

A. CHRISTIANS AND THE BIBLE

- Use in public worship: Ceremonial stand, lectern; reading in worship; standing for the Gospel; processing round the Church; special readings for festivals
- In private study and devotion: Daily reading, notes (e.g. Bible Reading Fellowship) study groups, reading in crisis / for inspiration, knowing passages by heart (e.g. Psalm 23)
- Source of truth: What does the Bible tell us about God / the world / death? For some Christians the *only* source (*sola scriptura*); for others alongside tradition (and for Anglicans 3rd source = reason)
- Witness to Jesus: What kind of witness? Where is the information? E.g. of stories about Jesus

1. The Hebrew Scriptures

The Jewish Holy Books:

- Use in synagogue: Copies, housing, processing, reading, marks of respect. Bar / Bat Mitzvah, Rejoicing in the Law (Simchat Torah)
- Copying the scrolls: Who? How? Rules, Hebrew. Learning some Hebrew
- Key stories for Judaism: Covenant with Abraham – Genesis 11-17
- Exodus, covenant with Moses and the people – Exodus

2. Stories in the Qur'an and the Bible

- Common stories, different emphasis
- Ibrahim, Musa, Isa (p.b.u.t.)
- The story of the Qur'an, Muhammad (p.b.u.h.) contact with Jewish and Christian communities, visions

B. ORIGINS AND AUTHORS

Library types of literature, composition, fiction.

Skills of Biblical criticism, working on creation, nativity stories.

Authority and inspiration: Ideas about God's part / verbal inspiration or human authors inspired; community records; formation of the canon; interpretation.

C. READING THE BIBLE TODAY

Listening to and thinking about the stories - a message for everyone e.g. parables, 1 Corinthians 13.

Finding out about God - through stories and teaching: creation stories, prophets (e.g. Amos, Hosea, Jeremiah); exploring images and pictures of God, e.g. father, judge, holy, jealous.

Studying the Bible: How do we find out who wrote the material? When? Discovering the context. What does that tell us?

- e.g.
- Studying Amos or Micah
 - an epistle e.g. Galatians
 - coded writing e.g. Daniel, Revelation
 - different emphases in the Gospels – comparing nativity accounts

A. GROWING UP IN PALESTINE

- Family Life
- Religious education
- Political situation

B. JESUS AS AN ADULT

- Visit to the temple at 12 (Luke 2.41-52)
- Change in life – vocation, commitment
- Baptism (Mark 1.6-11)
- Life as a wandering teacher and miracle worker
- Friends: disciples, women, crowds, the sick
- Jesus the leader: what is a leader? Contemporary leaders; in what way was Jesus like / unlike them?

Teaching:

- God the loving father
- Forgiveness (Lost Son: Luke 15.11-32)
- Obligation to love and forgive (two debtors: Luke 7.40-43, Good Samaritan: Luke 10.29-37)
- The Kingdom of God (Mustard Seed: Mark 4.30-32, Sower: Mark 4.1-9)
- Religion and life (Beatitudes: Luke 6.20-23)

Healing and mighty works – signs of the kingdom:

- Paralyse man (Mark 2.1-5)
- Feeding 5000 (Mark 6.30-44)

C. OPPOSITION

- Jewish: Pharisees, Sadducees and Sanhedrin
- Roman: Pilate, attitude of Herod Antipas
- Judas: Different ways of interpreting Judas' motives? Zealots

Holy week events:

- | | | | |
|------------------------|--------------|---------------------|---------------------------|
| • Palm Sunday | • Upper room | • Arrest and trials | • Journey and crucifixion |
| • Cleansing the temple | • Gethsemane | • Good Friday | • Burial |

(References: follow the story through in either Matthew, Mark or Luke)

D. RESURRECTION

- Gospel accounts: empty tomb, appearances, responses. Lk 24.1-4a; Mt 28.1-10; Mk 16.1-8; Jn 20.1-10
- Christian beliefs: eternal life, atonement and redemption, how can we understand the resurrection?

E. WHAT DOES JESUS MEAN TO CHRISTIANS

- Titles and names of Jesus: Son of God, Christ, Messiah
- Beliefs: God and man, divine and human; sin, salvation, redemption, atonement
- Remembering Jesus: Eucharist, Gospel readings, Christmas, Easter
- Thinking about Jesus: prayer, relationship with Jesus today
- Followers of Jesus: disciples, early church conversions, facing difficulties, sharing faith, spread of Christianity
- Living his way: love God, love your neighbour

A. EXPLORING THE CHURCH BUILDING

- Outside appearance: materials, construction, age, size, shape, features, impressions
- Internal: shape, plan, significance of shape
- Furniture and decorations: altar, font, lectern, pews, windows, memorials

B. WHAT HAPPENS INSIDE?

- Evidence: notice board, parish magazine, service / hymn books / service sheets
- Sunday worship: the main service (why Sunday?) Holy Communion / the Eucharist
- Key parts of the service: Where do things happen? What do people do?
- Special things used in the service: vessels, clothes / vestments (minister, choir, readers, etc.) Use of symbolic objects, clothing, gestures
- Meaning of service: Jesus' command, the Last Supper, closeness to Jesus in bread and wine, praise of God
- Other services: baptisms, weddings, funerals, mid-week services, private prayer, confirmation
- Community activities: how else is the building used?

C. WHO GOES TO CHURCH?

- Worshippers: What happens on a Sunday? What is it like? What activities are they involved in? What does it mean to be a Christian? How important is worship?
- Minister / Priest: What does the job involve? Preparing for Sunday – what's involved? What is important about worship? What do they want people to experience? How else do they help people live Christian lives?
- People with a job / responsibility: e.g. cleaner / warden / choir / reader / flowers. When do they come to church? What do they do? Why?
- The Christian Community: parish structures – PCC, wardens, diocese, bishop. What does the community do together? Social events / fund raising. How do they serve the community's needs? Money to charity, projects, visiting.

D. IS CHURCH IMPORTANT?

- The building: place in the local landscape; what do non-churchgoers think? Who pays for the upkeep?
- The worship: what have we learned from those who go?

What is the church? Just a building? Christian teaching about discipleship, the body of Christ, the 1st Commandment; how the local church lives that out: use of gifts, service to the community, outreach. Worship as a visible sign of unity.

Christianity: Unit 4

Festivals (KS 2)

A. THE NATIVITY CYCLE

(Matthew and Luke – Chapters 1 and 2)

- Y3: Christmas cards and the story of the birth of Jesus:** identifying the 'added extras'.
Christmas through art: great artists paint the Nativity; Symbolism; modern representations; southern artists. How would we depict the story?
- Y4: Christmas in other traditions:** Roman Catholic, Orthodox
- Y5: Advent:** preparation, penitence. Advent carols, Advent wreath, Christmas and Epiphany through poetry and carols – looking carefully at the words.
- Y6: Back to the gospels:** comparing Matthew and Luke; what are their themes? What kind of Messiah?

B. THE EASTER CYCLE

(All gospels)

- Y3: Lent:** preparation for Easter through penitence; link with Temptations. (Luke 4.1-13).
Easter: through songs and poetry, Easter carols.
- Y4: Easter for Christians:** What happens in our church?
- **Palm Sunday:** palm crosses / willow branches; processions, reading the whole Passion
 - **Maundy Thursday:** remembering the Last Supper, foot washing, Stripping the altar, vigil in darkened church (remembering Gethsemane, watching with Jesus)
 - **Good Friday:** Veneration of the Cross, Reproaches / Three Hours
 - **Saturday:** quietness and waiting (decorating church)
 - **Easter Day:** Vigil, New Fire, Paschal Candle; Easter garden; Easter hymns and songs
- Y5: Easter through the eyes of participants:** Peter's diary / the soldier's story / Caiaphas and Pilate correspond / report of the trial / Mary's thoughts
- Key places:** in and around Jerusalem
- Stations of the Cross**
- Y6: Why did Jesus die?** Who do the Gospels blame? Why? What happened next? How do Christians understand the Resurrection? Can we understand it?

C. THE CHRISTIAN YEAR

Sunday

The liturgical year – major festivals and seasons

Liturgical colours

A. CHRISTIAN VALUES AND ATTITUDES

- **Stories Jesus told:**
Unforgiving servant (Matthew 18.21-35)
- **Jesus' teaching:**
Rich Young Ruler (Mark 10.17-23)
Beatitudes (Matthew 5.3-12)
- **Old Testament teaching:**
Ten Commandments (Exodus 20.2-17)
The Prophets' call for justice and holiness (e.g. Amos, Micah)
- **Christian values:**
Love, forgiveness, responsibility, interdependence, commitment to justice
- **Christian people – examples / biographies, e.g.:**
Mother Teresa, Sybil Phoenix, Gladys Aylward. Ordinary Christians / those involved in e.g. Christian Aid / Tear Fund / Christian organisations. Why? What does discipleship mean to them?

B. THINKING ABOUT RIGHT AND WRONG

- **Rules and reasons:**
Rules for different groups e.g. schools / clubs / society, the law; rewards and sanctions
- **Right and wrong:**
How should we live? Choices and dilemmas, story and role-play
- **Wider issues e.g.:**
Environment, poverty, global issues. What is right for different people? How do we decide? Different points of view (establishing key concepts: information / opinion / should / ought).

World Faiths Core Primary Unit: Hinduism (KS 2)

A. SACRED BOOKS AND STORY

- Stories of Rama's exile and return
- Childhood of Krishna
- Stories about other forms of God: Lakshmi, Saraswati, Shiva, Ganesh, Hanuman, Vishnu

B. WORSHIP AND CELEBRATION

- Puja at home and in the temple; the shrine, arti
- Images of the Gods and their role – aspects of Brahman
- Festivals:
 - Birthdays of Rama and Krishna
 - Diwali
 - Raksha Bandhan
- Pilgrimages in India, Banares, Gangotri

C. FAMILY AND COMMUNITY

- Importance of the family:
 - Loyalty between husband and wife
 - Loyalty between brothers and sisters – giving of rakhis
 - Raksha Bandhan
 - Extended family relationships:
 - Cousin – brothers, cousin – sisters, respect of grandparents living with family
- Cycle of life – marking and celebrating of key events:
 - Birth of a baby, initiation
 - Marriage
 - Death
- Hindu saints and Gurus:
 - Mahatma and Gandhi
 - Sathya Sai Baba
- Key values – respect for God, other people, the cow and all forms of life

APPROACHES

- Listening and responding creatively to stories from Hindu scriptures. Reading stories in comic form
- Talking about stories relating to Brahman
- Listening to and talking with Hindu people about their beliefs and customs
- Photographs, videos and pictures of puja, festivals
- Visiting a Hindu temple to observe arti / inviting a Hindu priest to the classroom to show how worship is offered
- Handling, drawing, talking about the images of the gods; exploring symbolism through pictures and artefacts

World Faiths Core Primary Unit: Judaism (KS 2)

A. LIVING IN A JEWISH FAMILY

- Mezuzah: marking the house; contents
- Shabbat: day of rest; Friday night meal – preparation, blessing, form, sharing a meal together
- Kashrut: food laws, Kosher; the kitchen; blessings over food
- Wearing a kippah and tallit for prayer; distinctive dress for Hasidic communities
- Life rituals: B'rit milah and naming; Bar Mitzvah / Bat Mitzvah; Weddings; Funerals and mourning
- Pesach: the Exodus story; celebration; significance as a festival of freedom
- Synagogue: community centre, main features of building and significance; prayer and worship; place of study and meeting; role of the Rabbi

B. TORAH

- Sefer Torah: Torah scrolls - structure, compilation; work of the scribe, writing Hebrew; the cover and place in worship
- Contents: Laws and rules e.g.:
 - Ten Commandments, teachings
 - Love your neighbour
 - Stories of Israel's past
- Reading and study: weekly portion, annual cycle of readings
- Shavuot: commemorating the Ten Commandments
- Simchat Torah: thanksgiving for Torah, the story of Ruth
- Key passages: Shema (mezuzah, tefillin) first commandment

C. ISRAEL: THE LAND

- Some stories from the history of Israel, e.g. Abraham, David, Solomon and the building of the temple; Diaspora; Esther (Purim); Judah Maccabees (Hannukah); Modern Israel
- Symbols of Israel: Magen David, Menorah
- Festivals linked to the agricultural cycle: Sukkot

APPROACHES

- Listening to, talking about and responding creatively to stories from the Jewish scriptures
- Appropriate use and discussion of artefacts (e.g. Kippah and tallit, setting a Sabbath / Pesach table, making a Torah Scroll, playing with Hebrew)
- Talking about identity; what makes us who we are; the importance of roots
- Listening to and talking with Jewish people about their beliefs and customs
- Visiting Manchester's Jewish Museum / a synagogue to discover about worship / festivals
- Pictures, videos, photographs of festival celebrations, synagogue worship

World Faiths Core Primary Unit: **Islam (KS 2)**

A. RELIGIOUS DUTIES

- Shahada: declaration of faith in the one God, Allah, and in the Prophet Muhammad (p.b.u.h.) as his final Messenger
- Salat: Prayer, 5 times daily; focused on Allah. Preparation for prayer – wudu. Positions for prayer; the words of prayer
- Saum: Fasting during the month of Ramadan; regulations; meaning
- Id ul Fitr: successful completion of the fast; celebrations (Zakat ul Fitr: obligation to ensure the needy can participate in feasting)
- Zakat: Contribution to community fund
- Hajj: Pilgrimage to Makkah; the Ka'aba. Stories about Ibrahim (p.b.u.h.) and Muhammad (p.b.u.h)

B. FAITH

- The Qur'an: how it was revealed to the Prophet Muhammad (p.b.u.h.); some key contents – Al-Fatihah (Sura 1); Sura 96.1-5
- Messengers of Allah: The Prophet Muhammad, peace be upon him: his life; the revelation of the Qur'an, his work in Makkah and Madinah
- Other prophets in the Qur'an: stories of Ibrahim, Musa, Dawud and Isa (peace be upon them all)
- Allah: Teachings in the Qur'an: Oneness of God; attributes; names of Allah; creator of the earth; relationship with human beings

C. COMMUNITY

- Family life:
 - Respect for each other; parents, children
 - Birth of a child and naming
 - Facilities for wudu and salat
 - Importance of cleanliness
 - Leadership of father and mother in family
- Social life:
 - Role of the mosque
 - Feeding of the poor and needy
 - Respect for teachers, elders, learned and wise

APPROACHES

- Pictures, photographs, videos of Salat, Hajj
- Listening to stories of the Prophet and other prophets from the Qur'an. Responding creatively to stories (n.b. no pictorial representation of the Prophet or Allah)
- Handling artefacts appropriately – Qur'an according to custom: prayer mat, prayer beads, Id cards
- Playing with Arabic – written and spoken (Greeting, Call to Prayer)
- Listening to and talking with Muslims about their beliefs and customs
- Guided visit to a mosque with prepared questions

- Talking about duty and obligation, through story etc.

World Faiths Core Primary Unit: Sikhism (KS 2)

A. BEING A SIKH

Belonging

- Naming ceremony
- Amrit ceremony, often at Vaisakhi: initiation and commitment to the Khalsa; ceremony and meaning. Story of the founding of the Khalsa, Panj Piare – 5 beloved ones
- 5 K's – Kesh, Kangha, Kara, Kirpan, Kachh; obligatory for the Khalsa
- Importance of the turban

Principles for living

- Nam Simran: thinking about God based on scriptures
- Kirat Karna: earning a living by honest means
- Vand Chakna: sharing
- Seva: selfless service
- Equality: between men and women, functions available to both in worship and the langar; karah parshad: sign of equality and sharing

B. WORKSHIP AND FESTIVALS

- The Gurdwara: House of the Guru; removal of shoes, head covering
- Worship: hymns, readings from the Guru Granth Sahib, explanations and interpretations
- The placing and treatment of the Guru Granth Sahib: the throne, covering, canopy, chauri. Reverence in worship
- Decorations and symbols: vishan sahit and khanda, pictures of the Gurus
- Kara parshad
- Langar: place of hospitality and fellowship; shared meal; hospitality to strangers
- Festivals: Vaisakhi; Gurpurbs; days of the Gurus; birthday of Guru Nanak; birthday of Guru Gobind Singh; Martyrdoms of Guru Arjan and Guru Tegh Bahadur

C. THE TEN GURUS

Lives of the Gurus

- Guru Nanak: Teachings about God: Mool Mantra

APPROACHES

- Pictures, photographs, videos of worship in the Gurdwara, Amrit ceremony
- Listening to, responding creatively to stories of the Gurus
- Handling, talking about artefacts: turban length / made up turban, Kirpan, Kara, Kachh; greetings cards
- Listening to and talking with Sikhs about their beliefs and customs
- Guided visit to gurdwara
- Playing with the Gurmukhi script; talking about the words of the Gurus
- Talking about signs of belonging

World Faiths Core Primary Unit: Buddhism (KS2)

A. THE BUDDHA

- 1) Gautama Buddha
 - his birth and upbringing as a prince; the four signs; the going forth; the years in the forest; his enlightenment; his teaching; his death
- 2) Festival of the Buddha
 - Vesak: celebrating his birth, enlightenment and death
- 3) The Buddha Image
 - not objects of worship but focal points
 - values communicated e.g tranquility and compassion
 - meaning of words and offerings of flowers, incense and light

B. THE DHARMA

- 1) Four Noble Truths: all life is suffering; the origins of suffering lie in selfishness and greed; suffering, selfishness and greed are like fires which can be extinguished; the way to do so is through following the eightfold path
- 2) The Five Moral Precepts:
Attitudes of mind and guidance for living

Buddhists should refrain from: harming living things; taking what is not given (e.g. possessions, love, time); misuse of senses (overindulgence); wrong speech (e.g. lying, telling tales, harsh words, gossip); taking drugs or drink which cloud the mind

- 3) Symbols: The Wheel; The Lotus Flower

C. THE SANGHA

- 1) Monks and nuns: functions, family life, significance of robe, bowl and shaven head
- 2) The Three Treasures: seeking refuge in the Buddha, the Dharma and the Sangha

APPROACHES

- Listening to stories of the Buddha e.g. the Jataka Tales and of Siddhartha Gautama
- Watching videos of the life of the Buddha
- Acting out the story of Siddhartha Gautama
- Looking at and handling artefacts e.g. images of the Buddha
- Sitting quietly, reflecting and trying stilling exercises
- Talking about how to behave in a variety of situations
- Drawing Buddhist symbols e.g. wheel and lotus flower
- Meeting and talking with Buddhists
- Visiting a Buddhist centre or vihara
- Researching the life of monks and nuns from text and pictures