**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. |
| **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. |
| **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. |
| **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. |
| **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). |
| **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/> |
| **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. |
| **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. |
| **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. |
| **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. |