**Non Statutory Additional Guidance - Key Stage Two 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:** |
| **Buddharupa** | Does a **Buddharupa** have sacred meaning for a Buddhist?  How does the use of **Buddharupa** help a Buddhist to show devotion?  How do Buddhists use **Buddharupas** in different ways? | * Understand that Buddhists respect the Buddha as a historical, enlightened person and worship him as a guide not as a divine being. * Explore Buddharupa as an aid to Buddhist meditative practice providing role models, inspiration and support. * Investigate different Buddharupas which display aspects of the Buddha’s own path as well as symbols of Buddhist philosophy e.g. hand positions which give an indication of the qualities each symbolise e.g Abhaya Mudra (position of peace), Bhumisparsha Mudra (position of enlightenment), Varada Mudra (position of charity and compassion). * Describe the use of Buddhist shrine areas at home with small Buddharupas which serve as reminders of the composure of the Buddha. * Explore the placement and meaning of Buddharupa in comparison with other devotional objects when arranged on a shrine or display. * Contrast home shrines with temple shrines where offerings are made before large Buddha images. |
| **Enlightenment** | How did Buddha teach his followers to find **enlightenment**? (available through the Emmanuel project)  Why do Buddhists use a lotus to symbolise **enlightenment**?  To what extent is  achieving  **enlightenment**  important for all  Buddhists? | * Understand that Buddhists believe all humans have the potential to be enlightened or awakened spiritually. * Describe the life story of Siddhartha Gautama who reached enlightenment while sitting under a Bodhi tree. * Explain the Four Noble Truths about the unsatisfactory nature of life including the Eightfold Path, which is the ‘Middle Way’ and how enlightenment may be realized. * Explore Buddhist symbols of enlightenment e.g. the Lotus flower – rising out of the murky depths of a pond signifying the awakening of the human spirit. * Find out about how Buddhists use meditation e.g. while they meditate, they concentrate on something like the breath, sending loving kindness to others or on the self. Meditation helps Buddhists practice observing their thoughts to try and be less ruled by them. |
| **Impermanence** | How does the idea of **impermanence** help Buddhists as they think about life?  What do Buddhists believe about **impermanence**?  What impact does **impermanence** have for Buddhists on leading a happy life? | * Understand Buddhist belief that nothing stays the same, nothing lasts forever and that change is inevitable. * Reflect on the Buddhist story of Kisa Gotami and the Mustard Seed. * Compare metaphors for life e.g. in the Diamond Sutra life is compared to a flash of lightning in a summer cloud, or a bubble floating in a stream. * Describe Buddhist belief in treating impermanence as a positive rather than a negative which teaches appreciation, seizing the present moment and viewing everything with a calm mind. * Explore mandalas as a metaphor for the continual flow of life, a brief moment of beauty but also a reminder of impermanence when all is blown away to create something new. |
| **Refuge** | How does the **Triple Refuge** help Buddhists in their journey through life? (available through the Emmanuel project)  Why is the **triple gem** an important symbol for Buddhists? | * Understand the role of the Buddha as a guide. * Describe the story of Angulimala who the Buddha helped on his journey to enlightenment. * Explore Dharma as the path (the teaching) which shows Buddhists the way to travel to reach enlightenment e.g. including rules for right living such as the five precepts. * Explore the Sangha as the travelling companions e.g. the Buddhist community both ordained and lay people. |

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| **Christian** | | |
| **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Body of Christ** | Why do Christians call themselves the ‘**Body of Christ**’? (available through the Emmanuel project)  How does being part of the **‘Body of Christ’** help a Christian serve God? | * Explore St Paul’s teachings on the church being like a body with Christ as its head (1 Corinthians 12:12, 14-27). * Describe what a Christian might learn about helping others from the story of Tabitha (Acts 9:32-43). * Find out about the origins of the early church including what happened to his disciples after Jesus ascended to heaven. * Explore the role and responsibilities of a Bishop. * Investigate the different ways Christians serve God e.g. showing kindness. |
| **Conversion** | What difference did Paul’s **conversion** on the Damascus road make to Christians? (available through the Emmanuel project)  How does Paul’s **conversion** continue to teach and inspire Christians today? | * Explore the role of Saul in the stoning of Stephen (Acts 6:8-15 and Acts 7:54-60). * Understand the change in Paul from persecuting Christians to becoming one. * Investigate Paul’s missionary journeys. * Reflect on the significance of the letters Paul wrote to those he helped become Christians in the past. * Explore how Paul’s letters provide guidance on Christian living today e.g. his teachings on love (1 Corinthians 13:4-7). |
| **Creation** | What do Christians learn from the **creation** story?  If the earth is God’s **creation**, how should a Christian protect it? | * Explore the creation story from Genesis including how God created humans in his image. * Explore how the Bible teaches Christians humans spoil their friendship with God (Genesis 3). * Compare different interpretations of God creating everything in six days. * Explore how Christian belief in all creation as holy impacts on how they treat the environment. * Understand the world was created perfect as a reflection of God’s love and goodness. * Describe what Christians do because they believe God is their creator e.g. follow God, wonder at how amazing God’s creation is, care for the earth in specific ways. * Explore <https://www.arocha.org/en/> and / or <https://ecochurch.arocha.org.uk/>. |
| **Creed** | What ideas about God are expressed in **creeds** or other statements of Christian belief?  What is the Nicene **Creed** and why  is it important for Christians today? | * Find out why some Christians have a creed. * Name the main Christian creeds e.g. Apostle’s Creed, Nicene Creed * Explore how creeds are used at services of baptism and confirmation. * Link the statements of a Christian creed to Bible teaching or stories. * Explore how creeds unify the Christian church. * Listen to the beliefs of a creed expressed in music and song. * Explore how some Christian groupings do not use creeds in the same way that more traditional churches do. * Explore Christian hymns and songs, prayers, statements of belief from different Christian organisations etc. |
| **Eucharist** | What is the great significance of the ‘**Eucharist**’ toChristians? (available through the Emmanuel project)  How does sharing the **Eucharist** remind Christians of God’s love? | * Describe the ways Christians show thankfulness to God and explore how giving thanks is a Christian duty. * Find out about the story of Buzz Aldrin a famous Christian who gave thanks on the moon. * Explore the story of the Last Supper contained in the Gospels and recreate the scene (e.g. Luke 22:7-38) * Engage with the Christian meaning of the Eucharist as a reminder of Jesus’ sacrifice but also of things which should make a Christian glad of God’s amazing love and forgiveness. * Find out about the practice of Holy Communion in an Anglican church e.g. the service and communion prayers. * Compare the Anglican service with a Roman Catholic Mass. * Engage with Biblical teaching on being thankful e.g. Philippians 4:6 or Colossians 3:17. |
| **Faith** | How do the ‘Heroes of **Faith**’ encourage Christians today? (available through the Emmanuel project)  How do stories in the Bible inspire Christians to grow in **faith**? | * Explore Bible stories of heroes who showed faith in God and his promises e.g. Noah, Moses, David, Samson or Daniel. * Find out about the Bible definition of faith (see Hebrews 11:1). * Describe some of the ways Christians grow in their faith e.g. going to church regularly, listening to songs, being baptised. * Know Jesus said faith is like a mustard seed. It starts small but can grow big. * Explore the modern day story of Nick Vujicic (Life without Limits by Nick Vujicic) and/or those of others who put their faith into action e.g. Elizabeth Fry, Gipsy Rodney Smith, Martin Luther King, Mother Teresa. |
| **Forgiveness** | Why do Christians believe in the power of **forgiveness**?  How does showing **forgiveness** help Christians follow the example of Jesus? | * Explore the teaching of Jesus on forgiveness e.g. forgive others (Mark 11:25/Luke 6:37), the two debtors (Luke 7:36–50), the unforgiving servant (Matthew 18:21– 35), Jesus forgives those who crucify him (Luke 23:34). * Understand that Christians believe confessing their sins to God is an important response to his offer of forgiveness. * Investigate different Christians practices e.g. denominations where Christians go to a priest to confess and to receive “absolution” — where a person is freed from the guilt for their sin or the Roman Catholic sacrament of penance. Some Anglican Christians also ‘go to confession’. * Reflect on the example of Martin Luther King who continued to follow the teaching of forgiveness, despite being arrested many times while trying to fight to improve the lives of the black community. |
| **Gospel** | Why is the **Gospel** such good news for Christians? (available through the Emmanuel project)  What do the **Gospels** teach Christians about how Jesus lived and died? | * Explore the good news story of the birth of Jesus in the Bible. * Understand that the Gospels are the books of Matthew, Mark, Luke and John. They contain stories chosen by the gospel writers. They are not biographies. * Explore the first three chapters of the Gospel of Mark to discover if everyone thought Jesus was good news. * Investigate what happens in church when the Gospel is read e.g. the role of the lectern, greetings etc. * Engage with some of the good news teaching of Jesus. * Encounter the artwork of Annie Valotten the illustrator of the Good News Bible. |
| **Heaven** | How do Christians envisage **heaven**?  Why do Christians believe in **heaven**?  What do Christians believe **heaven** will be like? | * Explore the teachings of Jesus on heaven (John 14). * Read the ascension story (Acts 1:9-11, Luke 24:50-53 and Mark 16:19) to understand that Christians believe Jesus came from heaven and returned to heaven. * Explore how these ideas are expressed in art. * Compare what is different in heaven to earth through passages from the Bible (Revelation 21). * Consider what prayers and readings from Christian funeral services teach about life after death. * Explore Roman Catholic and Orthodox Christian belief in a transitional state between this life and heaven known as Purgatory. |
| **Icon** | What Christian ideas about God are expressed in an **icon**?  How do **icons** help some Christians feel connected to God?  In what way for Christians are **icons** an expression of devotion to God?  Why do Orthodox Christians place high value on icons? | * Explore the use of icons in an Orthodox church as a ‘window to heaven.’ * Examine the range of icons in a prayer station in an Orthodox Christians home and the personal meaning attached to these. * Investigate the meanings of different symbols in an icon e.g. The icon of Christ Pantokrator as the most common religious image in the Orthodox church. * Explore different interpretations of Rublev’s Icon of the Trinity. |
| **Incarnation** | How do Christians across the world show their belief that Jesus is God **incarnate**? (available through the Emmanuel project)  How do Christians describe their belief in the **incarnation**? | * Explore different images of Jesus from across the world which express either his humanity and/or divinity. * Investigate the meaning of the seven ‘I am’ sayings of Jesus e.g. I am the light of the world, I am the Good Shepherd, I am the bread of life etc. * Understand why in Jesus’ time people thought these sayings were claims to be God through comparing with the burning bush story (Exodus 3). * Find out about and read the Anglican creed. Compare with other denominational creeds. * Explore hymns for evidence of beliefs about Jesus. * Describe how a Christingle reminds Christians of the purpose of the incarnation. * Reflect on how the work of the Children’s Society ‘incarnates’ the love of Jesus. |
| **Kingdom of God** | What do Christians mean when they talk about the **Kingdom of God**? (available through the Emmanuel project)  What does it mean to a Christian to seek first the **Kingdom of God**?  What kind of king is Jesus? | * Investigate how the idea of Christ the King is expressed in art around the world. * Explore the reaction of the crowd when Jesus enters Jerusalem a week before his death (Mark 11:1-11). * Encounter some of the parables of Jesus which describe the Kingdom of God e.g. the parable of the sheep and the goats (Matthew 25:31-46), the parable of the Mustard Seed (Matthew 13:31-32), the parable of the Yeast (Matthew 13:33) and the parable of the Pearl of Great Price (Matthew 13:45). * Describe why the Lord’s Prayer is an important prayer for Christians for wanting God’s kingdom to come. * Explore how many Christians contribute to the growth of God’s kingdom on earth e.g. charity work, Operation Christmas Child etc. |
| **Miracles** | Why were Jesus’ miracles recorded and how do they inspire Christians today?  How do **miracle** stories help convince Christians that Jesus was more than just a man? | * Investigate the miracles of Jesus as found in the Bible e.g. the paralysed man (Matthew 9:1–7), the feeding of the five thousand (Luke 9:10-17), the water and the wine (John 2:1-11), the raising of Lazarus from the dead (John 11:1-44). * Compare the miracles that showed the compassion Jesus had for people with those which provided examples for people to follow. * Understand how Jesus’ miracles are an indicator of the incarnation. It is through the power of God that Jesus performed miracles. Evidence to Christians that Jesus was more than just a man. * Explore other miracles in the Bible including those found in the Old Testament e.g. Moses parts the Red Sea and the healings performed by the disciples. * Listen to Christians talk about the possibility of miracles happening today. |
| **Mission** | Why do Christians believe they are ‘people on a **mission**’? (available through the Emmanuel project)  How does the idea of **mission** help Christians spread the good news of Jesus? | * Explore different ‘missions’ in the Bible e.g. the example of Jonah. * Examine what Jesus meant when he told his followers to be salt and light (Matthew 5:13-16). * Describe the job Jesus gave his followers of spreading his message around the world (Matthew 28:20) as the Great Commission and find out how it is understood by Christians today. * Understand how the Holy Spirit gives a Christian strength to spread the Gospel message. * Find out about how Pentecost is celebrated in different churches around the world. * Explore the five marks of mission in the Anglican Church. |
| **Parable** | Which of Jesus’ **parables** help Christians find answers for living God’s way?  What do Christians believe Jesus taught about God through his use of **parables**? | * Understand the meaning of the word parable by looking up different definitions and encountering stories with meanings. * Explore the meaning of a range of parables Jesus told e.g The parable of the sower (Mark 4:1–20), The parable of the mustard seed (Mark 4: 30–32), The Prodigal Son (Luke 15:11-32) and the Parable of the Unforgiving Servant (Matthew 18:21–35). Suggest what each teaches about the nature of God. * Listen to different interpretations of parables by Christians today. |
| **Pilgrim** | Why do Christians think being a **pilgrim** is a good analogy for life itself? (available through the Emmanuel project)  How does **pilgrimage** help Christians feel connected to God? | * Find out how Labyrinths were used in the past and in the present by Christians to aid contemplation. * Explore some of the reasons why Christians may choose to go on a pilgrimage. * Discover local sites of pilgrimage e.g. St Edmundsbury Cathedral or Norwich Cathedral and why a Christian may visit them. * Discover national sites of pilgrimage e.g. Westminster Abbey or Walsingham and why a Christian may visit them. * Discover international sites of pilgrimage e.g the Santiago de Compostela or the Holy Lands. * Interview a Christian who has completed a pilgrimage. * Explore the story of The Pilgrim’s Progress. |
| **Reconciliation** | How do Christians show that ‘**reconciliation’** with God and other people is important? (available through the Emmanuel project)  What do Christians believe the Bible teaches about **reconciliation**? | * Explore stories Jesus told about reconciliation e.g. the prodigal son (Luke 15:11-32) and Jesus’ call to be a peacemaker (Ephesians 4:32). * Describe the Prayer of confession used in the Anglican church. * Investigate the preparation required for the Roman Catholic First Confession. * Examine the reconciliation teaching found in the Lord’s prayer. * Find out about Archbishop Tutu who fought against apartheid in South Africa and eventually led the ‘Truth and Reconciliation’ Commission, which helped people confess their wrongs and seek forgiveness so they could be reconciled. |
| **Resurrection** | In what ways should a belief in **resurrection** change the way Christians view life and death? (available through the Emmanuel project)  How does believing in the **resurrection** affect how a Christian lives their life? | * Revisit the Easter story. * Explore how the first followers of Jesus reacted to his death and resurrection e.g. at The Road to Emmaus (Luke 24:13-35). * Describe the resurrection of Lazarus (John 11:1-44). * Explore what happens at the Easter service or celebration at a local parish church. * Compare an Anglican Easter service with an Orthodox Easter service. * Explore what happens at a Christian funeral including the words of the service. |
| **Sacrifice** | In what ways is the cross more than a symbol of **sacrifice** for Christians?  Is the cross a symbol of love, **sacrifice** or commitment for Christians? (available through the Emmanuel project)  Why do Christians believe the death of Jesus was a **sacrifice**? | * Compare the cross as a symbol of sacrifice with how the poppy is used as a symbol during the season of Remembrance. * Revisit the Easter story with the death of Jesus on the cross before his resurrection. * Explore different types of crosses from across the world. * Find out how Christians use the stations of the cross to follow the journey of Jesus. * Investigate how Roman Catholic and Orthodox Christians make the sign of the cross. * Find out about the Maria Gomez cross. |
| **Salvation** | How does believing Jesus is their **saviour** inspire Christians to save and serve others? (available through the Emmanuel project)  Why do Christians call Jesus ‘**Saviour**?’ | * Describe the meeting between Jesus and Zacchaeus (Luke 19:1-9) and how this resulted in change for Zacchaeus. * Identify the rescue moments in stories from the Gospel where Jesus saves others e.g The Woman Who Touched Jesus’ Cloak (Mark 5: 23-34), Jesus Raises a Widow’s Son (Luke 7:11-17), Blind Bartimaeus (Matthew 20: 29-34) and The Ten Men with Leprosy (Luke 17: 11-19). * Explore a range of Christmas carols where Jesus is described as saviour. * Explore how the Salvation Army saves and serves others. |
| **Stewardship** | Why are good **stewardship** and generous giving important for every Christian? (available through the Emmanuel project)  Why is the practice of **stewardship** important to Christians? | * Explore what the Psalms say about creation e.g. Psalm 24:1, Psalm 50:10-12, 14b. * Review the Christian creation story engaging with Biblical text. * Describe what a Christian might learn about giving from the Parable of the Talents (Matthew 25:14-30). * Explore how Christians give money to God at church and how many support charity work. * Explore different African church traditions of offering money to God. * Explore the different ways Christians interpret stewardship e.g. time, talent and treasure. |
| **Trinity** | How do some Christians try to capture the mystery of God as **Trinity**? (available through the Emmanuel project)  What does the **Trinity** teach a Christian about God? | * Explore how Christians use analogies to help them explain the mystery of God. * Find out about different artworks and sculptures which express the mystery of the Trinity e.g. Rublev’s icon. * Investigate the story of Jesus’ baptism in the gospels (Matthew 3:3-17; Mark 1:9-11; Luke 3:21-22) which feature each person of the Trinity. * Describe how a baptism service – both Anglican and Orthodox – includes reference to the Trinity. * Explore different ways Christians express their belief in the Trinity e.g. the sign of the cross, the creed, songs, blessings, symbols. |
| **Unity** | What is the point of the week of Christian **unity**?  Why is it important for Christians to show **unity** towards each other and the world? | * Understand the prayer Jesus said for all believers with the focus on being one (John 17:21). * Find out about the Week of Prayer for Christian Unity. * Explore the work of the Archbishop of Canterbury on unity and his work with other church leaders e.g. The Pope. * Explore the work of Churches Together in Britain and Ireland (CTBI) who serve the churches of Britain and Ireland on the shared journey towards full visible unity in Christ. * Meet Christians from different denominations. * Investigate different ecumenical Christian communities such as Iona and Taizé. |
| **Wisdom** | When Christians need real **wisdom** where do they look for it? (available through the Emmanuel project)  What can a Christian learn from biblical **wisdom**? | * Explore the story of King Solomon who in a dream was offered any gift he wanted from God. He chose wisdom (1 Kings 3:1-15 and 2 Chronicles 1:1-13) * Explore how Christians use the advice and wisdom they find in the Book of Proverbs. * Read Psalm 1 and find out how Christians use it in their worship. * Investigate prayer as a way for Christians to ask God for wisdom – to know what to do or how to help. * Explore some of the wisdom Jesus shared e.g. the parable of two housebuilders (Matthew 7:24-27) and the Sermon on the Mount – Matthew 5-7. |

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| **Hindu** | | |
| **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Ahimsa** | How has Gandhi’s belief in **ahimsa** inspired Hindus?  How does believing in **ahimsa** influence Hindu ideas on animal rights? | * Investigate all the meanings of ahimsa as avoiding harming any living thing including mental, emotional,   spiritual and physical non-violence and the different ways it is expressed.   * Explore Hindi teachings on the treatment of animals e.g. ‘No person should kill animals helpful to all. Rather, by serving them, one should attain happiness’ (Yajurveda 13:47) * Explore why some Hindus choose to be vegetarian. * Describe how many Hindus try to follow the example of Lord Krishna often pictured as a cow herder by caring for cows and respecting other animals. * Discuss how teachings on atman inform ahimsa practice e.g. the idea of not hurting living beings as all living beings are divine. * Find out about Mahatma Gandhi and his teachings on ahimsa including the abstention from hostile thought, word or deed. |
| **Artha** | Why do Hindus list **artha** or prosperity as a good goal for living?  Why is **artha** necessary fora  joyous and pleasurable Hindu life? | * Explore artha as one of the four Purusharthas or aims of Hindu life. * Explore the three different types of wealth. These are Rejasic, Tamasic, Sattvic with the last being used to bring prosperity and blessings to other people. * Explore different depictions of Lakshmi Goddess of Wealth including how she is pictured pouring gold coins from her four hands. * Explore how and why Hindus pray to Lakshmi including how she is honoured during Diwali. * Find out how Hindus give their excess wealth to others in need or explore charities in India such as the Hindu Mission Hospital. |
| **Atman** | How might believing in the **atman** influence how a Hindu behaves towards all creation?  How does a belief in the ***atman*** encourage a Hindu to treat all life as deserving of respect and having equal status? | * Examine Hindu teaching found in the Bhagavad-Gita about the atman e.g. ‘Never was there a time when I did not exist, nor you, nor any of these kings; nor in the future shall any of us cease to be’ (Bhagavad-Gita 2.12) and ‘That which pervades the entire body is indestructible,’ (Bhagavad-Gita 2.17) * Explore different ways of describing the atman e.g. the eternal self, spirit, essence, soul or breath present in every living thing. * Evaluate the use of different analogies e.g. The body is compared to a vehicle and the soul to the driver or the analogy of putting salt in water (see Chandogya Upanishad 6.12) * Explain how the custom of Namaste is connected to the idea of atman. * Explore the belief that the atman is released at death and can be reincarnated into the body of any living thing, including an animal, a bird or a human, perhaps thousands of times. ‘As a person puts on new garments, giving up old ones, the soul similarly accepts new material bodies, giving up the old and useless ones,’ (Bhagavad Gita 2.2) |
| **Brahman** | How do questions about **Brahman** and atman influence the way a Hindu lives? (available through the Emmanuel project)  Why do Hindus believe **Brahman** is everywhere and in everything? | * Explore the Aum symbol widely used to represent Brahman. * Find out about and retell the story of the blind man and the elephant and how it links to explaining the nature of God. * Explore the stories of Svetaketu found in the Upanishads. * Explore how Hindus express their ideas of God in different ways. * Investigate different Hindu deities which demonstrate an aspect of Brahman. |
| **Dharma** | How does the story of Rama and Sita inspire Hindus to follow their  **dharma**? (available through the Emmanuel project)  What difference does **dharma** make to a Hindu? | * Describe what a Hindu might learn from the story of Rama and Sita and how each character is a model of those who follow their duty. * Find out how the Hindu community celebrate the example of Rama and Sita. * Explore the role of duty at Raksha Bandhan. * Investigate what happens at a Hindu wedding where two people are joined for life so they can fulfil their dharma together. |
| **Karma** | Why does a Hindu want to collect good **karma**? (available through the Emmanuel project)  How does believing in **karma** make a difference for how a Hindu lives their life? | * Find out how Hindus might use snakes and ladders to explore the idea of karma. * Understand how Hindu children are taught to take responsibility for their actions. * Explore the teachings of the Bhagavad-Gita on reincarnation e.g. the imagery of ‘worn out clothes.’ * Investigate some stories from the Panchatantra e.g. The jackal and the drum, The mongoose and the baby in the cradle, The four friends and the hunter or The hunter and the drums. * Recognise actions which lead to good karma e.g sewa day and selfless kindness. * Describe and explore the Upanayana or ‘Sacred Thread Ceremony.’ |
| **Moksha** | What spiritual pathways to **Moksha** are written about in Hindu scriptures? (available through the Emmanuel project)  Why do Hindus believe that **Moksha** is the highest goal of human life? | * Explore why many Hindus read from the Bhagavad-Gita every day e.g. for guidance, comfort and advice in the dilemmas of life. * Describe different analogies which help explain the Hindu view that we are all in a cycle of birth, death and rebirth. * Find out about the different pathways (yogas) to being united with God e.g Bhakti, Karma, Jnana and Raja. * Investigate some of the ways Hindu children get ready to celebrate and show their devotion to Krishna. |
| **Samsara** | How do Hindus act on their belief in **samsara**, the cycle of life?  How does believing in **samsara** impact the choices and decisions a Hindu makes in this life? | * Explore the Hindu belief in the atman which is reborn into a different body after death. * Explore how belief in bad or good actions in life lead to positive or negative merit determining the atman's rebirth. * Explore Hindu teachings from the Bhagavad-Gita about the cycle of life e.g. ‘As a person casts off worn-out clothes and puts on new ones, so does the atman cast off worn out bodies and enter new ones,’ (2.2) and ‘For certain is the death of all that comes to birth, certain is the birth of all that dies. So in a matter that no one can prevent do not grieve,’ (2.27). * Devise diagrams to show how the ideas of Karma, Samsara and Moksha (the way out of Samsara) fit together. * Describe different analogies which help explain the Hindu view that we are all in a cycle of birth, death and rebirth. * Explore Hindu funeral practices designed to ensure the peaceful passage of the soul. |
| **Trimurti** | What does the **Trimurti** teach Hindus about the divine?  How does belief in the **Trimurti** link with the Hindu view that life is cyclical? | * Understand the Trimurti as the three most important manifestations of Brahman. * Explore different murtis of the Trimurti and what they represent. * Explore the Hindu creation story and the role of each of the gods of the Trimurti in the making of the universe. * Explore Vaishnavites (those who worship Vishnu) with their focus on the avatars of Vishnu, such as Rama and Krishna. * Find out about the Shaivite community (those who prefer to worship Shiva) who engage in restrictive practices such as fasting and practise raja yoga. |

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| **Humanist** | | |
| **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Happiness** | Why do Humanists say **happiness** is the goal of life? (available through the Emmanuel project)  What do Humanists believe it means to be truly **happy**? | * Investigate references to happiness on the Humanism website. * Find out about the happy human logo and explore what makes people happy. * Explore the content of national Humanist campaigns. * Describe a Humanist wedding or funeral and connect with happiness as the goal of life. * Research famous Humanists e.g Stephen Fry and explore how they articulate their Humanist beliefs. |
| **Morality** | Why do Humanists use the golden rule as a basis for **morality**?  Why do Humanists believe **morality** can be independent of religious ideas? | * Explore how Humanists tell the difference between right and wrong e.g. by using the golden rule, thinking through consequences or using empathy. * Investigate different ways of saying the golden rule all over the world e.g. Buddha, Confucius, Native American, Jesus and compare versions. * Learn to use the terms ‘agnostic’, ‘atheist’, ‘secular’, and ‘non-religious’ when talking about ethical issues. * Explore fairy tales to identify shared values and moral rules which everyone generally accepts e.g. Goldilocks and the three bears. * Listen to individual Humanist voices discuss how they make decisions. * Explore different humanist campaign slogans including ‘Morals without religion,’ ‘Good without God,’ and the six word campaign ‘think for yourself, act for everyone.’ * Explore resources available at: <https://understandinghumanism.org.uk/area/humanist-ethics/> |
| **Reasoning** | Why do Humanists want to live a good life based on **reasoning** rather than gods?  Why is **reasoning** an important principle to Humanists? | * Find out why Humanists do not believe in God or an afterlife. * Explore how Humanists look to science instead of religion as the best way to discover and understand the world. * Find out about the ‘Teach evolution, not creationism’ campaign. * Investigate how Humanists celebrate festivals and traditions without a religious element e.g. some Humanists preferring to celebrate winter festivals as Yuletide rather than Christmas. * Explore how many humanists celebrate Darwin Day to mark the birth of Charles Darwin. * Explore resources available at: <https://understandinghumanism.org.uk/> |

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| **Jewish** | | |
| **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Covenant** | What symbols and stories help Jewish people remember their **covenant** with God? (available through the Emmanuel project)  Why does a **covenant** with God continue to be an important part of Jewish life today? | * Revisit the story of Noah and the flood focusing on the rainbow as a symbol of covenant. * Examine the purpose and contents of a mezuzah. * Explore the key stories of Abraham who was called into a covenant with God. * Find out how the Exodus story and God’s covenant is remembered at Passover. * Explore how The Ten Commandments are the foundation of many of the laws in our country today. * Know that the Jewish scriptures are called Tenakh, which are made up of 3 sections: Torah, Nevi'ism and Ketuvim. Know that the Torah is the most important because it tells Jews what God is like and how they should live. |
| **Kedusha (holiness)** | What is **holiness** for Jewish people: a place, a time, an object or something else? (available through the Emmanuel project)  What does it mean to Jewish people to live a **holy** life? | * Know the Torah scroll is a holy object and explore how it is treated when damaged or in need of repair. * Examine different images of Moses and the Burning Bush. Explore the story from the Torah and understand the meaning of ‘holy ground.’ * Find out how Shabbat is treated as a holy time by Jewish people. * Explore what the Torah says about living a holy life. * Investigate how God’s name is treated as Holy by Jewish people and alternative words used. * Describe how being Barmitzvah/Batmitzvah does not make someone holy but makes a Jewish person responsible to God for their religious lives. |
| **Kotel** | Why do so many Jewish people want to visit the **Kotel** or Western Wall?  What is the importance of pilgrimage to the Western Wall for Jewish people? | * Explore why Jews from around the world make the pilgrimage to the Old City and the Kotel in an effort to unite with their God. * Explore the significance of the Western Wall and the Holy Lands e.g. the location of King Soloman’s temple. * Investigate the custom of inserting notes written with wishes and prayers into the crevices of the Wall. * Explore how Jewish people are welcomed into Jerusalem. |
| **Shabbat** | How does keeping **Shabbat** hold the Jewish community together?  In what different ways do the Jewish community welcome **Shabbat**? | * Understand and describe Shabbat as an occasion of delight, treasure and rest. * Investigate what happens in a synagogue where Shabbat is welcomed with hymns, prayers and psalms called Kabbalat Shabbat. * Explore what happens during Shabbat at home e.g. the welcoming of Shabbat by lighting candles. * Find out about differences between orthodox and progressive Jews on Shabbat e.g driving on Shabbat. * Explore the Havdalah ceremony – the service which marks the end of Shabbat. * Listen to Shabbat songs and examine the words. |

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| **Muslim** | | |
| **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Allah** | What do the ‘beautiful names’ tell Muslims about **Allah**?  What do Muslims believe about the nature of **Allah**? | * Choose one of the 99 names for Allah and explore what it means and what it teaches a Muslim about the nature of God. * Find out how the 99 names of Allah have been represented in Islamic art. * Explore how subhah beads are used in prayer when Muslims are remembering the 99 names of Allah. * Explore the revelation of Allah written down in the Qur’an with its guidance on how to worship and live right. * Find out how Muslim’s believe Allah created the world. * Listen to a Muslim speak about their beliefs. * Listen to nasheed music (spiritual songs) which express belief in Allah e.g. Allah Made Everything by Zain Bhikha. * Explore the mosque as a place where Muslims worship Allah. |
| **Messenger** | Why do Muslims believe Allah sent **messengers** to guide humans?  What did the **messengers** of Allah reveal about the right way for a Muslim to live? | * Explore the difference between the Islamic concept of messenger and prophet. * Name the messengers of Islam who came before Muhammad e.g. Jesus, Moses, Aaron, Noah and others. * Find out the kind of person Muslims believe Prophet Muhammad to be. * Explore why the Prophet Muhammad is believed to be the last messenger sent from Allah. * Find out about the Shahadah and know all Muslims everywhere recite the same words.Investigate what happened at Cave Hira where Muslims believe the Qur’an was revealed to Muhammad. * Explore what the messengers came to reveal about Allah’s compassion, mercy and the need for obedience to his will. |
| **Prophethood (Risalah)** | Why do Muslims call Muhammad the ‘seal of the prophets’? (available through the Emmanuel project)  Who was the prophet Muhammad and how is he an example to Muslims today? | * Find out the kind of person Muslims believe Prophet Muhammad to be. * Name the prophets of Islam who came before Muhammad. * Find out about the Shahadah and know all Muslims everywhere recite the same words. * Explore how Muslims use hadiths to help them follow Muhammad’s example. * Investigate what is inside a mosque and what happens in the building. * Explore how some Muslims celebrate Muhammad’s birthday. |
| **Revelation** | What does the Qur’an **reveal** about Allah and his guidance? (available through the Emmanuel project)  How does the Muslim community show obedience to the **revelation** of the Qur’an? | * Investigate what happened at Cave Hira where Muslims believe the Qur’an was revealed to Muhammad. * Explain how and why some Muslims learn the words of the Qur’an by heart. * Explore how Muslims show respect for the Qur’an. * Explore some of the teachings of the Qur’an. * Look for Islamic writing in mosques, particularly in domes. * Try writing the Arabic words for Allah and Muhammad. |
| **Salah** | How does **Salah** affect daily life for a Muslim?  How does performing **Salah** show a Muslim’s commitment to Islam? | * Explore what the Qur’an teaches about how and when a Muslim should pray. * Find out how a Muslim uses the Sunnah of the Prophet to know both what words to use during prayer and the physical positions (rak’ah). Discuss their symbolic meanings. * Describe Wudu as a physical and practical act which keeps a Muslim clean and as a spiritual act which reminds a Muslim that Allah is the Creator. * Describe how praying gives Muslims a feeling of connection to Allah and to all the other Muslims around the world. * Listen to the call to prayer. * Investigate how a mosque is used to pray especially during Friday prayers. * Watch video clips of Muslims praying and listen to the words recited in Arabic. * Explore different prayer mat designs. * Explore different forms of prayer in Islam including du’a (private and personal prayer). |
| **Submission** | How does a Muslim show their **submission** and obedience to Allah? (available through the Emmanuel project)  Why do Muslims want all that they do to show their **submission** to Allah? | * Explore the meaning of a Muslim as a person who ‘submits’ or who willingly does what God wants them to do. * Explore the Adhan and what it tells Muslims to do. * Describe what a Muslim might learn from the story of Bilal and the first call to prayer. * Describe some ways Muslims show Allah is important when they pray. * Explain how different rituals demonstrate submission to God. * Understand when and why Muslims say Bismilllah. |
| **Sunnah** | Why do Muslims consult the **Sunnah** of the prophet for guidance?  How is the **Sunnah** an important source of knowledge for Muslims? | * Understand why the Qur’an, Sunnah and Hadith are all important sources of knowledge for Muslims. * Find out about the different categories of Sunnah e.g. the Prophet’s actions, the Prophet’s words and the Prophet’s approval or disapproval. * Explore different Sunnah for prayer, fasting, Zakat, and Hajj, along with Adhkar. Also other optional practices such as using the miswak, saying Allah’s name before consuming food, entering mosques with the right foot first or sleeping on the right side of the body as the Prophet did. * Explore different Sunnah acts to perform at Eid. |
| **Tawheed** | How does **tawhid** create a sense of belonging to the Muslim community? (available through the Emmanuel project)  How do Muslims express their belief in **tawhid**? | * Explore how the Muslim faith expresses the idea of ‘one-ness’ in many different ways e.g. prayer direction, prayer words, the Kaaba. * Explore how and why the Kaaba was first built. * Investigate how the Five Pillars of Islam help Muslims remember the oneness of Allah. * Find out about the different ways Muslims feel like they belong to the ummah including Hajj. |

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| **Sikh** | | |
| **Concept** | **Suggested enquiry questions** | **Content of enquiry could include:** |
| **Equality** | How do Sikhs put their beliefs about **equality** into practice? (available through the Emmanuel project)  Why are all members of the Sikh community seen as **equal**? | * Explore why Sikhs wear turbans. * Explain how eating together in the langar helps put equality into practice for Sihks. * Visit a Sikh gurdwara and find evidence of equality in action. * Describe and understand how worshipping together reminds Sikhs they are all equal. * Hear the story of The Milk and the Jasmine Flower. * Explore the teachings of Guru Nanak who taught that God was present in everyone. * Find out why all Sikh boys are called Singh, and girls Kaur. |
| **Guru** | How does the teaching of the **gurus** move Sikhs from dark to light? (available through the Emmanuel project)  Who are the Sikh **gurus** and why are they important? | * Find out what is meant by the word ‘Guru.’ * Explore the story of how Nanak became the first Guru wanting to teach people how they should live their lives and try to bring them into the light. * Investigate the significance of the Ik Onkar symbol. * Understand the Sikh belief that guidance from God came to humans through ten Gurus. * Find out what the Gurus did which is considered inspirational to Sikhs. * Describe how the Guru Granth Sahib is treated like a living Guru and how Sikhs are encouraged to listen and meditate on its words. * Explore how repeating ‘Waheguru’ focuses the mind and helps a Sikh know God better. |
| **Sewa** | How does **sewa** unite the Sikh community?  How does **sewa** show a Sikh’s commitment to God? | * Explore the three types of sewa: tan, man and dhan - Tan is physical work e.g. cleaning the Gurdwara;   Man is using mental skill and talent e.g. playing a musical instrument; Dan/Dhan is sharing of material wealth e.g. money to charity.   * Investigate how Sikhs try to complete all three regularly. * Explore daswandh as an aspect of sewa and an offering to the needs of the community e.g. giving money for the building of the Harmander Sahib, also called the Golden Temple. * Describe how acts of service will lead a Sikh to become gurmukh because it helps them to develop five key virtues, which are truth and truthful living, compassion and patience, contentment, humility and self-control, love, and wisdom and courage. |
| **Waheguru** | What message do Sikhs believe **Waheguru** gave Nanak for the world?  What do Sikhs believe about the nature of **Waheguru**? | * Describe the Sikh belief in one God ‘Waheguru,’ the most wonderful teacher. * Explore different Sikh names used for God e.g. Ik Onkar, Sat Nam and Akal Purkh used to gain a better understanding of his nature. * Explore the Mool Mantar. * Investigate what the story of Guru Nanak’s enlightenment teaches Sikhs about the nature of God. * Explore how the Kara is a symbol of unity and eternity reflecting the nature of God. |