

Paper I

Appropriate Religious Content for RE lessons

~ by religion and by key stage.

The grids in this section describe appropriate content and give examples of teaching and learning activities at key stages 1-3 with reference to the six principal religions in the UK. They are based on a very significant piece of work which the government agency SCAA published many years ago in 1994, but still relevant: Working Groups of educationists from the 6 religions identified the key concepts they would like to be included in teaching about their religions, and suggested age-appropriate ways of using the key concepts identified. The Faith Community Working Group Reports are available from the QCA website (QCA is SCAA's successor): www.qca.org.uk

These materials suggest teaching activities that relate to the attainment targets of the Nottingham City and County RE syllabus. They are not a replacement for the programme of study, but provide teachers with checklists, examples and ideas about the individual religions that can be included in the RE programme of study. The intention is to provide helpful and thoughtful guidance for teachers as they construct a scheme of work for their school. The grids can also be used to illustrate progression and cohesion between key stages, showing how pupils' learning may move on, and how teachers can plan increasingly challenging work.

Suggestions are printed like this:

- Learning about religions in plain text
- *Learning from religion in italic text*

The connections with the units of the programme of study published by the Qualifications and Curriculum Authority in the third column are to assist teachers in making use of QCA's non-statutory guidance. Major links are shown in larger type, and minor links in smaller type.

The use of the word 'God': Debate about the idea of one God and about the use of the word 'God' by different religions will continue, but for the purposes of this syllabus, the word is often used in the context of a particular religion, so we speak of 'Christian understandings of God' or 'the Sikh view of God' or 'Hindu accounts of the divine.' Teachers may find this language useful when handling the concept of God with pupils.

These ideas are intended to support and guide teachers, but are not in any sense prescriptive.

I Guidance and Support for the Nottingham City and County RE Agreed Syllabus
Christianity at Key Stage One

Major area of study	Examples for pupils in FS2, Year 1 and Year 2	Links with QCA Schemes of Work
<p>God</p> <p>The Christian understanding of God as a loving and caring father and creator</p>	<ul style="list-style-type: none"> ▪ Re-tell the Bible’s creation story using story-telling, picture sequencing, dance; ▪ Read or listen and respond to songs and poems about God as ‘father’ and God’s Holy Spirit as ‘helper’; ▪ <i>Think of the puzzling questions about the world they would like answered;</i> ▪ <i>Respond to some experiences and images of the natural world.</i> 	<p>Unit RA (Unit 3E)</p>
<p>Jesus</p> <p>Jesus, his life, death and significance to Christians</p>	<ul style="list-style-type: none"> ▪ Festivals: Have a guided imagery visit to the Christmas stable and recall what you saw and how you felt; ▪ Talk about why Jesus is important to Christians; ▪ Festivals: Make an Easter garden and talk about how Jesus’ followers might have felt when he died; ▪ <i>Talk about gift-giving and gift-receiving;</i> ▪ <i>Experience thanking and being thanked, praising and being praised;</i> ▪ <i>Share their experiences which relate to the Christmas story, such as the birth of a baby, feeling loved;</i> ▪ <i>Talk about endings and beginnings in their lives. Share their experiences and feeling;</i> ▪ <i>Look for signs of new life in the world.</i> 	<p>Unit RB Unit 1C Unit 2B Unit 2C (Unit 3C Unit 4B Unit 4C)</p>
<p>Bible</p> <p>The nature and content of the Bible – the holy book of the Christian faith</p>	<ul style="list-style-type: none"> ▪ Talk about why some things are more special than others; ▪ Look at a variety of Bibles; ▪ Talk about why the Bible is special to Christians; ▪ Listen to someone reading stories from the Bible; ▪ <i>Talk about what is special to them;</i> ▪ <i>Talk about their own special books and why they are important to them;</i> ▪ <i>Respond to hearing some Bible stories about safety and danger.</i> 	<p>Unit RC (Unit 3D Unit 5C Unit 6C)</p>
<p>Church</p> <p>The significance of the Church: buildings and communities</p>	<ul style="list-style-type: none"> ▪ Collect information from a Church visit / watching a video / look at photographs; ▪ Talk about what happens in a church; ▪ Talk about believers as ‘the Church’; ▪ Look at some Christian symbols and discuss their meanings, for example doves, wind and fire for the Holy Spirit; ▪ <i>Talk about why some places and people are special to them;</i> ▪ <i>Share thoughts and feelings on belonging to a group;</i> ▪ <i>Talk about their thoughts and feeling related to a Church visit;</i> ▪ <i>Think about using all the senses (taste, touch, sight, hearing and smell as well as feelings) in a church.</i> 	<p>Unit 1A Unit 1B Unit 1F (Unit 3A Unit 3E Unit 6A Unit 6E)</p>
<p>Beliefs and values</p> <p>Christian beliefs and values based on the teachings of Jesus and exemplified in the lives of great Christians and Christian living today</p>	<ul style="list-style-type: none"> ▪ Listen to some teachings of Jesus and talk about good and bad; ▪ Identify some ways that a Christian may try to follow Jesus; ▪ Hear about the lives of some great/famous Christians; ▪ Talk about how Christians might try to live their lives; ▪ Listen to a Christian describing how they live their life and why; ▪ In what ways do Christians remember God and help others? ▪ <i>Talk about their ideas of a ‘good’ person. Who do they think is good?</i> ▪ <i>Talk about rules in their own lives;</i> ▪ <i>Think about when it is good to say ‘sorry’ and forgive, and consider why this is hard to do;</i> ▪ <i>Consider the importance of for example: love, caring, honesty and kindness, in their lives and their relationships with others;</i> ▪ <i>Talk about how they think they should live their lives.</i> 	<p>Unit 1D Unit 2D (Unit 5D Unit 6F)</p>
<p>Christianity in Nottingham city and county and the region.</p> <p>Living as Christians in Nottingham city and county</p>	<ul style="list-style-type: none"> ▪ Collect photographs/drawings of some of the places Christians meet. Talk about what Christians do together; ▪ Hear a story of William Booth, founder of the Salvation Army, from Sneinton; ▪ <i>What kind of things do they enjoy with their friends or family? Why?</i> ▪ <i>What have they noticed about Christianity in the local area?</i> ▪ <i>Why might it be a challenge to live as a Christian in Nottinghamshire?</i> 	<p>Unit 4D Unit 6E Unit 6F</p>

Judaism at Key Stage One

Major area of study	Examples for pupils in FS2, Year 1 and Year 2	Links with QCA Schemes of Work
<p>God</p> <p>Jewish stories and beliefs about God</p>	<ul style="list-style-type: none"> ▪ Read or listen and respond to stories, songs and poems about God as Creator and the relationship between God and the Jewish people; ▪ Talk about the words of the Shema and what they mean to Jewish people; ▪ <i>Talk about their relationships with family and friends and how they care for each other;</i> ▪ <i>Talk about the kind of prayers that may be special to them or their families.</i> 	<p>Unit RA Unit 1E Unit 3E</p>
<p>Torah</p> <p>The nature and importance of the Torah and its guidance on beliefs and values</p>	<ul style="list-style-type: none"> ▪ Talk about why the Torah is important to the Jewish people; ▪ Listen and respond to well-known sayings and stories; ▪ Visit a synagogue or watch a video of the Torah being used; ▪ Talk about Identify some rules Jewish people follow; ▪ <i>Using words and/or pictures, tell their story about: themselves, members of their family, their friends, something special that has happened to them and family rules (constructed into a scroll);</i> ▪ <i>Talk about what or who has 'authority' in their lives. Why is this good or bad?</i> ▪ <i>Talk about rules they follow.</i> 	<p>Unit 1D Unit 1E Unit 2A Unit 3E Unit 3E Unit 6C</p>
<p>Celebrations and Community</p> <p>Jewish celebrations and community life</p>	<ul style="list-style-type: none"> ▪ Talk about why Israel is special for the Jewish people; ▪ Talk about why the synagogue is a special place for Jewish people; ▪ Recount some of the story associated with a festival, such as Hanukkah or Purim, and to talk about why Jewish people celebrate these events in their history; ▪ <i>Talk about places which are special to them;</i> ▪ <i>Share ideas about what it feels like to 'belong';</i> ▪ <i>Talk about the festival and celebration times they share with others.</i> 	<p>Unit RA Unit 1 Unit 2C Unit 2D Unit 3A Unit 6A Unit 6F</p>
<p>Family Life</p> <p>The role and importance Jewish family life</p>	<ul style="list-style-type: none"> ▪ Identify some features of a Jewish home and be able to talk about their significance; ▪ Talk about why the Friday night meal and why it is important; ▪ <i>Talk about characteristics that make their home their own;</i> ▪ <i>Use words and/or pictures to tell of special times held in their own home and share with others what makes them special.</i> 	<p>Unit 1A Unit 6F</p>
<p>Judaism in Nottinghamshire</p> <p>Life in the Nottinghamshire Jewish community</p>	<ul style="list-style-type: none"> ▪ Learn that there are Jewish communities in our region, including 2 synagogues in Nottingham; ▪ Think and talk about why people might be proud to be Jewish in Nottinghamshire, and why it might sometimes be a challenge to live a Jewish way of life; ▪ <i>Make suggestions about the value and interest of having a Jewish community in our area.</i> 	<p>Unit 1A Unit 4D Unit 6F</p>

Buddhism at Key Stage One

Major area of study	Examples for pupils in FS2, Year 1 and Year 2	Links with QCA Schemes of Work
<p>Buddha</p> <p>What stories do Buddhists tell about the life and teachings of Gotama Buddha?</p>	<ul style="list-style-type: none"> • Listen to stories about the early life of Gotama and his search for truth; • Listen to a story about how suffering can be eased, such as ‘Nalagiri the Elephant’; • <i>Consider what it would be like for a prince today to give up all he owned;</i> • <i>Consider what important questions would they like to find answers to for themselves.</i> 	<p>Unit 1D</p>
<p>Beliefs and Values</p> <p>What do the stories of the Buddha tell us?</p>	<ul style="list-style-type: none"> • Listen and respond to some of the Jakata tales; • Explore some Buddhist symbols such as the lotus flower and the Bodhi Tree; • <i>Identify some of their own beliefs and values;</i> • <i>Consider how they would respond in certain situations;</i> • <i>Talk about the symbols they see in everyday life.</i> 	<p>Unit 1D</p>
<p>Buddhist Life</p> <p>How do Buddhists choose to live?</p>	<ul style="list-style-type: none"> • Consider how Buddhist values like compassion can affect the way they live their lives; • Discuss what the Buddha taught about how we should treat one another and how we should treat living things; • <i>Consider what influences the way they live their lives;</i> • <i>Talk about how they show care and respect for other.</i> 	<p>Unit 1D (Unit 6A)</p>
<p>Buddhism in Nottinghamshire and the region</p> <p>The local and regional Buddhist communities</p>	<ul style="list-style-type: none"> ▪ Learn that there are Buddhist communities in our region, including 6 Buddhist centres in Nottinghamshire and Derbyshire; ▪ Think and talk about why people might be proud to be Buddhists in Nottinghamshire, and why it might sometimes be a challenge to live a Buddhist way of life; ▪ <i>Make suggestions about the value and interest of having a Buddhist community in our area.</i> 	<p>(Unit 4D)</p>

Hinduism at Key Stage One

Major area of study	Examples for pupils in FS2, Year 1 and Year 2	Links with QCA Schemes of Work
<p>God Hindu understandings of God / the divine What can we learn from looking at statues / murtis of the gods and goddesses? The nature of one God represented in many forms</p>	<ul style="list-style-type: none"> ▪ Explore the idea that God could have many names, titles or roles, just like a person; ▪ Listen to stories of some gods / goddesses such as Ganesh, Rama, Krishna and Lakshmi; ▪ <i>Consider the names by which they are known (son, sister, cousin, friend, pupil, cub scout, little angel etc) and the roles they have;</i> ▪ <i>Consider someone they admire or have respect for and say why;</i> ▪ <i>Reflect on how they would like to be known;</i> ▪ <i>Reflect on their beliefs about God.</i> 	<p>Unit 3A</p>
<p>Beliefs and Values How do Hindu people show what matters to them?</p>	<ul style="list-style-type: none"> ▪ Look at pictures and artefacts associated with gods and goddesses and discuss why these are respected and how they are treated; ▪ Learn the traditional way to greet people 'Namaste'; ▪ Discuss the Hindu value of caring for all living things; ▪ <i>Discuss the ways in which they express their respect for someone;</i> ▪ <i>Consider how they show they care for living things.</i> 	<p>Unit 1D (Unit 6C)</p>
<p>Celebrations and Community Life How do Hindu people celebrate?</p>	<ul style="list-style-type: none"> ▪ Watch a video and talk about how and why Divali is celebrated; ▪ <i>Talk about the special times they celebrate;</i> ▪ <i>Make and eat traditional Hindu festival foods (or food from a variety of faiths).</i> 	<p>Unit 1A Unit 1D Unit 2C Unit 3B (Unit 6A)</p>
<p>Family Life Hindu family life, customs</p>	<ul style="list-style-type: none"> ▪ Using all of the senses, explore what is required for a Hindu home shrine, and place them in turn in a Hindu home corner in the classroom; ▪ Learn about a Hindu baby naming ceremony; ▪ Discover the importance of the Raksha Bandan festival in the family; ▪ <i>Talk about special places in their own homes;</i> ▪ <i>Discuss how a new baby is welcomed in their families;</i> ▪ <i>Talk about the special gifts they give and receive at home.</i> 	<p>(Unit 4A)</p>
<p>Hinduism in Nottinghamshire Hindu community life in Nottinghamshire</p>	<ul style="list-style-type: none"> ▪ Learn that there are Hindu communities in our region, including 9 Mandirs and Hindu places of worship in Nottinghamshire; ▪ Think and talk about why people might be proud to be Hindus in Nottinghamshire, and why it might sometimes be a challenge to live a Hindu way of life; ▪ <i>Make suggestions about the value and interest of having a Hindu community in our area.</i> 	<p>(Unit 4D)</p>

Islam at Key Stage One

Major area of study	Examples for pupils in FS2, Year 1 and Year 2	Links with QCA Schemes of Work
God What do Muslims believe about Allah?	<ul style="list-style-type: none"> Learn that the Islamic name for God is Allah; Listen to Muslim children talking about their belief in Allah; <i>Talk about and experience aspects of the natural world;</i> <i>Talk about and experience caring for living things;</i> <i>Consider their own thoughts about God.</i> 	(Units 5B Unit 6D)
Authority Muslim belief that Muhammad (pbuh) was the Prophet of Allah The importance of the Qur'an	<ul style="list-style-type: none"> Listen and respond to stories about the Prophet Muhammad (pbuh); Find out why the Qur'an is important to Muslims; <i>Talk about how stories about Muhammad might provide guidance for people in their daily lives today;</i> <i>Consider who they think can be trusted to give them good advice and why.</i> 	Unit 1D (Units 5B Unit 6C Unit 6D)
Beliefs and Values Muslim beliefs and values, Muslim family life	<ul style="list-style-type: none"> Listen to Muslims talking about what is important to them; <i>Consider what is important to you and the people you live with;</i> <i>Discuss what 'being good' means and reflect on what this involves.</i> 	Unit 1D (Unit 5B Unit 6D)
Celebrations and Community Muslim celebrations and community life	<ul style="list-style-type: none"> Discover how and why Muslims celebrate important times and festivals throughout the year; Discover why prayer is an important routine for Muslims; Talk about the Mosque as a special place for Muslims; <i>Talk about the special times in their lives;</i> <i>Discuss the routines that are part of their lives;</i> <i>Reflect on the kind of things they, or other people might pray for;</i> <i>Consider why some places are special to them.</i> 	Unit 1A Unit 1D Unit 2C (Unit 5B Unit 6A Unit 6B)
Islam in Nottinghamshire and the region. Living as a Muslim in Nottinghamshire	<ul style="list-style-type: none"> Learn that there are Muslim communities in our region, including 14 Mosques and Islamic centres in Nottinghamshire; Think and talk about why people might be proud to be Muslims in Nottinghamshire, and why it might sometimes be a challenge to live an Islamic way of life; <i>Make suggestions about the value and interest of having a Muslim community in our area.</i> 	Unit 4D

Sikhism at Key Stage One

Major area of study	Examples for pupils in FS2, Year 1 and Year 2	Links with QCA Schemes of Work
God Sikh beliefs about God	<ul style="list-style-type: none"> • Talk about some of the Sikh beliefs about God found in the Mool Mantar; • <i>Discuss their own thoughts and beliefs about God.;</i> 	
Authority Sources of authority in Sikhism	<ul style="list-style-type: none"> • Listen to stories from the life of Guru Nanak; • Find out why the Guru Granth Sahib is so called, and how it is treated by Sikhs; • <i>Reflect on the relevance today of some of Guru Nanak's teachings;</i> • <i>Consider why they consider some books to be special and how they treat things which are special;</i> • <i>Consider who has taught them something special.</i> 	Unit 1D (Unit 6C)
Family and Community Life Sikh family and community life	<ul style="list-style-type: none"> • Find out why Sikhs do not cut their hair; • Discover the meanings of the Sikh names Kaur and Singh; • Watch a video of, or make a visit to a Gurdwara; • <i>Talk about the signs or symbols of belonging in their lives;</i> • <i>Talk about the importance of names and find out the meaning of their own names;</i> • <i>Reflect on their experience of a Gurdwara and compare it to a special place they go to themselves.</i> 	Unit 1A Unit 2D Unit 3A Unit 6A
Beliefs and values Sikh beliefs, values and attitudes; Celebrations and festivals	<ul style="list-style-type: none"> • Talk about the Sikh belief that everyone is equal; • Discover how the birthday of Guru Nanak is celebrated; • Explore why Sikhs have a ceremony for naming a baby; • <i>Reflect on their own attitude and behaviour towards others in the light of the Sikh belief in equality;</i> • <i>Talk about how they like to celebrate your birthday;</i> • <i>Discuss the celebrations surrounding the birth of baby in their own family or community.</i> 	Unit 1D Unit 2C (Unit 6A)
Sikhism in Nottingham and the region. Living as a Sikh in the county and region	<ul style="list-style-type: none"> ▪ Learn that there are Sikh communities in our region, including 13 Gurdwaras and Sikh Centres Nottinghamshire; ▪ Think and talk about why people might be proud to be Sikhs in Nottinghamshire, and why it might sometimes be a challenge to live a Sikh way of life; ▪ <i>Make suggestions about the value and interest of having a Sikh community in our area.</i> 	(Unit 4D)

I Guidance and Support for the Nottingham City and County RE Agreed Syllabus
Christianity at Key Stage Two

Major area of study	Examples for pupils in years 3-6	Links with QCA Schemes of Work
<p>God</p> <p>Christian belief in the nature of God, described in the Bible and expressed in the Trinity</p>	<ul style="list-style-type: none"> • Create a video using pictures, photographs, drawings and writings, of the creation story found in Genesis, identifying Christian beliefs about God; • Describe the importance of worship for Christians; • Explore the nature of God as expressed in the Christian belief in the Trinity; • <i>Consider their own ideas about God;</i> • <i>Share their ideas and questions about God and the world;</i> • <i>Consider attitudes to the natural world and produce a collage to reflect them.</i> 	<p>(Unit RA)</p> <p>Unit 3E</p>
<p>Jesus</p> <p>Christian belief in Jesus as the Son of God; key features of the life, death and teachings of Jesus</p>	<ul style="list-style-type: none"> • Discuss the meaning of some stories Jesus told and consider what the stories in the Gospels tell us about Jesus; • Illustrate with pictures and poetry or descriptive writing (presented in cards or posters), what the Christmas and Easter stories tell us about Christian belief; • Discuss the concept of self-sacrifice and the example of Jesus; • Look at examples of art inspired by the life of Jesus from around the world and consider what they show about the stories and those who tell them; • <i>Relate some of Jesus' teachings to their own life and that of others, today;</i> • <i>Examine the ways in which Christmas is celebrated today, considering ways in which it may or may not reflect Christian belief about Jesus;</i> • <i>Discuss experiences of and feelings about change and turning points in their lives;</i> • <i>Consider ways in which they make sacrifices for others: How does this make them feel?</i> 	<p>(Unit RB Unit 1C Unit 2B Unit 2C)</p> <p>Unit 3C unit 4B Unit 4C</p>
<p>Bible</p> <p>The nature and use of the Bible</p>	<ul style="list-style-type: none"> • Explore the variety of writings in the Bible and read some of them, suggesting what they might mean to Christians today; • Consider and describe the Bible's importance to Christians; • Describe how the Bible is used in Christian worship through learning from visiting a church, listening to a Christian or watching a video about Christian scripture; • <i>Talk about what guides and influences them;</i> • <i>Make links between their values and the values found in some Bible stories;</i> • <i>Express what some of the Biblical passages they have read mean to them.</i> 	<p>Unit RC Unit 3D Unit 5C Unit 6C</p>
<p>Church</p> <p>The world wide Christian Church, its festivals and celebrations</p>	<ul style="list-style-type: none"> • Study worship by listening to music and seeing pictures / video from a variety of Christian cultures and denominations; compare these to deepen an understanding of worship in Christianity; • Consider the importance of prayer for Christians and explore different types of prayer; • Examine the symbols of bread and wine in Holy Communion / Eucharist and make links between worship and stories of Jesus in the Bible; • Discuss the story of Pentecost and other Christian festivals and their importance for the Church: describe some symbols of the Holy Spirit; • Find out about the seasons and symbols used in some of the Christian Churches; • Learn about the lives of some key Christian leaders from the past and the present: are they inspiring? In what ways? • Compare a Church building and the activities within, with a sacred building of another religion studied and the activities which take place there; • <i>Discuss the importance of remembering and celebrating special times in their own lives;</i> • <i>Talk about the personal value in belonging and sharing with others;</i> • <i>Talk about what commitment means to them and others;</i> • <i>Experience moments of silence and music and reflect on their feelings;</i> • <i>Think about times when they or other people might pray and why they may find it helpful;</i> • <i>Talk about the qualities possessed by people they admire.</i> 	<p>Unit 1A Unit 1B Unit 1F Unit 3A Unit 3E Unit 6A Unit 6E</p>
<p>Beliefs and Values</p> <p>Christian beliefs and values</p>	<ul style="list-style-type: none"> • Talk to Christians about their life choices and life style; • Explore and describe the ways in which Christians put their beliefs into action; • Consider contributions to the world and humanity made by key Christian figures; • <i>Consider how they feel about their own life choices and life style;</i> • <i>Talk about who or what influences their behaviour and attitudes to life and consider whether or not these are good;</i> • <i>Share their thoughts and feelings about caring for others;</i> • <i>Consider in what ways Christian values are similar / different to their own;</i> • <i>Consider how the lives and work of great Christians may have affected their own lives in some ways;</i> • <i>Consider the contribution they might like to make to the world and humanity.</i> 	<p>Unit 1D Unit 2D Unit 5D Unit 6F</p>
<p>Christianity in Nottinghamshire and the region</p> <p>Christian community life in Nottinghamshire</p>	<ul style="list-style-type: none"> • Find out about Southwell Cathedral and the place it has in the life of the Church of England in Nottinghamshire; • Consider questions about how Nottinghamshire comes to have hundreds of different churches; • <i>Think about the places in the county where history is preserved, and what historical events have meaning for me.</i> 	<p>Unit 4D Unit 6E Unit 6F</p>

Hinduism at Key Stage Two

Major area of study	Examples for pupils in years 3-6	Links with QCA Schemes of Work
<p>God</p> <p>Hindu gods and goddesses: the divine One.</p>	<ul style="list-style-type: none"> Describe Hindu belief in Brahman and the deities; Using a video / visit, discover why and how respect and honour is shown to the deities; Explain how the artefacts associated with deities such as Vishnu, Ganesh and Lakshmi symbolise aspects of Hindu understandings of the nature of God; Express their understanding of ‘avatar’ and retell some stories about Rama and Krishna; <i>Consider what they respect and how they show it;</i> <i>Explore aspects of their own character and personality and discuss how these contribute to the different roles we play in society;</i> <i>Discuss their understanding of good and evil with reference to the Divali story of Rama and Sita.</i> 	<p>Unit 3A</p>
<p>Values and Beliefs</p> <p>Hindu values and beliefs</p>	<ul style="list-style-type: none"> Talk to a Hindu about their beliefs and values; Consider the sources of authority, such as the scriptures and traditional stories which inform and guide Hindu life; Consider how beliefs and values affect daily life for a Hindu; Describe their understanding of ‘atman’ and ‘ahimsa’; Explain the four ashramas in a creative way such as role-play, dance or art; Explain Hindu practices associated with death and reincarnation; <i>Consider what they might learn for themselves from aspects of Hindu belief, such as Ahimsa: what difference would non-violence make to us?</i> <i>Discuss a range of views on the practice of vegetarianism;</i> <i>Consider where examples of good and evil can be found in the world today;</i> <i>Relate the ashramas to the different stages in their lives and discuss the problems and possibilities turning points in life may bring;</i> <i>Discuss their beliefs, feelings and emotions connected with suffering and death and consider the Hindu point of view.</i> 	<p>(Unit 1D)</p> <p>Unit 6C</p>
<p>Celebrations and Community life</p> <p>Hindu celebrations and community life; worship in the Mandir</p>	<ul style="list-style-type: none"> Discover what Hindus say about the origins and history of Hinduism; Visit a mandir or watch a video to discover the worship practices of Hindus; Describe how and why Hindus celebrate festivals such as Divali, Holi or Raksha Bandhan; Discover some important places of pilgrimage for Hindus: Why is pilgrimage important to many Hindu people? <i>Talk about the importance of celebrating in their own lives;</i> <i>Discuss the place of worship in people’s lives and if it has significance for them personally;</i> <i>Suggest reasons why people make pilgrimages;</i> <i>Consider why some people think of life as a pilgrimage.</i> 	<p>(Unit 1A Unit 2D Unit 2C)</p> <p>Unit 3B Unit 6A Unit 6F</p>
<p>Family Life</p> <p>Hindu family life and worship at home</p>	<ul style="list-style-type: none"> Watch a video to learn about puja in a Hindu home and its importance; Consider how Hindu beliefs and values influence family life; Find out about special events in the life of a Hindu, such as birth ceremonies and traditional weddings; <i>Discuss different kinds of families: what is good about each? What is an ‘extended family’?</i> <i>Compare the milestones in the life of a Hindu with the way they are celebrated in your own family or community.</i> 	<p>Unit 4A</p>
<p>Hinduism in Nottingham and the region</p> <p>The lives of Hindus today</p>	<ul style="list-style-type: none"> Consider why many Hindu people now live in cities like Leicester and Nottingham; Find out about one of Nottingham’s 8 Hindu centres and Mandirs; <i>Develop their ideas about fairness and respect in the light of some examples of Hindu teaching: what might this mean for us? What might it mean for our region?</i> 	<p>Unit 4D</p>

Islam at Key Stage Two

Major area of study	Examples for pupils in years 3-6	Links with QCA Schemes of Work
<p>Allah</p> <p>Muslim belief about Allah</p>	<ul style="list-style-type: none"> • Learn that the Islamic term for God is 'Allah' and explore some of Allah's characteristics as described in the '99 names' of Allah; • Find out about Islamic beliefs about creation; • Discover why the Prophet Muhammad (pbuh) believed in one God, all powerful and all merciful; • Encounter Islamic pattern and calligraphy: why do Muslims choose these artistic styles? • <i>Talk about their own thoughts and feelings about creation and the natural world;</i> • <i>Consider their dependency on the natural world and responsibilities towards it;</i> • <i>Consider their own ideas about God and make links with the religious ideas they have studied.</i> 	<p>Unit 6D Unit 6F</p>
<p>Authority</p> <p>Muslim belief that Muhammad (pbuh) was the Last Prophet of Allah The importance of the Qur'an</p>	<ul style="list-style-type: none"> • Discover the origins of the Qur'an and why it is so important to Muslims; • Find out about other sources of authority which provide guidance for Muslims; • Listen to and talk about the stories from the lives of Muhammad (pbuh) and other prophets; • <i>Consider what and who they regard as special in their own lives: Who has authority for us today?</i> • <i>Talk about who they look to for guidance and consider why.</i> 	<p>(Unit 1D)</p> <p>Unit 3E Unit 5A Unit 5B Unit 6C Unit 6D</p>
<p>Beliefs and Values</p> <p>Muslim belief and values, Muslim family life</p>	<ul style="list-style-type: none"> • Watch videos and / or talk to a Muslim about their everyday life; • Describe the meaning and importance of wudu (washing) and salah (prayer); • Find out about the roles of Muslim family members and the traditions associated with the birth of a child; • <i>What special routines or practices do they have in their own lives?</i> • <i>Think about the roles of their own family members;</i> • <i>Talk about their own family traditions associated with the birth of a child and other milestones in family life;</i> • <i>Discuss the meanings of trust and respect.</i> 	<p>Unit 5B Unit 6A</p>
<p>Celebrations and Community</p> <p>Muslim celebrations and community life</p>	<ul style="list-style-type: none"> • Find out, through a visit or watching a video, why the Mosque is important to Muslims; • Find out about Hajj and why is it important to Muslims; • Describe how Muslims show their caring and respect for others; • Describe the Muslim practice of fasting and find out why Muslims fast during the month of Ramadan; • Describe the festivals of Id-ul-Fitr and Id-ul-Adha and link these with important times in the Muslim calendar; • <i>Talk about the memorable events and occasions celebrated by their own families;</i> • <i>Share thoughts on how they show they care for and respect their family members and others, making links with Islamic attitudes and values;</i> • <i>Discuss the discipline needed to fast and consider how they display discipline in their own lives.</i> 	<p>(Unit 1A Unit 1D Unit 2C Unit 2D)</p> <p>Unit 5B Unit 6A Unit 6B Unit 6D</p>
<p>Islam in Nottinghamshire and the region</p> <p>Living as a Muslim in Nottinghamshire</p>	<ul style="list-style-type: none"> ▪ Consider why many Muslim people now live in cities like Derby, Leicester and Nottingham; ▪ Find out about one of Nottingham's 13 Muslim centres and Mosques; ▪ <i>Develop their ideas about fairness and respect in the light of some examples of Muslim teaching: what might this mean for us? What might it mean for Nottinghamshire?</i> 	<p>(Unit 1D)</p> <p>Unit 4D</p>

Judaism at Key Stage Two

Major area of study	Examples for pupils in years 3-6	Links with QCA Schemes of Work
God Jewish beliefs about God	<ul style="list-style-type: none"> ▪ Explore the use of artefacts in Judaism and consider what they can tell us about Jewish belief in God; ▪ Discuss the meaning of the Shema and why this is significant to Jewish people; ▪ <i>Consider the objects they have in the own home which may say something about themselves or others they live with;</i> ▪ <i>Compose a statement which describes what you believe in.</i> 	Unit 1E
Authority Sources of authority in Judaism	<ul style="list-style-type: none"> ▪ Find out about the different books in the Torah and the Tenakh – including stories, laws and ideas about the Almighty; ▪ Discover why the Sefer Torah is written by hand and in Hebrew and why it is heavily ornamented; ▪ Discuss why the Torah is important for Jewish people today, and has lasted for 3400 years; ▪ Read or listen to stories about some key figures in the history of the Jewish people; ▪ <i>Reflect on the relevance for today, of some proverbs found in the Tenakh: what wise words do they find it helpful to follow?</i> ▪ <i>Consider the care and effort we take with some things we do because they are intended for something special or someone we value: is this the same as or different from treating a holy book as sacred?</i> ▪ <i>Reflect on how they feel about the sources of authority in their own lives.</i> 	Unit 1D 1E 2A (Unit 3E Unit 6C)
Celebrations and Community The world-wide community of Jews; festivals and celebrations	<ul style="list-style-type: none"> ▪ Discover the meanings and importance of some Jewish symbols and artefacts; ▪ Find out why the festival of Pesach holds special significance for the Jewish people: hear and interpret the Exodus story for themselves; ▪ Experience Pesach by watching a video, listening to a Jewish visitor or engaging with artefacts and text; ▪ Discover why the festival of Sukkot is important and how it is celebrated; ▪ Visit a synagogue to find out about the community life, worship and symbolism; ▪ <i>Reflect on objects or possessions which are important to you;</i> ▪ <i>Talk about the festivals you celebrate and identify the similarities and differences between them;</i> ▪ <i>Express their reasons why they consider some places to be special and compare them to the synagogue and other places of worship they have visited.</i> 	Unit RA 1A 1D 1E 2C 2D (Unit 3A)
Family Life Important occasions and daily life	<ul style="list-style-type: none"> ▪ Discover how and why Jewish children living in Britain learn Hebrew; ▪ Find out why Bar Mitzvah and Bat Mitzvah are important to Jewish children; ▪ Use video or other authentic materials to gather and deepen understanding of how the Jewish people mark the special times in their lives, weekly, annually or through life's 'milestones'; ▪ Explore the importance of prayer in Jewish daily life; ▪ <i>Consider the importance of learning more than one language;</i> ▪ <i>Talk about how the special times in your life are marked;</i> ▪ <i>Compare the life of a Jewish child with their own life, or with the life of a child from another faith studied.</i> 	Unit 1A Unit 6A
Judaism in Nottingham and the region. Living Judaism in Nottinghamshire	<ul style="list-style-type: none"> ▪ Consider why many Jewish people now live in cities like Nottingham; ▪ Find out about one of Nottingham's Synagogues; ▪ Think about why Jewish care homes for the elderly or community action projects and anti-racist work might matter to Jews; ▪ <i>Develop their ideas about fairness and respect in the light of some examples of Jewish teaching: what might this mean for us? What might it mean for Nottinghamshire?</i> 	(Unit 4D)

Sikhism at Key Stage Two

Major area of study	Examples for pupils in years 3-6	Links with QCA Schemes of Work
God Sikh beliefs about God	<ul style="list-style-type: none"> • Find out why the Mool Mantar is a special prayer for Sikhs; • Explore how the Ik Onkar is used by Sikhs; • Discuss some Sikh beliefs about God identified in the Mool Mantar; • <i>Consider the words of a prayer, poem or piece of writing that you like or think is important;</i> • <i>Discuss the reasons why some people think that keeping God in mind at all times is really worthwhile;</i> • <i>Reflect on their own beliefs about God and compare them with the beliefs of other faiths studied.</i> 	Unit 1D (Unit 3A)
Authority Sources of authority in Sikhism	<ul style="list-style-type: none"> • Listen to stories about some gurus such as Guru Nanak, Guru Har Gobind and Guru Gobind Singh and discuss some of their teachings, characters and meanings: why have these stories lasted for hundreds of years? • Watch a video and discuss how the Guru Granth Sahib is treated and used in the Gurdwara: what does this kind of respect show us about the Sikhs? • <i>Consider the greatest lesson about life you have ever been taught – what was it, how did you learn, and what difference does it make?</i> • <i>Reflect on what lessons about life you would like to pass on to younger children – or, one day, to your own children.</i> 	Unit 1D (Unit 6C)
Family and Community Sikh family and community life	<ul style="list-style-type: none"> • Visit a Gurdwara and discover its role in the Sikh community; • Listen to Sikh hymns and music; • Listen to a Sikh talking about their beliefs and how these influence behaviour and attitudes in Sikh daily life; • Discover why Amritsar is a special place for Sikhs; • <i>Reflect on their experiences and feelings during the visit to the Gurdwara;</i> • <i>Consider why worshipping together is important in many religions;</i> • <i>Consider the influences which affect the way they live their lives;</i> • <i>Talk about special places they like to visit.</i> 	Unit 1A (Unit 6A 6F)
Beliefs and values Sikh beliefs, values and attitudes; Celebrations and festivals	<ul style="list-style-type: none"> • Discover why Sikhs believe all are equal before God; • Discover the origins of the festival of Baisaki and how it is celebrated today; • Listen to a Sikh talking about the Amrit ceremony, the importance of the Khalsa and the significance of the 5 Ks; • <i>Discuss your own views on equality;</i> • <i>Consider the origins of some of the festivals they celebrate;</i> • <i>Talk about the benefits and drawbacks of ‘belonging’ to a family, community or organisation;</i> • <i>Talk about the important stages in life and how these are celebrated;</i> • <i>Reflect on how Sikh beliefs, values and attitudes could influence the lives of non-Sikhs.</i> 	Unit 1A 1D 2C (Unit3A)
Sikhism in Nottingham city and county Living as a Sikh in Nottingham	<ul style="list-style-type: none"> ▪ Consider why many Sikh people now live in cities like Nottingham, or Derby, Leicester and Birmingham; ▪ Find out about one of Nottingham’s 13 Sikh centres and Gurdwaras ▪ Find out about how Sikhs in our area celebrate Vaisakhi or Guru Nanak’s Birthday; ▪ <i>Develop their ideas about fairness and respect in the light of some examples of Sikh teaching: what might this mean for us? What might it mean for Nottinghamshire?</i> 	

Buddhism at Key Stage Two

Major area of study	Examples for pupils in years 3-6	Links with QCA Schemes of Work
<p>Buddha</p> <p>The life and teachings of Gotama Buddha</p>	<ul style="list-style-type: none"> • Look at the various Buddha images and explore their significance; • Examine Buddha’s answer to suffering; • <i>Talk about contemporary images in their lives and what these represent (such as pop / sport star posters) – why are Buddha’s images so valuable, admired and long-lasting?</i> • <i>Consider how their attitudes and behaviour affect others;</i> • <i>Consider how Buddha’s teaching on the Four Noble Truths and the Eightfold Path might be significant today.</i> 	<p>Unit 1D</p>
<p>Beliefs and Values</p> <p>Buddhist beliefs and values</p>	<ul style="list-style-type: none"> • Develop their understanding of the use of symbolism within Buddhism; • Discover the importance of the three treasures; • Consider the importance of telling the truth (one of the Buddha’s precepts); • <i>Identify the symbols that they use commonly in their lives;</i> • <i>Consider what is of real importance and value in their lives.</i> 	<p>Unit 1D (Unit 3A)</p>
<p>Buddhist Life</p> <p>The life of ordained and lay Buddhists, their festivals and celebrations</p>	<ul style="list-style-type: none"> • Discover the significance and ways of worshipping at home and in the Vihara: why does meditation matter in Buddhist life? • Develop awareness of the significance of the Buddhist festival of Wesak, and how it is celebrated; • Watch a video showing the life of ordained Buddhists: why do some people choose to follow the Buddha in this way? • <i>Consider why worship is important for some people and reflect on its importance for them personally;</i> • <i>Talk about their favourite times of the year and what makes them special: is this similar or different to celebrating a Buddhist festival? In what ways?</i> • <i>Reflect on the life changes that ordained Buddhists have to / choose to make and reflect on how they could adapt to such a life.</i> 	<p>Unit 1A Unit1D Unit 2C (Unit 6A)</p>
<p>Buddhism in Nottingham</p> <p>The Buddhist communities of the region</p>	<ul style="list-style-type: none"> ▪ Consider why many Buddhist people now live in regions like Nottinghamshire; ▪ Find out about one of the East Midlands’ many Buddhist centres or Viharas (there are 6 listed in the resources section of the syllabus); ▪ <i>Develop their ideas about fairness and respect in the light of some examples of Buddhist teaching: what might this mean for us? What might it mean for Nottinghamshire?</i> 	<p>(Unit 4D)</p>

Christianity at Key Stage Three

Major area of study	Examples for pupils in years 7-9	Links with QCA Schemes of Work
<p>God</p> <p>What do Christians believe and teach about the nature of God as trinity and about the evidence for God?</p>	<ul style="list-style-type: none"> • Explore some ways in which beliefs about God have been expressed in art, music, poetry, story and drama; • Examine key Christian beliefs such as incarnation, redemption, resurrection, the Trinity; • Compare and contrast a Christian and a scientific view of creation and evolution; • Explain some Christian beliefs that are shared by another religion that has been studied; • <i>Explain their own views on the evidence and nature of God, referring to the beliefs of others, including some Christian beliefs;</i> • <i>Discuss the various experiences which may give rise to a belief in God, or the need to believe in God;</i> • <i>Discuss the idea of ‘the spirit of God at work in the world’ and consider examples of Christian belief that God’s spirit can change lives or situations;</i> • <i>Ask and answer questions such as: To what extent have your own views been influenced by your studies of Christian belief?</i> 	<p>Unit 7A Unit 8C Unit 9B</p>
<p>Jesus</p> <p>What do Christians believe and teach about Jesus? Jesus as a historical figure and his teaching and example as presented in the Gospels.</p>	<ul style="list-style-type: none"> • Relate the teachings of Jesus in their historical context with life today; • Discuss some of the miracle stories in their historical and a modern context; • Examine Scriptural, Gospel and other literature which refers to the life and teaching of Jesus in order to consider the justification for Jesus being called ‘Saviour’ or ‘Messiah’; • <i>Consider whether there are reasons to justify belief in miracles today, reflecting on your own and other people’s experiences;</i> • <i>Explain the ways in which Jesus has been interpreted in various works of art;</i> • <i>Reflect on how your own thoughts or beliefs may have been challenged or influenced by your studies of Jesus.</i> 	<p>Unit 7B Unit 7C Unit 8A Unit 8B</p>
<p>Bible</p> <p>In what ways do Christians use the Bible? What do Christians believe about the Bible?</p>	<ul style="list-style-type: none"> • Find out from Christians how relevant the Bible is to their lives and how they use it; • Examine the Gospel accounts of Jesus and consider why there are differences; • Examine some varieties of biblical literature and their messages – for example, prophecies, laws, proverbs, parables and teaching about family life; • <i>Evaluate the sources of influence and guidance in their lives today and compare these with teachings to be found in the Bible;</i> • <i>Explain clearly their response to the question ‘what, if anything, could I learn from the teaching of the Bible?’</i> 	<p>Unit 8C</p>
<p>Church</p> <p>What is the significance of the Church for Christians? What is the role of the Church in life today? Festivals and Celebrations</p>	<ul style="list-style-type: none"> • Explain how the Church has developed and spread throughout history with reference to some denominations and a variety of cultures; • Explore the growth and / or decline of Christianity throughout history and give reasons for this; • Explain why being a member of the Church is so important to some Christians; • Explore the ways in which the Church ‘makes its voice heard’ in the world today; • Discuss why some Christian festivals are also celebrated by non-Christians; • <i>Reflect on their own views and attitudes towards people who have different cultural backgrounds or beliefs;</i> • <i>Consider the importance of ‘belonging’ to human beings and to themselves, relating this to being a member of the Church or the Christian fellowship worldwide;</i> • <i>Reflect on the value of worship and prayer and consider how relevant this may be in their own lives.</i> 	<p>Unit 8A Unit 8C Unit 8E</p>
<p>Beliefs and Values</p> <p>What is the place of Christian beliefs and values in contemporary life?</p>	<ul style="list-style-type: none"> • Explain how the lifestyles and actions of some Christians reflect their beliefs; • Find some historical and contemporary examples of Christian beliefs and values having an impact on world wide issues; • <i>Consider some values which are important to Christian and/or them personally, and explore how and why some people or societies may have conflicting values;</i> • <i>Evaluate the ‘reliability’ of the origin of your own set of values;</i> • <i>Evaluate personal values: are our values egocentric or altruistic?</i> 	<p>Unit 7B Unit 7E Unit 8C Unit 9A Unit 9B Unit 9C Unit 9D</p>
<p>Christianity in Nottinghamshire</p> <p>The Christian community in Nottinghamshire</p>	<ul style="list-style-type: none"> • Learn more about the main different branches of the Christian community found in the local area; • Use census data and local directories to study the Christian communities in the region; • <i>Consider whether churches in the local area of the school have much to offer to young people, and whether young people have much to offer to the churches;</i> • <i>Consider the value of some of the wider aspects of identity that the community may support – e.g. through world development work, community groups, caring societies and the like.</i> 	<p>Unit 8A Unit 8C Unit 8E</p>

Buddhism at Key Stage Three

Major area of study	Examples for pupils in years 7-9	Links with QCA Schemes of Work
<p>Buddha</p> <p>What can be learned from the life and teachings of Gotama Buddha?</p>	<ul style="list-style-type: none"> ▪ Explain some of the 'turning points' in the life of Gotama Buddha – why did he make these changes? ▪ Explain the Buddhist term 'enlightenment' with reference to this experience in the life of Gotama Buddha; ▪ Explore some of the teachings of Buddha through stories he told and stories told about him; ▪ Explain why Gotama Buddha developed a following and how the religion of Buddhism developed after his death; ▪ <i>Consider what 'to be enlightened' might mean: is there something for them to learn from the Buddhist idea?</i> ▪ <i>Consider the relevance of some of Buddha's teachings to their life and personal experiences;</i> ▪ <i>Evaluate the leadership and inspirational qualities of some religious and political figures of the 20th and 21st centuries and relate them to those of Gotama Buddha (examples could include contemporary Buddhists such as Aung San Suu Kyi, Burmese Nobel Peace Laureate.</i> 	<p>Unit 7C Unit 7D Unit 9C</p>
<p>Beliefs and Values</p> <p>What do Buddhists believe and value?</p>	<ul style="list-style-type: none"> ▪ Explain the significance of some symbols within Buddhism; ▪ Explain the Buddhist beliefs in the Four Noble Truths and the Eightfold Path, referring to their historical context; ▪ Discuss some selected texts from Buddhist scriptures (e.g. the Dhammapada) and consider its relevance for Buddhists today; ▪ <i>Consider the relevance of the Four Noble Truths and the Eightfold Path to life today – how would our town / area change if these were followed here?</i> ▪ <i>Explore the reasons for suffering in the world today and discuss how such suffering could be eradicated or reduced;</i> ▪ <i>Consider their own views on life, behaviour and attitudes, in the light of what can be learned from Buddhism;</i> ▪ <i>What lessons about cause and effect can be learnt from Buddhist teaching? How might these lessons influence their own lives?</i> 	<p>Unit 7E Unit 8C Unit 9C</p>
<p>Buddhist Life</p> <p>How does being a Buddhist affect the way of life of ordained and lay Buddhists, their festivals and celebrations?</p>	<ul style="list-style-type: none"> ▪ Find out about the influence and spread of Buddhism in the world, and particularly in the UK; ▪ What life changes will a Buddhist who becomes ordained experience? ▪ Consider different forms of meditation and discover why this is important to a Buddhist; ▪ Talk to a Buddhist about their way of life and the importance of the Three Treasures; ▪ Compare and contrast the Buddhist meditative life style with that of worship in a religion you have studied; ▪ <i>Evaluate their own life style: how would they like to change it? What reasons for change would Buddhists offer?</i> ▪ <i>Share experiences about 'good examples' in people they have encountered;</i> ▪ <i>Consider the possible advantages of experiencing times of silence and / or meditation.</i> 	<p>Unit 8C Unit 8E</p>
<p>Buddhism in Nottinghamshire</p> <p>The Buddhist community in Nottinghamshire</p>	<ul style="list-style-type: none"> ▪ Learn about the challenges of being a Buddhist in our society today; ▪ Use census data and local directories to study the community in the region; ▪ <i>Consider whether the Buddhist's choice to live by 5 precepts clarifies or challenges the way young people in Nottinghamshire seem to live: for example, would the precepts make our school a better place? What difference would Buddhist ideas about intoxicants make to Friday night in Nottingham?</i> ▪ <i>Consider the value of some of the wider aspects of identity that the community may support – e.g. through meditation gardens, community groups, caring societies and the like.</i> 	<p>Unit 8C Unit 8E</p>

Hinduism at Key Stage Three

Major area of study	Examples for pupils in years 7-9	Links with QCA Schemes of Work
<p>God</p> <p>What do followers of the Hindu Dharma believe about the nature of God?</p>	<ul style="list-style-type: none"> • Explain the Hindu understanding of the nature of God; • Recognise and understand the symbols associated with some deities; • <i>Compare the Hindu understanding of God with that of other faiths studied;</i> • <i>Consider their own perception of what God is, asking how this might be clarified in the light of ideas from Hindu Dharma.</i> 	<p>Unit 7A Unit 8C</p>
<p>Beliefs and Values</p> <p>What do Hindus believe? What are their values?</p>	<ul style="list-style-type: none"> • Identify the beliefs and values which are expressed through the deities; • Talk to a Hindu about their key beliefs and how these are put into action; • Explore central beliefs such as Atman, re-incarnation and Moksha and identify similar or contrasting beliefs held by adherents of other religions you have studied; • <i>Discuss the reasons why both Hindus and others may opt for a vegetarian life-style and compare them with the views of non-vegetarians;</i> • <i>Talk about their own beliefs about the soul and life after death;</i> • <i>Discuss the meaning of duty and what part it plays in their own lives.</i> 	<p>Unit 7C Unit 7E Unit 8C</p>
<p>Celebrations and Community Life</p> <p>In what ways do Hindu celebrations, worship and community life express the faith?</p>	<ul style="list-style-type: none"> • Consider the ways in which light and fire are important symbols to Hindus and compare and contrast these with another religion/s studied; • Visit a Mandir and reflect on the forms and importance of worship in the life of the Hindu community; • To explain the significance of some festivals for the Hindu community; • Explore the various Hindu scriptures and how are used; • How might the gunas influence the everyday life of a Hindu; • <i>Discuss the importance of the celebrations and rituals within their own lives;</i> • <i>Consider the significance of worship activities within their own lives and compare this with a devout Hindu;</i> • <i>Consider the concept of pilgrimage with reference to their own lives.</i> 	<p>Unit 8C Unit 8E</p>
<p>Family Life</p> <p>How does Hindu religion affect family life and customs?</p>	<ul style="list-style-type: none"> • Watch videos of some important stages in Hindu life, such as birth and marriage rituals and show understanding of their significance; • Find out how faith influences the daily life of Hindus; • <i>Consider how important changes in their lives have affected them;</i> • <i>Consider western and Hindu funeral practices and discuss why such practices are important;</i> • <i>Compare the lifestyle of a Hindu with your own and consider the significance of both.</i> 	<p>Unit 8C</p>
<p>Hinduism in Nottinghamshire</p> <p>Hindu community life in Nottingham and the region</p>	<ul style="list-style-type: none"> • Learn more about a local Mandir and the community it serves; • Use census data and local directories to study the Hindu community in the region; • <i>Consider the value of the social and community work of the Hindu communities, for example in teaching languages, youth work, education or care of the elderly: what can be learnt from these examples?</i> • <i>Consider what would be good and what would be difficult for young British Hindus today.</i> 	<p>Unit 8C</p>

Islam at Key Stage Three

Major area of study	Examples for pupils in years 7-9	Links with QCA Schemes of Work
<p>Allah</p> <p>What do Muslims believe about Allah?</p>	<ul style="list-style-type: none"> ▪ Explore the belief that ‘Allah has no partners’ and why ‘shirk’ is significant to Muslims; ▪ Read selected passages from the Qur’an and understand what they say about Allah, e.g. the ninety nine Names of Allah; ▪ <i>Consider attitudes and behaviour towards ‘contemporary’ idols, including their own: how does Islam’s account of the nature of Allah judge the things which ‘western’ society values?</i> ▪ <i>Relate what has been learnt about Allah to teachings about God found in other religions studied and their own beliefs.</i> 	<p>Unit 7A Unit 8C</p>
<p>Authority</p> <p>What is the place of the holy Qur’an as a source of authority in Islam? What is the place of the life of the Prophet?</p>	<ul style="list-style-type: none"> ▪ Encounter Islamic sacred texts and explore the use of metaphorical language, law, example and instruction; ▪ Explain why the Qur’an is revered and how it is used by Muslims; ▪ Explain some teachings of Islam referring to examples from sacred texts, e.g. beliefs about God, prayer, justice and the afterlife; ▪ Examine the life of Muhammad in its historical context, identifying ways in which his life exemplified Islamic teachings: Muhammad as the ‘excellent exemplar’; ▪ <i>Consider times and events in the life of Muhammad and compare them with their own views about relationships and society;</i> ▪ <i>Discuss the guidance for living they have received, and its sources and relate these to teachings found in Islam;</i> ▪ <i>Discuss and evaluate some of the role models in contemporary society.</i> 	<p>Unit 7C Unit 8C</p>
<p>Beliefs and Values</p> <p>What are the key Muslim beliefs and values? How are they seen in Muslim family life?</p>	<ul style="list-style-type: none"> ▪ Talk to Muslims about their beliefs and values and relate these to other religions studied; ▪ Explain how messengers of Allah exemplify Islamic beliefs and values; ▪ Explain the possible difficulties faced by both Muslim parents and children living in the UK; ▪ <i>Consider Islamic belief about the Day of Judgement, Akhirah and Qadar, alongside the teachings of another religion studied and their own views;</i> ▪ <i>Discuss the tensions and possibilities of being a teenager in the UK from your own and a Muslim perspective;</i> 	<p>Unit 7E Unit 8C Unit 9A</p>
<p>Celebrations and Community</p> <p>What does the Muslim community celebrate? Why?</p>	<ul style="list-style-type: none"> ▪ Explain why Muslims have strict rules regarding dress and food; ▪ Explain the growth and influence of Islam in western communities; ▪ Talk to Muslims about the importance of the world wide community or ‘Ummah’; ▪ Explain the historical and modern relationship between Islam and Christianity; ▪ Understand the place and importance of Salah, Sawm, Zakah and Hajj; ▪ <i>Discuss the problems Muslim teenagers may experience because of dress and food laws and compare them with the rules they are encouraged to follow;</i> ▪ <i>Discuss, showing knowledge and understanding of the issues, the part the religions studied play in international affairs;</i> ▪ <i>Discuss the concept of commitment and relate this to their own lives;</i> ▪ <i>Discuss the possible significance of prayer, fasting, giving to charity and pilgrimage in their own lives.</i> 	<p>Unit 8C Unit 8E Unit 9A Unit 9D</p>
<p>Islam in Nottinghamshire</p> <p>The Muslim community in Nottingham and the region</p>	<ul style="list-style-type: none"> ▪ Learn more about the Muslim communities of Nottingham or the region, using census data and directories; ▪ Consider the community work of the Muslim mosques, in, for example, language learning, the practice of Zakat, education, women’s groups or cultural organisations: what can be learned from these examples? ▪ <i>Consider their own attitudes in the light of the charitable work of an organisation like ‘Muslim Hands’ in Nottingham or Islamic Relief in the UK: what can be learned from these examples?</i> ▪ <i>Consider what might be challenging and what might be good about growing up in the UK for young British Muslims.</i> 	<p>Unit 8C</p>

Judaism at Key Stage Three

Major area of study	Examples for pupils in years 7-9	Links with QCA Schemes of Work
<p>God</p> <p>What do Jewish people believe about God?</p>	<ul style="list-style-type: none"> • Explain the significance of the Shema and how it is used; • Exemplify characteristics of God by referencing key stories in the Tenakh; • Examine the reasons why Jewish people do not call God by name and what the term 'struggling with God' means; • <i>Consider how the beliefs identified in the Shema compare with those expressed by other faiths studied and with their own personal beliefs;</i> • <i>Discuss 'Shekhina' with reference to life today;</i> • <i>Talk about the songs, stories, films or poetry which express ideas which are important to them.</i> 	<p>Unit 7A Unit 8C</p>
<p>Authority</p> <p>What sources of authority are significant in Judaism? The place of the revelation of the Almighty in Torah.</p>	<ul style="list-style-type: none"> • Talk to some Jewish people about the significance of Sefer Torah; • Read about the lives of significant characters in the Torah and Tenakh and explain the role they play in Jewish history; • Explore the way attitudes towards sacred texts vary within Judaism; • Explain the meaning of the Ten Commandments in their historical context, and explore their influence on society's values; • Explain the ways in which the Noachide laws and the Halakhah influence everyday Jewish life; • <i>Discuss the values reflected by the Ten Commandments and consider their relevance for society today, and on a personal level;</i> • <i>Compare prominent personalities living today with significant characters in the Torah and Tenakh;</i> • <i>Consider the relevance of the Noachide laws for everyone;</i> 	<p>Unit 7C Unit 8C</p>
<p>Celebrations and Community</p> <p>What can be learned from the world-wide community of Jews and its festivals and celebrations?</p>	<ul style="list-style-type: none"> • Relate the significance of Rosh Hashana and Yom Kippur to elements of Jewish teaching; • Explore the significance of Jewish teaching on forgiveness with reference to the Shoah; • Explore the Orthodox and Progressive traditions within Judaism; • Explain why the state of Israel is important to the Jewish people and explore symbolism associated with it; • Explain the role of the synagogue and explore the practices associated with it; • <i>Respond to Jewish teaching about forgiveness on a personal level;</i> • <i>Consider the importance of belonging to a group of people who share similar beliefs and lifestyles;</i> • <i>Consider places which have special significance to the community in which they live, and in their own lives;</i> • <i>Discuss the concept that special occasions and places may evoke a 'sense of the spiritual' and consider examples of Jewish spirituality for themselves.</i> 	<p>Unit 8C Unit 8E Unit 9A Unit 9D</p>
<p>Family Life</p> <p>How is Jewish faith passed on to the new generation through the family?</p>	<ul style="list-style-type: none"> • Examine the symbolism and ritual of the Friday night meal and of Pesach; • Listen to a Jewish person talking about the ceremonies and rituals which are important for Jewish families; • Explain why history and remembrance is often important to Jewish families; • <i>Discuss the importance of family life on a personal level and compare with Jewish family life;</i> • <i>Reflect on the importance and value of maintaining cultural traditions;</i> • <i>Discuss to what extent religious history has a role to play in the present and consider what they believe are its most important lessons;</i> 	<p>Unit 8C Unit 9A</p>
<p>Judaism in Nottinghamshire</p> <p>Living Judaism in Nottinghamshire</p>	<ul style="list-style-type: none"> • Learn more about the Jewish communities in Nottingham or the region; • Consider the legacy of the holocaust on Jewish people in Britain, e.g. through the work of Beth Shalom at Retford; • Explain examples of Jewish life in Nottingham and the region, e.g. the medieval Jewish presence in Nottingham, the establishment of a Jewish cemetery in the 1820s and of a synagogue in the 1890s; • <i>Consider whether the Jewish faith is easy or difficult to live out locally and in the UK today;</i> • <i>Explain carefully why being vigilant about anti-semitism may help to build a respectful society here and now.</i> 	<p>Unit 8C</p>

Sikhism at Key Stage Three

Major area of study	Examples for pupils in years 7 –9	Links with QCA Schemes of Work
<p>God</p> <p>What do Sikhs believe about God?</p>	<ul style="list-style-type: none"> • Explore and explain the Sikh perceptions of God as described in the Mool Mantar; • Identify some Sikh beliefs about God which are similar to those found in other religions studied, and think about these similarities and any differences; • Explain what the revelation of God’s message means to a Sikh; • <i>Consider how religious views are exemplified in life today;</i> • <i>Consider how their own ideas about God compare with those of a Sikh.</i> 	<p>Unit 8C Unit 8D</p>
<p>Authority</p> <p>Sources of authority in Sikhism: why is the Guru Granth Sahib treated as a human Guru?</p>	<ul style="list-style-type: none"> • Explain how the Ten Gurus contributed to the Sikh view of life and beliefs; • What can be learnt about the Gurus from Sikh stories? What made them inspirational leaders? • What is the significance of the Guru Granth Sahib for Sikhs? What does it mean to treat the Guru Granth Sahib as a living Guru? • Read and comment on selected key passages from the Guru Granth Sahib; • <i>Consider a person they admire and comment on what that person taught them that is of real value;</i> • <i>Discuss the influences which affect their thinking and behaviour and consider how they decide which to follow and which to ignore.</i> 	<p>Unit 7C Unit 8C Unit 8D</p>
<p>Family and Community</p> <p>How do Sikhs express their faith in family and community life?</p>	<ul style="list-style-type: none"> • Explain the role and the importance of the Gurdwara to the Sikh community: what difference does the langar make to how Sikhs see themselves and the world? • Talk to a Sikh about the importance of faith and worship in their lives; • Explore the importance of family life for Sikhs; • Explore the importance of community for Sikhs; • Explain the significance and symbolism of the 5 Ks; • Explore Sikh traditions which mark significant points in their lives and identify any historical or cultural links; • <i>Discuss the role faith and worship can play in people’s lives;</i> • <i>Explain carefully how generosity is exemplified in the langar: do we need structures, rules and community agreements to make us more generous?</i> • <i>Talk to Sikh teenagers about their lives and compare them with their own;</i> • <i>Consider special times and symbols which mark momentous occasions in their lives.</i> 	<p>Unit 8C Unit 8D Unit 8E Unit 8F</p>
<p>Beliefs and Values</p> <p>What are the key beliefs, values and attitudes of the Sikh community? How are these expressed in celebrations and festivals?</p>	<ul style="list-style-type: none"> • Explain a Sikh’s views on other religions, identifying historical links; • Explore Sikh values such as tolerance, equality, service to others and human rights; • Explore the tensions between abiding strictly to distinctive principles for living, and living in a secularised society; • <i>Consider their own attitudes and behaviour towards others who hold differing views;</i> • <i>Discuss and agree on a charter of principles by which to live and compare this with the charter on Human Rights;</i> • <i>Discuss the concept of ‘Haumai’ and consider the affect this may have on people’s lives;</i> • <i>Consider the obligations and restrictions they have in their own lives and evaluate whether they are appropriate.</i> 	<p>Unit 8C Unit 8D</p>
<p>Sikhism in Nottinghamshire</p> <p>Living as a Sikh in Nottinghamshire</p>	<ul style="list-style-type: none"> • Learn more about the Sikh communities in Nottinghamshire or the region; • Use census data and local directories to study the Sikh communities in the region; • <i>Consider what can be learned from Sikh human rights work (Leicester) or youth and education work (Nottingham): how might these examples of Sewa challenge ‘western’ attitudes?</i> • <i>Consider whether your own way of life might be influenced by your study of Sikhs.</i> 	<p>Unit 8C Unit 8D</p>