**Non Statutory Additional Guidance - Key Stage One concepts**

How a unit of work might be exemplified for each religious concept:

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| **Buddhist** |
| **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Metta/Jataka** | What stories help a Buddhist learn loving **kindness**?What do Buddhists learn about showing **kindness** to others? | * Hear and explore stories from the life of the Buddha including some Jataka tales used to teach about behaviour – e.g.
* Sidharta and the swan
* The Wind and the Moon
* The Elephant Nalagiri
* The Buddha and the angry father
* The Old Man and the Scorpion
* The Elephant and the Wind
* The Noble Ibex
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| **Christian** |
| **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Baptism / church** | Why is **belonging** to the church family important to Christians? (available through the Emmanuel project)What makes Christians feel like they **belong** to the family of God? | * Find out what happens at a Church of England christening.
* Recognise some of the traditional gifts received at a Christian christening or baptism and say what they might be used for.
* Find out what happened in the Bible when children came to see Jesus (Mark 10:13-16).
* Prepare questions to interview a vicar.
* Visit an Anglican church and recognise the font.
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| **Disciple / trust** | Why do Christians **trust** Jesus and follow him? (available through the Emmanuel project) What difference does following the example of Jesus and **trusting** him make to Christians today? | * Hear the story in the Bible where Jesus calls his first disciples (Matthew 4:18-22).
* Talk about why Jesus’ first followers might have trusted him.
* Find out about what happened to Zaccheaus when he met Jesus (Luke 19:1-10).
* Identify why other people wanted to follow Jesus through engaging with Bibe stories e.g. stories of his miracles such as feeding the 5,000 (Mark 6: 30–44) and Jesus calming the storm (Matthew 8:23–27).
* Think of questions to ask a Christian about why they follow Jesus.
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| **Easter / resurrection** | What are the best symbols of Jesus’ **resurrection**?(available through the Emmanuel project)Why does **Easter** matter to Christians? | * Learn and retell the Easter story from the Bible.
* Find out about symbols used at Easter e.g. cross, silver coin, a nail and recognise their connection to the Easter story.
* Recognise and explore different crosses knowing that it is an important Christian symbol connected to Jesus.
* Identify things a Christian might do at an Easter service at church.
* Make an altar front for an Easter service.
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| **Holy Spirit/****Pentecost** | How does celebrating **Pentecost** remind Christians that God is with them always? (available through the Emmanuel project)What do Christians remember at **Pentecost**? | * Revisit the Easter story.
* Read and retell the Ascension story focusing on the emotions and reactions of the disciples.
* Find out about what happens in the Bible story of Pentecost (Acts 2:1-11).
* Explore some symbols used for the Holy Spirit.
* Imagine how Christians feel at Pentecost.
* Find out about the Fruits of the Spirit (Galatians 5:22-23) and how Christians grow these.
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| **Parables/ trinity** | What did Jesus teach about God in his **parables**? (available through the Emmanuel project)Why are the **parables** told by Jesus still important to Christians today? | * Know that parables are stories with special meanings.
* Explore some of the parables Jesus told e.g The Lost Sheep (Luke 15:1-7), The Prodigal Son (Luke 15 :11–32), The Good Samaritan (Luke 10:25-37).
* Think about what the parables teach Christians about God and what he is like.
* Talk about some things Christians do together to help

them pass on Jesus’ message as part of their worship in church. |
| **Prayer/ worship** | Why do Christians **pray** to God and **worship** him?.(available through the Emmanuel project)How do Christians pray and **worship**? | * Find out what Christians say thank you to God for.
* Listen to different Christian worship songs and what they say about God.
* Look at different prayers from across the world used to say thank you at mealtimes.
* Recognise the word amen and how it is used.
* Know the special prayer Jesus taught is called The Lord’s Prayer (Matthew 6:5-15).
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| **Saviour / Christmas** | Why do Christians say was Jesus given the name ‘**saviour’**? (available through the Emmanuel project)Why is **Christmas** important to Christians? | * Tell the story of the annunciation (Luke 1:26-38)
* Use the words ‘nativity’ or ‘crib’ to talk about what a Christian does at Christmas.
* Sequence the Christmas story.
* Explore some of the special names Christians use for Jesus and some of the things Christians do during advent.
* Find out about the important Mexican Christmas tradition Posada.
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| **Hindu** |
| **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Holi / Devotion** | How does a Hindu celebrate devotion to a deity at the festival of **Holi**? What do Hindus celebrate at **Holi**? | * Listen to the Hindu story of Holika and Prahlad.
* Find out about the first day of Holi - Holika Dahan - when bonfires are lit and rubbish is burnt to represent new beginnings and remember the story of Holika and Prahlad.
* Listen to the story of Krishna and his love for Radha.
* Hear other stories about Krishna Hindus tell at Holi e.g. Krishna tricks the girls.
* Watch some of the ways Holi is celebrated e.g. singing, dancing and the throwing of coloured powder.
* Hear a Hindu speak about Holi as a celebration of spring, love, happiness and new beginnings.
* Find out the meanings of the different coloured powders.
* Find out how covering each other in powder reminds Hindus of the story of Krishna and his love for Radha.
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| **Humanist** |
| **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Goodness**  | Do Humanists believe in being **good** and doing good? What do Humanists think about to ensure they make **good** decisions?  | * Find out about ‘The Golden Rule’ and understand it as a way of showing that all people are valued and should be respected.
* Think about why it is very important to do good and what motivates different humans to make good decisions.
* Explore some famous Humanists who ‘have done good’ and their motivations.
* Think about what it means to have empathy for one another as a motivator for being and doing good.
* Think about your conscience as a guide. Humanists believe that all of us have a small voice inside our heads which tells us which things are right and which things are wrong.
* Listen to and talk about stories which exemplify goodness without the reference to any God e.g. Aesop’s fables.
* Explore suggested activities on the Understanding Humanism website. <https://understandinghumanism.org.uk/>
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| **Naming**  | How do humanists celebrate the **naming** of a new baby?Why is it important for humanists to celebrate new life and **naming**? | * Find out about how Humanists celebrate the birth of a new baby at a naming/welcoming ceremony.
* Explore the different promises read at a naming ceremony.
* Watch a video of a Humanist naming ceremony and compare this with a religious ceremony.
* Design a ceremony without religious elements.
* Explore suggested activities on the Understanding Humanism website. <https://understandinghumanism.org.uk/>
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| **Jewish** |
| **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Mitzvot / Tzedakah** | Why is learning to do **good deeds** so important to Jewish families? (available through the Emmanuel project)Why do Jewish people believe that **Tzedakah** is one of the most important Mitzvot? | * Hear some examples of different Jewish mitzvah.
* Listen to the story of Ruth and Naomi and find examples of mitzvot.
* Look at different pictures of tzedakah boxes and find out how they are used as a mitzvah.
* Explore some of the ways Jewish people welcome others as an important mitzvah.
* Find out about Tikkun Olam as an important mitzvah to help the world be a better place.
* Find out about the most recent Mitzvah the UK’s largest faith-led day of social action.
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| **Tefillah / Shabbat** | Why do Jewish families say so many **prayers and blessings**?(available through the Emmanuel project)Why do Jewish families celebrate **Shabbat**? | * Explore some blessings made by Jewish children over food and drink including at Sukkot and Shabbat.
* Know that blessings remind Jewish people about how great God is.
* Listen to prayers being read in Hebrew.
* Find out how the Jewish community prays at the synagogue.
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| **Teshuvah / Rosh Hashanah** | Why do Jewish families talk about **repentance** at New Year? (available through the Emmanuel project)What happens at Jewish New Year? | * Find out how the Jewish community celebrates new year – Rosh Hashanah e.g. dipping apples in honey or eating the Challah bread.
* Explore the story of Jonah and understand the concept of ‘second chances’.
* Listen to the sound of the Shofar (blown every day for ten days until the very special day of Yom Kippur).
* Understand that repentance is about putting things right.
* Find out what happens at a synagogue at Yom Kippur.
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| **Torah / Simchat Torah**  | Why is the **Torah** such a joy for the Jewish Community? (available through the Emmanuel project)What is the **Torah** and why is it Important to Jews? | * Look at and discuss paintings of Simchat Torah.
* Find out why Simchat Torah is an enjoyable time for Jewish people.
* Examine pictures of the Torah scrolls.
* Visit a synagogue or watch a virtual tour.
* Talk about how the Torah contains the story of Moses.
* Find out how the Torah is stored and treated in a synagogue.
* Recognise how a Mezuzah used by Jewish people.
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| **Muslim** |
| **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Compassion / Obedience**  | How do some Muslims show Allah is **compassionate** and merciful? (available through the Emmanuel project)How do Muslims show compassion for others? | * Explore:
* Muslim compassion for the poor e.g. giving to charity.
* Muslim compassion for children through the example of the Prophet Muhammad.
* Muslim compassion for animals through stories Muhammad told e.g. the crying camel.
* Muslim compassion for enemies through traditional greetings e.g. Assalamu Alaykum – a greeting of peace.
* Discover what Muslim children learn about compassion during Ramadan.
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| **Sikh** |
| **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Waheguru / Simran** | How do Sikhs try to keep **Waheguru** in their mind at all times?How can you tell the word **Waheguru** is important to Sikhs?  | * Know Sikhs believe in one God - Waheguru.
* Listen to Sikh worship hymns.
* Hear the words of the Mool Mantar (simplified) and think what they say about God.
* Talk about some teachings from the Guru Granth Sahib.
* Taste karah parshad, a sweet mixture of flour, semolina and butter, each worshipper receives at the end of worship.
* Find out about the 5Ks worn to show commitment to God.
* Find out about the importance of serving others to Sikhs as a way of showing love of Waheguru.
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