



Tuition, Medical and Behaviour Support Service

Curriculum Policy - Primary Religious Education

Harlescott Education Centre

Reviewed:	September 2023
Next Review:	September 2024
Responsibility:	Ashley Francis

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Appendix 1:

Shropshire Agreed Syllabus for Religious Education 2021-26

This agreed syllabus was written by RE Today on behalf of Shropshire County Council and Shropshire SACRE. This new syllabus equips school leaders, subject leaders and teachers with the tools needed for high quality RE across all key stages.

The vision of this agreed syllabus is of RE for all. Every pupil can achieve and benefit from their RE, including all students with Special Educational Needs and Disabilities (SEND).

RE is a statutory part of the core curriculum for all students, including those with learning difficulties. Students with SEND are found in all contexts, and all teachers are teachers of students with SEND. Good-quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all students. RE provision for different groups of students will vary but all students should be included in RE.

Appendix 2:

Harlescott Programme of Study Assembly Planner

1. Aims

The 2021 Shropshire Agreed Syllabus enables open, enquiring, exploratory RE, suitable for students who have a religious worldview of their own as well as for those who have non-religious worldviews. It also enables exploration of a diversity of views that lie within each religious and non-religious worldview.

The TMBSS Religious Education policy very much reflects this broader interpretation of RE, embracing controversy, ethical debate and mutual understanding, and acknowledging that the principal aim of Religious Education is to help young people to develop their knowledge and understanding of a diverse range of experiences, insights, beliefs and practices.

2. Statutory requirements in England

RE: statutory requirements and curriculum information.

The national curriculum states the legal requirement that:

- **'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:**
 - **promotes the spiritual, moral, cultural, mental and physical development of students; and**
 - **prepares students at the school for the opportunities, responsibilities and experiences of later life.**

- **All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'. (National Curriculum in England: Framework Document, DfE, September 2013, p.4)**
- **Special schools should ensure that every pupil receives RE 'as far as is practicable'.**
(The Education (Special Educational Needs) (England) (Consolidation) (Amendment) Regulations 2006 Regulation 5A).
- **Every pupil has an entitlement to religious education (RE).**
- **RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered students in state-funded schools in England.**
(School Standards and Framework Act 1998, Schedule 19; Education Act 2002, section 80).

Taken from the current Shropshire Agreed Syllabus for Religious Education 2021-26
'The minimum recommended teaching time necessary to fulfil statutory requirements:'

R/Y1/Y2: 36 hours in each year

Y3/4/5/6: 45 hours in each year

As the majority of our students are on a dual placement in a mainstream school we share responsibility for the recommended teaching time with our mainstream partner.

3. Definition

The 2021 syllabus emphasises RE's contribution to the personal development of students. RE is not simply about gaining knowledge and understanding about religious and non-religious worldviews. It also helps students to develop their own worldviews – their own understanding of the world and how to live, in the light of their learning, developing their understanding, skills and attitudes. Most students in Shropshire schools will not have a religious worldview, and RE offers opportunities to explore some of the big questions addressed by religious traditions and non-religious philosophical convictions. Through their encounter with the responses of these traditions to big questions, students will learn that having a good and meaningful life and being a good person are achievable by anyone regardless of whether they are religious or not. RE also makes a significant contribution to students' spiritual, moral, social and cultural development, as well as giving opportunities for exploring British values.

The 2021 Shropshire Agreed Syllabus sets out the required study of religions and beliefs (religious and non-religious worldviews) in each key stage, with scope for including worldviews represented locally, both religious and non-religious.

4. Curriculum

Religious Education is taught in conjunction with the National Curriculum.

These aims incorporate the former attainment targets of 'learning about religion' and 'learning from religion'.

The threefold aim of RE elaborates the principal aim.

The curriculum for RE aims to ensure that all students:

1. make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Our curriculum is set out as per **Appendix 2**.

5. Delivery

The Primary RE Co-ordinator has an oversight of delivery of the Breadth of Study, Key Concepts and Religious Questions addressed through the curriculum with respect to the recommendations in the Shropshire Agreed Syllabus for Religious Education. The model of delivery chosen, to best provide coherence and progression, will reflect those best suited to the ability and needs of the students.

The 'Tuition, Medical and Behaviour Support Service' (TMBSS) exists to meet the needs of students aged between 5 and 16 across Shropshire who cannot be taught in school for a short period of time. Our key purpose is to provide a high-quality learning experience appropriate to the needs of the individual student. Ultimately, we are a short-term intervention.

TMBSS Primary operate from Harlescott Education Centre which caters for students in Years 1 to 6. Children can access two different models at Harlescott, depending on their circumstances. These are the Sixth Day Provision Model (for permanently excluded students) and the Shared Placement Model (alongside a mainstream school) accessed via the Inclusion Advice Forum.

The Shared Placement Model is for morning and afternoon students who attend for 4 sessions weekly and have a partner school. Shared Placements are 16 weeks in length. The Sixth Day Provision Model is full-time and these placements are 13 weeks in length. Due to the short-term nature of placements at TMBSS Primary, we strive to provide a broad, balanced RE curriculum although it is not covered in the same depth as it would for a student accessing fulltime mainstream/specialist education.

Details of both offers are contained within the Medium and Long-Term Curriculum Plans. Students will access at least 1 weekly session of RE regardless of which Model they access.

Once Sixth Day Provision students are on a short integration plan, attending their mainstream school for full days, they may not be attending TMBSS on the day RE is taught.

At Harlescott Education Centre Religious Education is not taught as a stand-alone subject and is instead incorporated into a once weekly assembly session of 30 minutes. The content of this session is timetabled to provide a breadth of study including Christianity and other world religions ensuring we are preparing our students for life in modern Britain. In addition, we link these sessions to British Values as required in the DFE legislation in 2014 stating that schools must teach the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Where appropriate there may also be a Social and Emotional Aspects of Learning (PSHE) focus. Whether global or national, serious or fun, Awareness Days are a great way of introducing new concepts to our students and connecting them with real issues and the world around them. Some of these key Awareness Days are included in the weekly assembly rota.

SMSC

While SMSC education has multiple strands embedded across all subject areas, the weekly assemblies represent a key opportunity to focus on Spiritual, Moral, Social and Cultural elements.

The Spiritual aspect of SMSC is embedded in our assemblies with students often being given the opportunity to reflect on how the things they have learnt in that particular assembly can affect and influence their own lives.

Issues of Morality are covered through assemblies that consider the role of humans and the environment and the extent to which the application of laws and punishments can have a positive impact on society. Stewardship is also a key topic, allowing students to reflect on how the issues we face today can affect the world tomorrow. Younger students are encouraged to employ persuasive speaking strategies and to listen to alternative opinions empathically.

We also reflect on issues of community cohesion through interfaith dialogue and discuss the effect religion has on individuals within society.

Religion, Morality and Social skills are underpinned by the culture we live in. Within Religious Studies students look at issues of how religion is shown in our culture by the media, and how religious beliefs affect and colour the culture we live in.

Within TMBSS the introduction of highlighting coverage of SMSC in weekly planning has encouraged staff to reflect on how SMSC can be incorporated in their planning and teaching, irrespective of their subject area; this has allowed this key strand of education to become embedded into the daily curriculum. The Gridmaker system is also used to record the delivery of the different strands of SMSC.

Wherever possible, students are encouraged to visit local places of worship and to meet religious leaders and practitioners within the wider community.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RE policy, and hold the headteacher to account for its implementation.

6.2 The Executive Head of Service and Head of Primary

The Executive Head of Service and Head of Primary are responsible for ensuring that RE is taught consistently across the Primary Phase.

6.3 Staff

Staff are responsible for:

- Delivering RE in a sensitive way
- Modelling positive attitudes to RE
- Monitoring progress
- Responding to the needs of individual students

Staff do not have the right to opt out of teaching RE. Staff who have concerns about teaching RE are encouraged to discuss this with the Head of Service.

6.4 Students

Students are expected to engage fully in RE and treat others with respect and sensitivity.

7. Parents right to withdraw

Parents have the right to withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost.

(School Standards and Framework Act 1998 S71)

Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. The right to withdrawal does not extend to other areas of the curriculum where religious matters / issues may be raised.

8. Training and monitoring arrangements

Staff are trained on the delivery of RE as part of their induction and access to additional training is available through Shropshire Council's continuing professional development calendar.

The Head of Primary and subject lead will also invite visitors from outside the school to provide support and training to staff teaching RE if required.

The delivery of RE is monitored by:

- Planning of assembly scrutinies and learning walks

This policy will be reviewed annually by the subject lead. At every review, the policy will be approved by the governing body.

HARLESCOTT EDUCATION CENTRE

ASSEMBLY PLANNING 2023/2024

Incorporating

Religious Education, British Values and PSHE

Shropshire Agreed Syllabus for Religious Education 2021-26

The 2021 syllabus enables open, enquiring, exploratory RE, suitable for pupils who have a religious worldview of their own as well as for those who have non-religious worldviews. It also enables exploration of a diversity of views that lie within each religious and non-religious worldview.

Breadth of Study

- Christianity to be included in each key stage
- Other world religions are included as follows:
Reception - To encounter other faiths
Key Stage 1 - Jews and Muslims
Key Stage 2 - Hindus, Jews and Muslims

Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context.

Time Allocation

The minimum recommended teaching time necessary to fulfil statutory requirements:

R/Y1/Y2: 36 hours in each year

Y3/4/5/6: 45 hours in each year

The Key Elements

The syllabus for RE should be structured around the three aims and the three elements: Making sense of beliefs, Understanding the impact and Making Connections. The syllabus is based around a key question approach.

There are religious questions which form the basis of the RE curriculum for KS1 and Lower and Upper KS2 which are listed below under Christianity, Hinduism, Islam, Judaism and Thematic.

Christianity:

KS1

- 1.1 What do Christians believe God is like? [God]
- 1.2 Who do Christians say made the world? [Creation]
- 1.3 Why does Christmas matter to Christians? [Incarnation]
- 1.4 What is the 'good news' Christians believe Jesus brings? [Gospel]
- 1.5 Why does Easter matter to Christians? [Salvation]

Lower KS2

- L2.1 What do Christians learn from the creation story? [Creation/Fall]
- L2.2 What is it like for someone to follow God? [People of God]
- L2.3 What is the 'Trinity' and why is it important for Christians? [God/ Incarnation]
- L2.4 What kind of world did Jesus want? [Gospel]
- L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation]
- L2.6 For Christians, what was the impact

Upper KS2

- U2.1 What does it mean if Christians believe God is holy and loving? [God]
- U2.2 Creation and science: conflicting or complementary? [Creation]
- U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation]
- U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]
- U2.5 What do Christians believe Jesus did to 'save' people? [Salvation]
- U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]

Hinduism:

Lower KS2

- L2.7 What do Hindus believe God is like? [Brahman/atman]
- L2.8 What does it mean to be Hindu in Britain today? [Dharma]

Upper KS2

- U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/ moksha]

Islam:

KS1

- 1.6 Who is a Muslim and how do they live? [God/ Tawhid/ibadah/iman]

Lower KS2

- L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]

Upper KS2

- U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]

Judaism:

KS1

- 1.7 Who is Jewish and how do they live? [God/Torah/ People]

Lower KS2

- L2.10 How do festivals and family life show what matters to Jewish people?
[God/Torah/People/the Land]

Upper KS2

- U2.9 Why is the Torah so important to Jewish people? [God/Torah]

Thematic:

KS1

1.8 What makes some places sacred to believers?

1.9 How should we care for others and the world, and why does it matter?

1.10 What does it mean to belong to a faith community?

Lower KS2

L2.11 How and why do people mark the significant events of life?

L2.12 How and why do people try to make the world a better place?

Upper KS2

U2.11 Why do some people believe in God and some people not?

U2.12 How does faith help when life gets hard?

British Values

'Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of the Education Act 2002, in their provision of SMSC.' (DFE November 2014)

What are 'British values'?

According to Ofsted, 'fundamental British values' are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

(School Inspection Handbook from September 2015)

How must we teach it?

Advice from the Department for Education is that British values should be promoted through SMSC.

What must be taught?

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely

- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- Encourage respect for other people, and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Social and Emotional Aspects of Learning (PSHE)

Theme Title	Key social and emotional aspects of learning addressed	KEY
New Beginnings	<ul style="list-style-type: none"> • Empathy • Self-awareness • Motivation • Social skills 	NB
Getting On and Falling Out	<ul style="list-style-type: none"> • Managing feelings • Empathy • Social skills 	GOFO
Say No To Bullying	<ul style="list-style-type: none"> • Empathy • Self-awareness • Social skills 	SNTB
Going For Goals	<ul style="list-style-type: none"> • Motivation • Self-awareness 	GFG
Good To Be Me	<ul style="list-style-type: none"> • Self-awareness • Managing feelings • Empathy 	GTBM
Relationships	<ul style="list-style-type: none"> • Self-awareness • Managing feelings • Empathy 	R
Changes	<ul style="list-style-type: none"> • Motivation • Social skills • Managing feelings 	C

AUTUMN TERM 2023

DATE: Week Beginning	Shropshire Agreed Syllabus	PSHE	British Values
<p>Whether global or national, serious or fun, Awareness Days are a great way of introducing new concepts to our students and connecting them with real issues and the world around them.</p> <p>Whilst by no means exhaustive, included are key awareness days, religious days and celebrations for the 2023 -2024 school year. Some are simply for fun. The days cover some of the areas below.</p> <p><i>PSHE Mental Health and Well-being</i> <i>Art/Crafts/Culture</i> <i>Health and Fitness</i> <i>Science/Environment /wildlife/ gardening</i> <i>Technology/Maths</i> <i>Literacy</i> <i>History/culture/citizenship</i> <i>Religion</i> <i>Just for Fun!</i> <i>Charities/Awareness</i></p>			
September Monthly Celebrations: <i>Organic September Read a New Book Month</i>			
September 4th	<p>1.2 Who do Christians say made the world? [Creation] L2.1 What do Christians learn from the creation story? [Creation/Fall]</p> <p><i>What does the creation story tell us about how to behave?</i> <i>What does it tell us about how to care for our world?</i></p> <p><i>September 6th Read a Book Day</i></p>	NB	Mutual Respect and Tolerance
September 11 th	<p>U2.2 Creation and science: conflicting or complementary? [Creation] <i>Scientific explanation for creation.</i></p> <p><i>Look at The Message translation (Bible Gateway bit.ly/2m3tv6M). What clues are there to show that this is a poem? If it is, what effect does that have on the meaning? Note that people (including</i></p>	NB	Mutual Respect and Tolerance

	<p><i>Christians) disagree about the genre, purpose and meaning of Genesis. Some say it is a literal account (the universe was created in six days), others that it is more a description of what God and creation are like rather than how creation actually happened.</i></p> <p><i>Explore the scientific account of cosmology (the beginning of the universe) and evolution (the development of living beings). Summarise them in a simplified diagram.</i></p> <p><i>September 13th Roald Dahl Day</i> <i>September 15th-17th - Rosh Hashanah/Jewish New Year</i></p>		
September 18 th	<p>1.9 How should we care for others and the world, and why does it matter?</p> <p><i>Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Talk about characters in books exploring friendship, such as Winnie the Pooh and Piglet or the Rainbow Fish. Explore stories from the Christian Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5:1-11), four friends take the paralysed man to Jesus (Luke 5:17-26), 'The Good Samaritan' (Luke 10: 25-37); Jewish story of Ruth and Naomi (Ruth 1-4).</i></p> <p>September 19th -25th Recycle Week</p>	GOFO	Mutual Respect and Tolerance
September 25th	<p>1.1 What do Christians believe God is like? [God] U2.1 What does it mean if Christians believe God is holy and loving? [God]</p> <p><i>Tell the story of the Lost Son from the Bible simply and recognise a link with the</i></p>	GTBM	Mutual Respect and Tolerance

	<p><i>Christian idea of God as a forgiving Father</i></p> <p><i>Pupils to put together some words to describe a divine being, a god. If such a being existed, what would this god be like? Collect their ideas from their previous study of religions in RE, naming specific ideas from different traditions where they can.</i></p> <p><i>Medieval Christians built cathedrals 'to the glory of God'. Talk about what kind of God cathedrals suggest the builders had in mind. Investigate how different parts of cathedrals express ideas about God as holy and loving.</i></p> <p><i>September 21st International Day of Peace</i> <i>September 24th- 25th Yom Kippur</i></p>		
<p>October Monthly Celebrations: Black History Month <i>International Walk to School Month</i> ADHD Awareness month</p>			
<p>October 2nd</p>	<p>L2.7 What do Hindus believe God is like? [Brahman/atman]</p> <p><i>Show pupils a range of 'Aum' symbols in both 2D and 3D form. Ask if, where and when pupils have seen the sign before and what they think it means. Explain that it is a symbol used in Hinduism. It is called 'Aum' and made up of 3 sounds: 'A', 'U' and 'M'. Many Hindus believe that it was the very first sound out of which the universe was created. It is a symbol and sound that is used by many Hindus to represent Brahman (God), the ultimate being, whose spirit is in everything.</i></p> <p><i>How can Brahman be everywhere and in everything?</i> <i>Ramayana includes beliefs concerning duty, good and evil.</i></p>	<p>GTBM</p>	<p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p>

	<p><i>October 8th World Dyslexia Awareness Week</i></p> <p><i>Oct 3rd to 7th Bike to school week</i></p>		
October 9 th	<p>U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/ moksha]</p> <p><i>Find out about how Hindus show their faith within their families. Show pupils objects you might find in a Hindu's home and why e.g. murtis; a family shrine; statues and pictures of deities; a puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, Aum symbols. Find out what they mean, how they are used, when and why.</i></p> <p><i>• Explore the kinds of things Hindu families would do during the week e.g. daily puja, blessing food, arti ceremony, singing hymns, reading holy texts, visiting the temple, etc. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class?</i></p> <p><i>What is the best way for a Hindu to show commitment to God?</i></p> <p><i>Visit the Mandir? Worship at home?</i></p> <p><i>October 10th World Mental Health Day</i></p>	GTBM	<p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p>
October 16 th	<p>L2.8 What does it mean to be Hindu in Britain today? [Dharma]</p> <p><i>Find out how Hindus celebrate Diwali in Britain today. Show images of Diwali being celebrated (search online for local Diwali celebrations) and recall the story of Rama and Sita from Unit L2.7. Identify the characters, connect with ideas of Rama as the god Vishnu in human form (avatar); examine the role of Sita; examine the use of light in Hindu celebrations to represent good overcoming bad, and Hindus overcoming temptation in their own lives; and the festival as an invitation to Lakshmi, goddess of prosperity and</i></p>	GTBM	<p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p>

	<p><i>good fortune. Ask pupils to weigh up what matters most at Diwali. Talk about whether Hindus should be given a day off at Diwali in Britain.</i></p> <p><i>October 20th Wear it Red Day (Racism)</i></p>		
October 23rd	<p>1.6 Who is a Muslim and how do they live? [God/ Tawhid/ibadah/iman]</p> <p><i>Introduce the idea that Muslims believe in Allah as the one true God ('Allah' is the word for 'God' in Arabic, not a name. In Islam, the central belief that there is only one God is referred to as 'Tawhid').</i></p> <p><i>• Iman means belief, and it is expressed in the words of the Shahadah ('There is no God but God; Muhammad is the messenger of God'). Find out about the Shahadah, and how this is the most important belief for Muslims. It is part of Muslims' daily prayers, and also part of the Call to Prayer; its words are incorporated into the adhan, seen as the best first words for a baby to hear, whispered into their ear soon after birth. Talk about why it is used these ways, and how it shows what is most important to Muslims. To be a Muslim is to submit willingly to God - to allow Allah to guide them through life.</i></p> <p><i>November 12th - Diwali</i> <i>November 11th - Remembrance Day</i></p>	GTBM	<p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p>
HALF TERM			
November Monthly Celebrations: Epilepsy Awareness Month Blue Peter Book Award shortlist announced			
November 6th	<p>U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]</p> <p><i>Give an overview of the Five Pillars as expressions of ibadah (worship and belief in action). Deepen pupils' understanding of the ones to which they have already been introduced: Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); and zakah (almsgiving).</i></p>	GTBM	<p>Mutual Respect and Tolerance</p>

	<p><i>Introduce Hajj (pilgrimage): what happens, where, when, why? Explore how these Pillars affect the lives of Muslims, moment by moment, daily, annually, in a lifetime.</i></p> <p><i>• Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah).</i></p> <p><i>Investigate how they are practised by Muslims in different parts of Britain today. Consider what beliefs, practices and values are significant in pupils' lives.</i></p>		
November 13 th	<p>U2.12 How does faith help when life gets hard?</p> <p><i>Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering, etc.</i></p> <p><i>Explore how some people might thank God in good times, and how, more broadly, living a life of gratitude can lead to happier and healthier lives, whether religious or non-religious (see Psalm 103 and happierhuman.com/benefits-of-gratitude).</i></p> <p><i>November 17th BBC Children in Need</i></p> <p><i>November 13th - 17th Anti Bullying Week</i></p>	R	Mutual Respect and Tolerance
November 20 th	<p>1.10 What does it mean to belong to a faith community?</p> <p><i>Talk about stories of people who belong to groups. Find out about groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them.</i></p>	GTBM	Individual Liberty

	<p><i>Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christians: e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ichthus badges, 'What Would Jesus Do' ('WWJD') bracelets, a rosary, a Bible; Muslims: e.g. an example of calligraphy, a picture of the Ka'aba, a taqiyah (prayer cap); Jews: e.g. a mezuzah, a menorah, a Kiddush cup, challah bread, a kippah), symbols of belonging in pupils' own lives and experience.</i></p> <p>November Road Safety Week</p>		
November 27th	<p>L2.11 How and why do people mark the significant events of life?</p> <p><i>Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life? Consider the value and meaning of ceremonies that mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community. How do these practices show what is important in the lives of those taking these steps? Explore the symbols and rituals used and the promises made; explore what meaning these ceremonies have to the individual, their family and their communities; reflect on the on-going impact of these commitments:</i></p> <p><i>Christians: e.g. Baptists/Pentecostals celebrate 'believers' baptism', or 'adult baptism'. Church of England and Roman Catholic celebrations of infant baptism (note that infant baptism has been introduced in Units F4, 1.8, 1.10 L2.3 and L2.4, so build on that learning). Roman Catholics celebrate first communion and confession; Church of England and Roman Catholics celebrate confirmation.</i></p> <p><i>Hindus: sacred thread ceremony.</i></p> <p><i>Jews: bar/bat mitzvah.</i></p>	R	The Rule of Law

	<p><i>Consider whether and how non-religious people (e.g. pupils and families in your school who have no religious background; Humanists) mark these moments. Why are these moments important to people?</i></p> <p><i>Compare some different commitments held by believers in different religions - and by the pupils themselves.</i></p> <p><i>November 30th - St Andrew's Day (Scotland)</i></p>		
December Monthly Celebrations: Gift of Sight Month, Universal Human Rights Month			
December 4th	<p>L2.3 What is the 'Trinity' and why is it important for Christians? [God/ Incarnation]</p> <p><i>A way in to this unit would be to explore how and why water is used as a symbol in Christianity: use some water to prompt pupils to think about how and when it can be cleansing, refreshing, life-giving, beautiful, dangerous, still, flowing, reflective, thirst-quenching. Make a link with why water is used in Christian baptism - because of its many symbolic meanings.</i></p> <p><i>Introduce the idea of a 'Gospel' – a life-story or biography of the life and teaching of Jesus. Tell pupils the story from one of the four Gospels, Matthew 3:13-17. Ask what they think is going on. Ask for suggestions about the meaning of details: the water, the voice, the dove. At the very start of Jesus' public life, it pictures the Trinity: the voice of God announces Jesus as the Son of God and the Holy Spirit is present in the form of a dove. Christians believe that one important thing the story teaches is that Jesus is not just a good man, but God who has come to Earth to rescue humanity. Ask pupils to list clues they can find in the story for this message.</i></p>	R GTBM	Mutual Respect and Tolerance

	November 26 th –December 4th National Tree Week		
December 11 th	<p>L2.12 How and why do people try to make the world a better place?</p> <p><i>Ask pupils to describe their friend's special skills, leading to the idea that we all have special skills we can use to benefit others.</i></p> <p><i>Think about some of the ways in which the world is not such a good place: you could start small and local, and end up big and global e.g. from upsetting people in the dinner queue through to messing up the environment.</i></p> <p><i>Talk about why people are not always as good as they could be. Christians believe God helps them through the Holy Spirit. Muslims believe people do good and bad deeds, and also need God's mercy.</i></p>	R	Mutual Respect and Tolerance
December 18th	<p>1.3 Why does Christmas matter to Christians? [Incarnation]</p> <p><i>Has Christmas lost its true meaning?</i></p> <p><i>What is the most important part of the nativity for Christians today?</i></p> <p><i>Is the Christmas story true?</i></p>	R GTBM	Mutual Respect and Tolerance

SPRING TERM 2024

DATE	Shropshire Agreed Syllabus	PSHE	British Values
January Monthly Celebrations: <i>Brainteaser Month</i> <i>National heart month</i>			
January 1st	<p>L2.2 What is it like for someone to follow God? [People of God]</p> <p><i>How do Jesus' stories help?</i> <i>Could I do what he did?</i> <i>Could I show kindness like he did?</i> <i>Is forgiveness always possible?</i></p> <p><i>Introduce pupils to the Bible - Old Testament and New Testament, books, chapters and verses. Teach them how to find their way around using book-chapter-verse. Explain that the stories of the Old Testament happened many years before Jesus, and that they focus on the friendship between the main characters (such as Noah, Abraham, Joseph) and God.</i></p> <p><i>• Read the story of Noah from Genesis 6:5-9:17 (use a child-friendly version such as the Lion Storyteller Bible; compare with a full online version such as International Children's Bible on www.biblegateway.com). Act it out in dramatic fashion! Ask pupils to think about the story: puzzling questions, favourite/least favourite parts, turning points, surprises, how they felt about the characters and events. List the qualities Noah had that made God choose him, and what Noah does in obedience to God.</i></p> <p><i>January 6th - Epiphany</i></p>	GTB M R	Mutual Respect and Tolerance
January 8 th	<p>1.7 Who is Jewish and how do they live? [God/Torah/People]</p> <p><i>As a way in, discuss what precious items pupils have in their home - not in terms of money but in terms of being meaningful. Why are they important? Talk about remembering what really matters, what ideas they have for making sure they do not forget things or people, and how people make a special time to remember important events.</i></p>	GTB M	Individual Liberty

	<p><i>Find out what special objects Jewish people might have in their home (e.g. 'Through the keyhole' activity, looking at pictures of a mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, Star of David on a chain, prayer books, chanukiah, kippah). Gather pupils' questions about the objects.</i></p>		
January 15 th	<p>Introduce Buddhism - the most common religion in China</p> <p>Buddhism was founded by Siddhartha Gautama, who lived in India in the sixth-century BCE. He spent his life in the search for answers to the questions posed by human suffering, desire and the search for happiness. Siddhartha reached enlightenment at the age of 35 and was given the title 'Buddha', or 'enlightened one'. He developed the Middle Way of growing in wisdom, morality and mindfulness, and built up a large following of disciples.</p> <p>The Buddha is greatly honoured for his teaching, but is not worshiped as God. There is diversity between Buddhist traditions: most do not pray to Buddha, although some do; some see Buddhism as a religion, whereas others prefer to see it as a philosophy and way of life.</p> <p>The Three Treasures (Refuges) Buddhists take refuge in three treasures: the Buddha (the inspiration of this enlightened being and his teachings) the dhamma (the teaching of the Buddha) the sangha (the community of Buddhists)</p> <p>The Four Noble Truths These are four tenets that all Buddhists accept: Life involves suffering (or 'unsatisfactoriness' - dukkha). It is not difficult to see that there is suffering and unhappiness in life, both in the world at large and within a person. The cause of suffering is desire (tanha). People do not like suffering and unhappiness: it is what they want to move away from. To do this, people need to understand and remove its causes.</p>	GTB M	Individual Liberty

<p>January 22nd</p>	<p>L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]</p> <p><i>Learn that after their escape from Egypt, the Jewish people were given the Ten Commandments. Consider the important of the commandments to the Jewish people at the time, and why they are still important to Jews (and Christians) today.</i></p> <p><i>Use a variety of creative and interactive ways to explore the stories behind Jewish festivals: what they mean, their significance, and how believers express the meanings through symbols, sounds, actions, stories and rituals:</i></p> <p><i>Compare and consider the value of family rituals in pupils' own lives; make connections with the way Jewish family life and festivals encourage a reflective approach to life and living; talk about whether there are good opportunities for reflection, remembering past times and looking forward in school life as well.</i></p> <p><i>January 26th RSPB's Big Garden Watch</i></p>	<p>GTB M</p>	<p>Individual Liberty</p>
<p>January 29th</p>	<p>L2.4 What kind of world did Jesus want? [Gospel]</p> <p><i>Introduce this unit by getting pupils to think about their favourite possessions and what things they spend their time doing on a regular weekend.</i></p> <p><i>Look at some other stories that show what kind of world Jesus wanted. E.g. the story of the healing of the leper (Mark 1:40-44; note how lepers were viewed at the time - as unclean and rejected; explore why Jesus touched and healed this person; note Jesus' practice of showing love to those most vulnerable and often rejected by society); the Good Samaritan (Luke 10:25-37). What kind of world did Jesus want? How did he want his followers to behave?</i></p> <p><i>Link to what kind of world Rosa Parks wanted.</i></p> <p><i>February 4th Rosa Parks Day</i></p>	<p>GOF O</p>	<p>Rule of Law Democracy</p>
<p>February Monthly Celebrations: LGBT History Month, Black History Month</p>			

<p>February 5th</p>	<p>Explain why Christians observe Shrove Tuesday and Ash Wednesday.</p> <p>KS1 Why do we have Pancake Day?</p> <p>Shrove Tuesday is the day before <u>Ash Wednesday</u> (the first day of <u>Lent</u>), observed in many <u>Christian countries</u> through participating in <u>confession and absolution</u>, the ritual burning of the previous year's <u>Holy Week</u> palms, finalizing one's <u>Lenten sacrifice</u>, as well as eating <u>pancakes</u> and other sweets.^{[2][3]}</p> <p>Shrove Tuesday is observed by many Christians, including <u>Anglicans</u>, <u>Lutherans</u>, <u>Methodists</u> and <u>Roman Catholics</u>,^[4] who "make a special point of self-examination, of considering what wrongs they need to repent, and what amendments of life or areas of spiritual growth they especially need to ask God's help in dealing with."^[5] This <u>moveable feast</u> is determined by <u>Easter</u>. The expression "Shrove Tuesday" comes from the word <i>shrive</i>, meaning "<u>absolve</u>".^[6]</p> <p>As this is the last day of the Christian liturgical season historically known as <u>Shrovetide</u>, before the penitential season of <u>Lent</u>, related popular practices, such as indulging in food that one might give up as their <u>Lenten sacrifice</u> for the upcoming forty days, are associated with Shrove Tuesday celebrations. The term <u>Mardi Gras</u> is French for "Fat Tuesday", referring to the practice of the last night of eating richer, fatty foods before the ritual fasting of the Lenten season, which begins on <u>Ash Wednesday</u>. Many Christian congregations thus observe the day through eating pancakes or, more specifically, the holding of <u>pancake breakfasts</u>, as well as the ringing of <u>church bells</u> to remind people to repent of their sins before the start of Lent.^{[2][7]} On Shrove Tuesday, churches also burn the palms distributed during the previous year's Palm Sunday liturgies to make the ashes used during the services held on the very next day, Ash Wednesday.^[3]</p> <p>In some Christian countries, especially those where the day is called <u>Mardi Gras</u> or a translation thereof, it is a <u>carnival</u> day, the last day of "fat eating" or "gorging" before the fasting period of Lent.^[6]</p> <p>February 6th Safer Internet Day</p>	<p>GTB M</p>	<p>Mutual Respect and Tolerance</p>
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	<p>February 10th - Chinese New Year</p> <p>February 13th - Shrove Tuesday</p> <p>February 14th - Ash Wednesday</p>		
HALF TERM			
February 19 th	<p>U2.11 Why do some people believe in God and some people not?</p> <p>KS1 may want to discuss what their children believe in. This could be non-religious e.g. I believe in monsters!</p> <p><i>Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background - many people believe (or don't believe) because of their home background; religious experience - many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the Universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Many atheists argue that religions are all created by humans. Some argue that there is no need to use a Creator to explain the existence of the Universe and life; they argue that science provides reliable evidence and explanations, and that religion does not.</i></p>	R	Mutual Respect and Tolerance
February 26 th	<p>1.4 What is the 'good news' Christians believe Jesus brings? [Gospel]</p> <p><i>Explore some ways in which Christians try to bring Jesus' 'good news' to others. For example, just like Jesus was 'friend to the friendless', Christians try to help people in need, e.g. local food bank; working with homeless people - look at Trinity Church, Cheltenham (trinitycheltenham.com) or St George's Crypt, Leeds (www.stgeorgescrypt.org.uk).</i></p>	GTB M R	Mutual Respect and Tolerance
March Monthly Celebrations: Women's History Month			
March 4 th	<p>1.8 What makes some places sacred to believers?</p> <p><i>Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why. Do they have any things that are holy and sacred?</i></p>	GTB M	Mutual Respect and Tolerance

	<p><i>Look at photos of different holy buildings and objects found inside them: can pupils work out which objects might go inside which building, and talk about what the objects are for? Match photos to buildings, and some keywords.</i></p> <p><i>March 1st - St David's Day (Wales)</i> <i>March 7th - World Book Day</i> <i>March 3rd World Wildlife Day</i> <i>March 10th - Mother's Day</i></p>		
March 11 th	<p>1.5 Why does Easter matter to Christians? [Salvation]</p> <p><i>If you are doing this unit in the Spring Term (although this is not compulsory timing), you might introduce it by looking around for examples of the new life that comes in the spring. The story for Christians leads to the idea of new life.</i></p> <p><i>• Introduce the story of Holy Week. (Note that pupils should understand that this story takes place about 33 years after the events of the Nativity, even though pupils have only celebrated Christmas a few weeks ago.)</i></p> <p><i>March 17th - St Patrick's Day (Ireland)</i> <i>March 17th Red Nose Day/Comic Relief</i></p>	GTB M	Mutual Respect and Tolerance
March 18 th	<p>L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation]</p> <p>Recap work on Holy Week - what can pupils remember?</p> <p><i>Use visits, visitors, church websites and church programme cards to find photos and other information about what different churches do on Palm Sunday, Good Friday and Easter Sunday (e.g. types of service, music, readings, actions and rituals, colours, decorations). Use this BBC clip to explore these ideas more fully:</i> <i>www.bbc.co.uk/programmes/p02mww94. Record how Christians (e.g. Nathan and Lara in the clip) might feel on each Good Friday and Easter Sunday</i> <i>Talk about what Christians think about Jesus and the idea of 'salvation': one ideas is that Christians see Jesus shows them how to live a life that pleases God, a life of love for all - 'saving' them from going the wrong path in life. Design a display to show the</i></p>	NB	Mutual Respect and Tolerance

	<p><i>importance of each day - linking the texts, various Christian practices, and the meanings for Christians.</i></p> <p><i>Easter: Palm Sunday. Why was Jesus welcomed? Is 'Good Friday' really 'good'? Is forgiveness always possible? Did God intend for Jesus to be crucified?</i></p> <p><i>March 10th - April 9th - Ramadan</i></p> <p><i>March 29th - Good Friday</i></p> <p><i>March 31st - Easter Sunday</i></p>		
Easter Holidays			

SUMMER TERM 2023

DATE	Shropshire Agreed Syllabus	PSHE	British Values
April Monthly Celebrations: <i>National Garden Month , Autism Acceptance Month, National Poetry Month</i>			
April 8 th	<p>U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]</p> <p>Examine Jesus' teaching about the two greatest commandments - to love God and love your neighbour (Matthew 22:36-40). How do these help Christians to decide how to live? Keep these commands in mind as pupils explore the following teachings. Christians might ask 'What would Jesus do?' as they encounter issues in life. So, what would Jesus do? Foundations for living: the wise and foolish builders: Matthew 7:24-27. Why did Matthew record these words? Why did Jesus have to teach them? What were people doing? What did the wise and foolish builders learn? So, what is the message for Jesus' listeners? Is it the same message for Christians today?</p>	GTBM	Mutual Respect and Tolerance Individual Liberty
April 15 th	<p>U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation]</p> <p><i>As a way in, consider what kind of person is needed when people need help (e.g. if they are being bullied, in an accident, if one country is under attack from another one, etc.). Discuss the qualities someone might need to 'save' the situation.</i></p> <p><i>Outline the situation of the People of God (see below) - their land occupied by enemy forces for over 500 years, hopeful that God would send them a saviour - the hoped-for 'Messiah'. Ask pupils to list the qualities such a Saviour would need.</i></p> <p>People of God: Many Christians say that the Old Testament tells the story of God's plan humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God.</p>	C	Mutual Respect and Tolerance Individual Liberty

	The Bible narrative includes the ups and downs of this plan, including the message of the prophets, who tried to persuade people to stick with God. For Christians, the plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' - a rescuer.		
April 22nd	Learn about why St. George's Day is celebrated in England. What is a Saint? Saint George is the <u>patron saint</u> of <u>England</u> in a tradition established in the <u>Tudor period</u> , based in the saint's popularity during the times of the <u>Crusades</u> and the <u>Hundred Years' War</u> . <i>April 23rd - St. George's Day (England)</i>	GFG	Mutual Respect and Tolerance Individual Liberty
April 29th	U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] <i>How much are pupils prepared to sacrifice for something they believe in? What would they sacrifice and for what? Find a good cause that would be worth putting some effort into supporting. www.givingwhatwecan.org/ indicate charities that make a big impact; www.toilettwinning.org is another worthwhile cause. What would your class be prepared to do to bring health and life to others in need? Connect this with a Christian understanding of Jesus' sacrifice bringing salvation. Ask pupils to draft a short charter for the school, local community or the world (if they can get that far) to explain how far the idea of sacrifice is good and necessary for making the world a better place. They should make links with Christian ideas and Jesus' teachings. It is perfectly fine for them to say that sacrifice is not good, but they must offer good reasons and alternatives that will make the world a better place!</i>	NB	Mutual Respect and Tolerance Individual Liberty

May Monthly Celebrations: Local & Community History Month, National Share-a-Story Month, National Walking Month

<p>May 6th</p>	<p>1.7 Who is Jewish and how do they live? [God/Torah/ People]</p> <p><i>Introduce Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4-9) i.e. God is one, that it is important to love God. (Note that some Jewish people write G-d, because they want to treat the name of God with the greatest respect.) Explore the meaning of the words, what they teach Jews about God, and how they should respond to God. Use this as the background to exploring mezuzah, Shabbat and Jewish festivals - how these all remind Jews about what God is like, as described in the Shema, and how festivals help Jewish people to remember him. Talk about the People of Israel as God's Chosen or Favoured People.</i></p> <ul style="list-style-type: none"> <i>• Look at a mezuzah, how it is used and how it has the words of the Shema on a scroll inside. Find out why many Jews have this in their home. Ask pupils what words they would like to have displayed in their home and why.</i> <p><i>May 8th Red Cross and Red Crescent Day</i></p>	<p>GTBM</p>	<p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p>
<p>May 13th</p>	<p>U2.9 Why is the Torah so important to Jewish people? [God/Torah]</p> <p><i>KS1 Look at some stories from the Jewish Bible (Tenakh) which teach about God looking after his people (e.g. the call of Samuel (1 Samuel 3); David and Goliath (1 Samuel 17)).</i></p> <p><i>Find out about how a Sefer Torah (handwritten scroll) is produced, covered and treated and the reasons for this; how it is used each week in the synagogue and for the annual cycle of readings.</i></p> <p><i>Talk about the Jewish holy book - the Written Torah or TeNaKh: this name refers to Torah (Law), Nevi'im (the Prophets), Ketuvim (the Writings). (Note the overlap with the Christian Old Testament.) Look at some examples of texts and stories from these different parts of the Tenakh. Find</i></p>	<p>GTBM</p>	<p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p>

	<p><i>out about the place of the Torah at the heart of Jewish belief and practice and the importance of regular Torah study for many Jews.</i></p> <p>May 13th Mental Health Awareness Week May 19th Endangered Species Day</p>		
May 20 th	<p>1.9 How should we care for others and the world, and why does it matter?</p> <p><i>Read stories about how some people or groups have been inspired to care for people because of their religious or ethical beliefs e.g. Mother Teresa, Doctor Barnardo, Sister Frances Dominica, the Catholic aid agency CAFOD, the Jewish charity Tzedek; non-religious charities e.g. WaterAid and Oxfam. Also find out about religious and non-religious people known in the local area.</i></p>	GFG	Mutual Respect and Tolerance
HALF TERM			
June Monthly Celebrations: <i>Great Outdoors Month</i>			
June 3 rd	<p>1.8 What makes some places sacred to believers?</p> <p><i>Talk about why it is important to show respect for other people's precious or sacred belongings (e.g. the importance of having clean hands; treating objects in certain ways, or dressing in certain ways). Explore the main features of places of worship in Christianity</i></p> <p>June 8th World Oceans Day</p>		<p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p>
June 10 th	<p>1.10 What does it mean to belong to a faith community?</p> <p><i>Explore the idea that everyone is valuable. Tell the story of the Lost Sheep and/or the Lost Coin (Luke 15) to show how, for Christians, all people are important to God. Connect to teachings about how people should love each other too: e.g. Jesus told his friends that they should love one another (John 13:34-35), and love everybody (Mark 12:30-31);</i></p>	GTBM	Democracy

	<p><i>Jewish teaching: note that Jesus is quoting the older Jewish command to love neighbours (Leviticus 19:18); Muslim teaching: 'None of you is a good Muslim until you love for your brother and sister what you love for yourself.'</i></p> <p>Link to Refugee Week June 16th Refugee Week June 12th Anne Frank's Birthday June 16th - Father's Day</p>		
June 17th	<p>L2.11 How and why do people mark the significant events of life?</p> <p><i>Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare wedding ceremonies and marriage commitments in two religious traditions e.g. Christian and Hindu/Jewish</i></p> <p><i>What happens? What promises are made? Why are they important? What prayers are offered? How do people's religious beliefs show through these ceremonies and commitments? Compare with non-religious, civil wedding ceremonies.</i></p>	R	Rule of Law
June 24th	<p>1.7 Who is Jewish and how do they live? [God/Torah/ People]</p> <p><i>Find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest.</i></p> <p><i>Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day).</i></p>	GTBM	<p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p>
July Monthly Celebrations: Plastic Free July , World Watercolour Month			
July 1st	<p>1.6 Who is a Muslim and how do they live? [God/ Tawhid/ibadah/iman]</p> <p><i>Muslims believe it is impossible to capture fully what God is like, but they use 99 Names for Allah to help them understand Allah better. Explore some of the names and what they mean; look at some of them written in</i></p>	GTBM	<p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p>

	<p><i>beautiful calligraphy. Ask the pupils to choose one of the names, think about what the name means and how this quality might be seen in their life or the lives of others. Respond to the sentence starters: One beautiful name found in the Qur'an for Allah is... If I was... I would... If other people were... they would... Ask the pupils to create some calligraphy around a 'beautiful name' of Allah; ask them to explain why this characteristic of God might be important to a Muslim.</i></p>		
July 8 th	<p>L2.8 What does it mean to be Hindu in Britain today? [Dharma]</p> <p><i>Note that the word 'Hinduism' is a European word for describing a diverse religious tradition that developed in what is now northern India.</i></p> <p><i>Find out about how Hindus show their faith within their families. Show pupils objects you might find in a Hindu's home and why e.g. murtis; a family shrine; statues and pictures of deities; a puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, Aum symbols. Find out what they mean, how they are used, when and why.</i></p> <p><i>Explore the kinds of things Hindu families would do during the week e.g. daily puja, blessing food, arti ceremony, singing hymns, reading holy texts, visiting the temple, etc. Talk about which objects and actions are most important and why.</i></p> <p><i>What similarities and differences are there with the family values and home rituals of pupils in the class?</i></p>	GTBM	<p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p>
July 15 th	<p>U2.12 How does faith help when life gets hard?</p> <p>Explore ways in which religions help people to live, even when times are tough, e.g. through</p>	GTBM	Individual Liberty

	<p>prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together.</p> <p>Ask some religious believers (staff or pupils) to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too.</p> <p>Use the story of Job in the Jewish and Christian scriptures.</p> <p>Respond to the question, 'How does religion help people when life gets hard?' Consider how important this role of religion is, in a country where religious belief is declining, but in a world where religious belief is growing.</p>		
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KEY	
Religion	Colour
Christianity	
Judaism	
Hinduism	
Islam	
Buddhism	