Lifestyle and Celebrations.

AT1: Stories that illustrate aspects of teaching, the Jataka tales for example Buddhists do not have a single Holy book.

AT2: What message are these stories trying to give? Do you think they are relevant today? Do they point to truths (or ways of seeing things) that are found in other religions? or not? What can we learn from stories? Discuss which power was taught in the story and why it is called a ‘power’? Which character in the story might have been the Buddha in a past life and why?

AT1: Sacred writings are a way to remember the Buddha’s teachings. For the first 400 years this was an oral tradition which was then written down on palm leaves and is called the Tripitaka. Sacred books may be placed on the shrine, recited and studied; simple aphorisms are sung in Mantras; written on stones (e.g mani stones), on prayer flags or in prayer wheels (Tibet).

AT2: Where do you put an important message you do not want to forget? What ways do we receive important messages?

AT1: The Buddha taught that everyone suffers. We suffer because the world is not the way we want it to be.

Islam- Lifestyle and Celebrations.

AT1: Times of fasting. Reasons for fasting . Importance of the Mosque during Ramadan. Qur’an – Laylat ul Qadr –Night of Power, remembering the revelations of the Qur’an Spending last 10 days in the Mosque, charity.

AT2: Why do people go to special places to worship? what are the challenges facing Muslims at work and school during Ramadan?

How do you show commitment to your friends and family? What do you do when it is a celebration or festival time? How have you remembered a special time?

AT1: The Five Pillars are; Shahadah – the declaration of faith

- Salah – prayer
- Sawm – fasting
- Zakah – charity
- Hajj – pilgrimage

AT2: What are the rules that guide you? Who told them to you? Where did the 5 Pillars come from? Why do Muslims attach importance to these rules?

AT1: Festivals
Salah – the five compulsory daily prayers. Halal and haram food. Zakah and Sadaqah – giving to charity. Islamic Relief (charity organisation). Importance of

Christianity and Judaism- Passover and Holy Week

AT1: Passover is an important festival in the Jewish year. Passover is celebrated by Jewish people in Spring. Christians celebrate Easter at a similar time. A time when Jews remember the Israelites’ freedom from slavery in Egypt. The Story of the First Passover.

AT2: How would they have felt with freedom of slavery? How is the festival celebrated?

AT1: Holy week spans over a few days and is celebrated over Easter by Christians. Psalm Sunday- Sunday before Easter Sunday. Maundy Thursday- Thursday before Easter Day. Good Friday- The Friday before Easter Sunday. Easter Sunday- Easter Sunday marks Jesus’s resurrection.

AT2: What are special days for you? What do you remember on these special days?

Challenge- The journey of life.

AT2: How do seasons change? What moods do you think of for summer, winter, autumn and spring? What will change in your life? What won’t change? What ceremonies do people have to mark the changes?

The different rites of passage that pupils can think of or have experienced so far.

AT2: Who do we admire? Why do we admire them? What do they do that makes them special? How does their behaviour make them special?

How are they role models? Identify what qualities we admire in people. Bravery, courage, excellent behaviour etc.

AT2: What are the special moments in a person’s life? e.g. naming ceremonies, childhood to adulthood, confirmation, weddings, funerals. Have you had a day when you felt special? How did people prepare that day for you?

What was expected of you on the day?

Reflect on key memories the class have from birth to the present day using a timeline with highs and lows.

Challenge- The journey of life.

AT2: Research some of the rituals and promises associated with confirmation in Christianity and Bar/Bat Mitzvah in Judaism.

Reflect on “maturing” ceremonies as a key ritual in life. Think about what they believe to be the main differences between childhood and adulthood.

AT2: Find out about and describe the events of a Christian or Hindu wedding. What is the meaning of the symbols used.

Use the resource sheet for information on weddings. Introduce the idea of a wedding. What is it? Where do people get married? Do you know anyone who is married? Has anyone ever been a bridesmaid or page boy? Explain to the class what they did and how they felt. Where are weddings held? What is the meaning of the wedding vows?

AT2: What have you lost? How did you feel? to develop pupils understanding of beliefs about life after death consider the power of feelings associated with loss. To reflect on and, where appropriate, share

Note→AT1: Learning about. AT2: Learning from

<p>Would you like to have grown up in his palace? Why did he leave home? How did he discover suffering? What would you give up for others? How did Siddhartha react to the suffering he saw outside the palace? How do we suffer? What made Siddhartha think there may be a way out of suffering? What do we do to comfort ourselves? Or help others who are suffering?</p> <p>AT1: In the mindfulness of breathing. Buddhists count each breath up to ten, then repeat; letting go of the thoughts that arise. Buddhists meditate to calm the mind and to see things more clearly. Meditation trains the mind and thinking. Happiness comes from being calm and relaxed. The Three Poisons – greed, anger and ignorance and The Three Jewels – Buddha, Dharma, Sangha. Buddhist jewels do not cost money but are believed to be more precious than diamonds. Buddhists practice patience, compassion and forgiveness as a thread throughout their lives.</p> <p>AT2: What is meditation? Is it the same as prayer? Is meditation part of my religion? Do you need to have a religion to do it?</p> <p>AT1: Although the Buddha is not seen as a personal creator God, some Buddhists nevertheless worship the</p>	<p>However, there is a way to be happy, and he has discovered it and called it the Eightfold Noble Path. It teaches us how to water the seeds of happiness and not water seeds of unhappiness.</p> <p>AT2: What makes us happy? What makes us unhappy? How can we be happy all the time? Can you think of a good time when you were happy? Was there anything that slightly marred it? Do you think that what you chose will always make you happy? What three wishes would you make for yourself and the world to change life for the better? Does happiness or unhappiness just happen to us or can we water the seeds of happiness – even when we are unhappy?</p> <p>AT1: What rules do you follow and why? Who influences your decisions and why? The five precepts are ‘training principles’ to practice with the intention of getting better. The five principals • Be kind • Be generous • Be contented • Be honest • Be aware • ‘Actions have consequences’ was the first idea that the Buddha taught after his enlightenment and is the foundation of Buddhist thought. Buddhist do not view the death of the physical body as the end, but as a part of a cycle from birth to death to rebirth.</p>	<p>the home /Importance of food /Importance of dress.</p> <p>AT2: Is there a part of your home that is special to you? Do you have any special rules to follow about the food you eat? Are there times when you wear very special clothes that are different to your normal clothes? Why do you? Why do Muslims remove their shoes indoors?</p>		<p>AT2: What are the special ceremonies at the birth of a baby? Why are our names important? Why were you given your name? How were you given your name? What does your name mean? Why is it important to know people’s name?</p> <p>Use the resource sheet for information on different birth rituals and consider a suitable selection for your class. Consider some of the different ways babies are celebrated and named.</p>	<p>their own feelings about loss.</p> <p>Use the resource sheet for information on funerals. What has changed for us this year? (e.g. new teacher, new friends, new home etc.). Why do people move house? In what ways do we show we remember people? How can we say thank you for the lives of people?</p>
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Note→AT1: Learning about. AT2: Learning from

Buddha. Some follow his teachings as a perfect example of living.

AT2: What do you find on a Buddhist shrine and why?

How might these things encourage a Buddhist to enjoy life more and suffer less?

AT2: Why do you think the Buddha recommended these precepts as a way to be happy? Vegetarianism is seen as an important way of doing no harm. What do you think? How does a 'training principle' compare to a 'rule'?

AT1: Reminder of the Buddha's Wesak birth, enlightenment and death. Different celebrations e.g. cards, lanterns. Different ways of celebrating. Symbolism of the Lotus Flower.

AT2: How do you celebrate birthdays? Why is the lotus flower a symbol of buddhism?