

R.E. Progression of skills and knowledge

 Learning Experiences for Reception and KS1

# Buddhism

EYFS

* Listen and respond to stories about the life of Prince Siddhartha and how he became the Buddha.
* Use drama or finger puppets or IT to re-tell the story or sequence pictures of episodes in his life.
* Discuss the qualities of a good person, who we think is a good person and our idea of a perfect person.
* Discuss who is important to us and people who influence how we behave and live.
* Ask questions after looking at pictures or statues of Buddha.
* Talk with a Buddhist about the use of the Buddha image and the qualities Buddha showed.
* Experience periods of stillness and reflection and recognise their importance in a busy life.
* Explore Buddhist stories about the natural world.
* Discuss why Buddhists try not to kill animals or insects.
* Participate in a Community of Enquiry focusing on how we feel about hurting animals and insects.
* Appreciate and respond to the beauty of the natural world and how things are interconnected.
* Consider what happiness is, what brings happiness and how we can contribute to the happiness of others

YEAR 1

* Design posters entitled ‘Happiness is...’
* Make a class Bodhi tree of kind thoughts.
* Listen and respond to stories about Buddhist values such as compassion and the way people should treat one another

e. g. Prince Siddhartha and the Swan, The Monkey King, Jataka stories (accounts of the past lives of Buddha).

* Think about ways in which we hurt each other and discuss stealing, telling lies, bullying etc.
* Decide what values are important to our community, e.g. class or school.
* Listen and respond to stories of how suffering can be eased, e.g. The Buddha and Nalagri the Elephant.
* Reflect on the examples set by characters in these stories and discuss which example we should follow.
* Reflect on people in our lives, or in stories we read, who are wise.
* Discuss the special clothing and customs associated with Buddhist monks and nuns.

YEAR 2

* Experience being in a Buddhist temple or a virtual tour using film clips (R,1 and 2)
* Reflect on the need for rules in our lives and which rules are important to us.
* Show awareness of the difference between right and wrong, with reference to events in our daily lives.
* Look at, and talk about, some of the items associated with a Buddhist home shrine and discuss the meaning of the symbols. Set up a shrine in the classroom.
* Examine a range of Buddhist artefacts e.g. prayer wheels, prayer flags, prayer beads.
* Reflect on what it feels like to give and receive gifts.
* Recognise and reflect on what is good in ourselves and in each other.
* Make a prayer wheel of kind thoughts or individual prayer flags.
* Use film clips to explore links between some Buddhist festivals and events in the life of Buddha.
* Talk about festivals with which we are familiar and ways they are celebrated.
* Talk with a Buddhist, or watch a film clip about Buddhist family life and identify what is important to Buddhists.
* Use a Persona Doll to consider the similarities and differences between Buddhist family life and other families.
* Use IT to hear Buddhists talking about their beliefs.
* Share feelings about the importance of friends and family and belonging to a group.
* Discuss how we might copy people we like.
* Talk about all the things that people throughout the world have in common.
* Think about how adults, especially parents, show love and care for their children and how groups and families welcome
* new members.
* Role play how children might show respect for grandparents, parents and teachers.
* Find out where a special place for Buddhists is e.g. Bodhgaya is in India.

# Christianity

EYFS

Learn that God is very important to Christians. Discuss different ideas about God being Creator and Father.

* Identify questions about life and living which puzzle us.
* Recognise that some questions can be answered in different ways with more than one answer or no answer.
* Share different understandings of God which people might have.
* Discuss the Christian belief that Jesus is special and precious.
* Respond to various images of Jesus
* Reflect on ‘Who is special to me?’ and ‘Why am I special?’
* Role play ways we show we care for others and the effects of not caring for others.
* Listen to stories about what Jesus taught and did. Use drama, puppets or IT to re-tell some of the parables.
* Sequence and discuss pictures of episodes in the life of Jesus. What qualities do Christians look for in a friend?
* Explain the qualities Christians believe Jesus showed e.g. compassion Luke 5 v18-26; teacher Matthew 19 v19; friendship Mark 10 v13-16
* Use role play, freeze frame, drama, mime, P4C or IT to explore events in our lives which evoke emotions similar to those in the stories of Jesus.

YEAR 1

Visit a local church. Ask questions about churches shown on IT, photos, posters, or film clips.(R,!,2)

* Participate in periods of stillness and quiet reflection.
* Reflect on places which are special and why.
* Discuss the value of being part of a group which supports its members.
* Invite local clergy or lay members to school and interview them about their work and role.
* Share feelings about belonging to a group and what belonging means.
* Examine and describe symbols associated with worship e.g. cross, candles, prayer book, rosary, special clothes, colours related to the church year, stained glass windows.
* Role play a baptism or a wedding. Make a class photo collection of family celebrations e.g. birthdays, anniversaries.
* Listen to and consider some examples of Christian prayer. Make up individual prayers or a class prayer of thanks.
* Explore the lectern or other places where the Bible is read. Talk about the importance of the Bible to religious people.
* Make a questionnaire about people’s favourite Bible readings and why or how they use them.
* Decide what to put in a class ‘Special Book’ and whether to keep it in a special place. Record own story for ‘special book’ to play back and share with others.
* Consider that some Christians experience God in the beauty, pattern and order of the natural world.
* Explore the Genesis Creation stories.
* Choose from a range of musical examples provided by the teacher which would be most suitable for the 7 ‘days’ of creation.
* Use the 5 senses to explore nature and reflect on aspects we think are beautiful. Consider our responses and attitudes • to the natural world. Should we care for living creatures? What happens if we don’t care for our environment?
* Be involved in caring for the local environment or school garden.
* Listen to some stories, poems, psalms, and sayings from the Old and New Testament.
* Explore possible meanings of a variety of Biblical texts.
* Reflect on ‘Love thy neighbour’ in a Community of Enquiry.
* Experience Godly play.
* Participate in a Community of Enquiry focusing on our values, and behaviour and our reactions.
* Know that the Bible contains some rules for living followed by Jews, Christians and others.
* Introduce some of the 10 Commandments - (Exodus 20:3-17) and discuss their importance for Christians and others.
* Create ‘3 commandments’ for playtime.
* Consider the life of Saint Francis as an example of caring for animals.
* Share thoughts about what is right and wrong in our treatment of the environment and all living creatures and what our responsibilities might be.

YEAR 2

* Discuss people who influence how we behave and live.
* Design a display to illustrate a Biblical theme e.g. ‘Loving Our Neighbour’; ‘Holy Week’ etc.
* Share feelings of being let down by friends. Discuss how friendships may be healed.
* Find out about organisations which show care and concern, e.g. Help the Aged, Christian Aid, Barnardos.
* Think about how and why people show concern for others. Reflect on those who have shown concern for us.
* Explore ways to help people in our community.
* Talk about Sunday as a special day and how for Christians it may be different from other days.
* Talk with a Christian, or watch a film clip about Christian family life and identify what is important to Christians.
* Use a Persona Doll to consider the similarities and differences between Christian family life and other families.
* Talk about all the things that people throughout the world have in common.
* Listen to and respond to the Christmas story. Explore how and why Christmas is a Christian festival.
* Look at and handle artefacts associated with the religious side of Christmas, e.g. crib.
* Make a Christmas tableaux. Make festival food and investigate festival symbols.
* Find out about St. Nicholas as a gift giver.
* Investigate how stories which convey the themes of Christmas may relate to experiences and feelings in our lives.
* Talk about customs associated with the birth of a baby, vulnerability, being loved, protected, giving, receiving.
* Discuss giving and the true values of Christmas - peace, thinking of others, sharing.
* Discuss and/or conduct a survey as to how foods help us celebrate special events such as festivals.
* Listen to and respond to the Easter story. Explore how and why Easter is a Christian festival.
* Look at and handle artefacts associated with the religious side of Easter, e.g. Paschal candle. Make an Easter garden.
* Investigate how stories which convey the themes of Easter may relate to experiences and feelings in our lives.
* Talk about signs of new life, decay, beginnings and endings.

# Islam

REC

* Learn that the Muslim name for God is ‘Allah’. Learn that God is very important to Muslims.
* Share different understandings of God which people have.
* Reflect on why names and titles are important.
* Listen and respond to stories about the life of the Prophet Muhammad p.b.u.h. (peace be upon him).
* Discuss how stories from the life of the Prophet Muhammad p.b.u.h. might guide people in daily life.
* Discuss the qualities of a good person; who we think is a good person; what a messenger is; and what qualities we
* would want in one.
* Show awareness about why we try to be ‘good’, what that involves and what ‘courageous’ means.
* Listen and respond to stories about the Prophet Ibrahim p.b.u.h. and his family.
* Talk about people who influence how we behave and live.

YEAR 1

* Use role play, freeze frame, drama, mime or IT to explore events in our lives which evoke emotions similar to those in the stories of the Prophets.
* Consider that Muslims experience God in the beauty, pattern and order of the natural world.
* Find out about the Muslim attitude to Creation and living things. Make a display in words and pictures.
* Use the 5 senses to explore nature and reflect on aspects we think are beautiful and how things are interconnected.
* Reflect on how and why we care for animals.
* Participate in a Community of Enquiry focusing on whether hurting animals and insects is wrong.
* Learn that the Holy book for Muslims is the Qur’an and explore how it is treated with respect.
* Know that the Qur’an contains some rules for living followed by Muslims.
* Reflect on how we get advice and information from books and why some books are special.
* Reflect on the need for rules in our lives and which rules are important to us.
* Show awareness of the difference between right and wrong, with reference to events in daily life.
* Experience being in a mosque or a virtual tour using film clips.
* Look at, and describe, some items associated with Salah (e.g. head covering, prayer mat). Watch film clips about Wudu and Salah and identify where and how they take place.
* Reflect on daily routines and talk about cleanliness and occasions when washing is particularly important.
* Describe any special possessions which make us happy and discuss associated feelings of loss.
* Explore what Muslims mean by respect and how this is demonstrated in action.
* Role play how Muslims show they care for others through showing hospitality.

YEAR 2

* Think about how adults, especially parents, show love and care for their children and how groups and families welcome new members.
* Role play how children might show respect for grandparents, parents and teachers.
* Talk with Muslims, or watch a film clip about Muslim family life and identify what is important to them.
* Use a Persona Doll to consider the similarities and differences between Muslim family life and other families.
* Use IT to see Muslims talking about their beliefs.
* Share feelings about the importance of belonging to a group and how we copy people we like.
* Listen sensitively as we hear about people and things that are special to others.
* Talk about all the things that people throughout the world have in common.
* Look at some of the items associated with a Muslim festival (e.g. Eid-ul-Fitr or Eid-ul-Adha).
* Use film clips to research the way a Muslim festival is celebrated and discuss the reasons why it is celebrated.
* Respond to stories associated with Muslim festivals and discuss how good conquers evil.
* Taste food associated with Muslim festivals.
* Share experiences of special occasions, why we celebrate and with whom we celebrate.
* Appreciate the need to respect objects that are special to other people.
* Share feelings of gratitude and thankfulness.
* Conduct a survey and make a frieze about the food we eat on special occasions.
* Find out where a special place for Muslim people is e.g. Makkah is in Saudi Arabia.
* Conduct a survey of places that are special in our lives and why they are special.

 Learning Experiences for KS2

# Buddhism

YEAR 3/4

* Explore Prince Siddhartha’s childhood, and discuss the reasons why he abandoned life as a prince.
* Collect newspaper articles to create a mural which reflects the 1st Noble Truth about dissatisfaction and suffering.
* Consider the range of ways we can respond to our personal experience of dissatisfaction and suffering.
* Discuss the fact that Buddhists do not believe in a Creator God.
* Think about what it would be like for a famous celebratory today to give up everything they owned.
* Explore a variety of images of Buddha as an Enlightened Being. Choose a favourite, with reasons, then use a grid to draw a Buddha’s face.
* Reflect on people in our lives, or in stories we read, who are wise. Discuss our idea of a perfect person.
* Talk about people who guide our life and behaviour.
* After a quiet contemplation express reactions to a Buddha statue in prose or poetry.
* Use texts/IT/drama to research, write or act out a ‘This is Your Life’ book for Buddha.
* Experience periods of stillness and reflection and recognise their importance in our busy lives.
* Discuss feelings about meditation, how we felt before and after.
* Imagine being a reporter alive at the time of Buddha. Write a newspaper article about his activities or record an interview.
* Participate in a P4C Enquiry focusing on the difference between being clever and being wise e.g. some clever people make bombs, are they wise?
* Role play the discussion Prince Siddhartha had with his charioteer about not returning to the palace.
* Reflect on why people want more, new or better things and whether ‘things’ can make us happy.
* Read some Jataka stories. Discuss which ‘Perfection’ or ‘Power’ was being taught in each story.
* Identify how the world would be if we all cultivated these ‘Perfections’ or ‘Powers’.
* Write stories about animal characters that express important values.
* Share feelings about what compassion means and how it may be demonstrated.
* Interview a Buddhist about the meaning of moral precepts in their daily life or watch a film clip
* Design a poster or PowerPoint suggesting ways in which a Buddhist might try to avoid selfishness and greed.
* Agree on 5 moral precepts that we think everyone should uphold.
* Discuss why greed, gossip, and harsh speech might be unwise actions. If we steal are we stealing our own peace of mind?
* Visit a Buddhist temple, or use pictures, IT, or film clip to discover the importance of temples to Buddhists.
* Use an on-line virtual tour to study the features of a UK Buddhist temple then design a new one.
* Watch a film clip to see how Buddhist worship might be conducted in the temple and home.
* Identify what is important in daily prayer and why Buddhists meditate.
* Participate in a P4C enquiry focusing on what is worship and whether it is important in life.

YEAR5/6

* Talk with a Buddhist monk or nun about their lifestyle or ask questions after seeing a film clip about the life of a Buddhist in UK.
* Consider the value of living by rules or precepts and discuss why self-discipline is important.
* Discuss feelings about death and whether there is reincarnation or an afterlife.
* Discuss why a person might choose to take ordination and why they might find life difficult.
* Reflect on what it would be like to give up our possessions.
* Research traditions associated with rites of passage in Buddhism - birth, naming of children, marriage and death.
* Participate in a P4C enquiry about the transition from childhood to adulthood.
* Identify Buddhist symbols and artefacts and give interpretations of their meaning and purpose.
* Design and make a prayer flag or a prayer wheel filled with our own written prayers, poems or reflections.
* Examine a simple version of the Four Noble Truths, and make a poster or PowerPoint to illustrate them.
* Participate in a P4C Enquiry focusing on what beliefs are important in our lives.
* Design TopTrumps cards, write a magazine article or design a poster, PowerPoint or web page about ‘What it means to be a Buddhist’. Make a glossary or Wordle.
* Develop a persona for Buddhist persona doll.
* Reflect on the difficulties of putting principals into practice.
* Design a game to reflect the cause and effect of actions.

# Christianity

YEAR 3/4

* Explore stories, pictures, symbols and metaphors which depict God as Father, Creator, Judge, Shepherd, King, Friend.
* Investigate various beliefs about the person of Jesus (Son of God; saviour, prophet; teacher) and the characteristics he displayed (social revolutionary; religious reformer).
* Discover how the concept of the Trinity is central in an understanding of God for Christians.
* Reflect on stories and metaphors in relation to our own ideas about God and ourselves.
* Discuss what and who we feel thankful for and how we show gratitude.
* Reflect on the fact that though we are one person we behave differently at different times and in different roles.
* Share the understanding of the word ‘God’ which people might have.
* Explore key events in Jesus’ life in the context of his cultural, political and geographical background, e.g. his Jewishness, his relationships with family and disciples, his effect on different groups, his ministry.
* Research, write or act out a ‘This is Your Life’ book for Jesus, Mary, Peter or Paul.
* Consider the reasons why Jesus was executed.
* Analyse pictures of how Jesus is depicted in different cultures.
* Use hot-seating or Godly Play to compare experiences of people in biblical stories with our own experiences and feelings e.g.

how might Jesus have felt when he was abandoned by his friends in the Garden of Gethsemane?

* What guides us in the choices we make? What causes us pain? Do we speak out for others?
* Participate in a P4C Enquiry focusing on what legacy Jesus left to the world or whether Jesus deserved to be executed.
* Visit at least 2 different places of Christian worship.(All of key st 2)
* Explore a variety of Christian places of worship using on-line virtual tours, film clips, photos or posters.
* Research through interviews or questionnaires why and how worship is important to local Christians.
* Study the features of a range of Christian places of worship then design a new church building using IT.
* Share experiences of periods of stillness, quiet reflection, awe and wonder in a place of worship.
* Reflect on the importance of doing things together and sharing rituals.
* Explore and express emotions of wonder, celebrations, community, contrition, personal and other concerns etc.
* Find out how 2 different Christian groups worship (e.g. celebrate Holy Communion) and why they do it.
* Research the roles of church leaders.
* Explore ways various Christian groups expresses values e.g. Salvation Army, Quaker, Methodist, Catholic, Orthodox.
* Explore the practices of Christian communities worldwide.
* Suggest what believers might experience and feel when they partake of the Eucharist.
* Design a profile for people who guide our life and behaviour and modern heroes e.g. TV personalities, footballers, musicians.
* Discuss the advantages and disadvantages of belonging to a group.
* Work with a variety of artefacts and symbols used in Christian worship and consider their meaning.
* Explore Christian music and art and reflect on feelings and thoughts.

YEAR 5/6

Respond creatively to reflective music, e.g. Gregorian chant, Taize. Select or create music or art which would be appropriate for Christian use.

* Investigate stories, symbols, customs, colours and beliefs associated with ceremonies in the Christian calendar e.g. Pentecost and giving of the Holy Spirit.
* Reflect on why people of all faiths and none believe some things and not others.
* Research traditions associated with rites of passage, e.g. First Communion, funerals.
* Prepare questions and interview a Christian about their views on a rite of passage e.g. adult baptism.
* Explore and design appropriate greetings cards for Christian ceremonies e.g. confirmation, funeral.
* Explain a range of Christian beliefs about marriage. Discuss the value of the commitment in a long term relationship.
* Discuss a range of Christian beliefs about death.
* Consider the importance of ritual e.g. anniversaries, school celebrations, Remembrance Day.
* Suggest why life is often described as a journey. Design a ‘Snakes and Ladders’ board game reflecting this.
* Discuss feelings about death. Compose music which reflects those feelings. What would we want as an epitaph?
* Reflect on the meaning of the main concepts in the Lord’s Prayer (Matthew 6:9-13 or Luke 11:2-4) e.g. kingdom of God, heaven, providence, sin, forgiveness, evil and temptation.
* Reflect on the question ‘Who am I?’ and on being special, awareness of not being perfect, destiny, purpose in life etc.
* Explore some Christian prayers. Talk about the feelings and beliefs they express.
* Interview a range of people to see whether they find prayer helpful and if they do, ask why.
* Write a class book of special wishes and/or prayers for particular occasions.
* Use the Bible, reference books or IT to explore the creation stories in Genesis 1 v1-2 v4 and 2 v5-v25.
* Identify beliefs about God e.g. in Genesis, Psalms, Job, and in hymns and prayers. In pairs or groups portray beliefs about God in ‘movie maker’ form.
* Explore ways Christians, Jews and Muslims respond to the belief that God is responsible for order and purpose in the
* world e.g. work of John Ruskin.
* Research the motivation and way in which different churches support care for the natural world.
* Create own unique creation from lego or plasticine. How do we want it treated? How do we feel if it is mistreated?
* Listen and respond to a range of views about creation.
* Find out about order and pattern in the universe. Watch clips from scientists (e.g. Brian Cox).
* Begin to distinguish between scientific, mathematical and religious views.
* Share experiences of awe in the natural world and ways in which we are responsible for the natural world.
* Explore festivals which celebrate events in Jesus’ life and how different Christian communities understand and celebrate them.
* Design a poster or PowerPoint to show the meaning of either Christmas or Easter for Christians.
* Make a class book of hopes for the future and link to Advent.
* Interview a range of Christians about the commercialisation of Christmas and Easter and how it makes them feel.
* Discuss some understandings of stories about Jesus’ miracles, healing and upsetting authority.
* Make a story book for KS1 children asking questions about Jesus’ teachings e.g. from Matthew 5-7.
* Explore how Christians use the Bible and Jesus’ teachings e.g. Bible study groups.
* Consider feelings of being lost/found; being powerless/vulnerable; being accepted/loved.
* Use ‘Freeze Frame’ or ‘Conscience Ally’ to explore forgiving, saying sorry, righteous anger, surprise, and new opportunities.
* Discuss whether Jesus’ teaching is relevant today.
* Using a Bible Gateway on the internet read the same passage in 2 different versions of the Bible.
* Read 2 different Gospel accounts of the same incident or story and discuss any differences.
* Describe the same playground incident from 2 different points of view and reflect on the feelings of those involved.
* Research the different types of literature in the Bible-poetry, letters, history, horoscopes, media accounts.
* Ask questions about how the Bible came to be written, compiled into one unit and translated.
* Play a matching game-compare psalms with similar themed writing e.g. psalms of thanks/thank you cards.
* Explain the range of reasons why the Bible is important to Christians.
* Explore the importance of the Bible to Christians e.g. Mary Jones. Listen to Christians talking about why they read the Bible.
* Explore the Bible’s relevance in Judaism and Islam.
* Examine several passages from the Bible and discuss their possible relevance in today’s world e.g. Jesus turning the
* money lenders out of the Temple-when might it be right to be angry? Find modern day media equivalents.
* Reflect on times we have given to charity, sacrificed something or done something demanding for others.
* Read stories with themes of love, fairness, courage, honesty and loyalty and talk about these with regard to values in Christianity.
* Think about what Christian teachings might mean in today’s world, then, in groups, write a sermon collectively.
* Identify key Christian values. Suggest why they might be important to ourselves and/or others.
* Investigate the lives of some key figures in Christianity from the days of the early church (e.g. Paul) through to the present.
* Plot Paul’s journeys on a map then write a blog or tweet from each location.
* Prepare questions then interview a member of a worshipping community about their faith and what being a Christian means to them.
* Share ideas about the part commitment and responsibility plays in our lives and experiences, e.g. with friends and family.
* Explore some of the Sermon on the Mount (Matthew 5-7) and how they might affect someone’s life.
* Discuss people we respect, follow, or believe and identify why they should be held up as examples.
* Design TopTrumps cards, a poster, or PowerPoint, or write a magazine article or web page about ‘What it means to be a Christian’. Make a glossary or Wordle.
* Reflect on the importance of the 10 commandments, rewrite them in modern ‘speak’ and arrange them in order of perceived importance.
* Reflect on the difficulties of putting principals into practice.

# Islam

YEAR 3/4

* Learn that the Muslim name for God is ‘Allah’ and Allah is worshipped as the one true God with no partners.
* Discuss what and who we feel thankful for and how we show our thanks.
* Listen and respond to stories about how Allah sent guidance through the Prophet Muhammad p.b.u.h.
* Consider why Muhammad p.b.u.h. is held to be an example for people to follow.
* Reflect on what qualities and knowledge people have that makes us want to be guided by them.
* Participate in a P4C Enquiry on a recent event in the world which involves ‘good’ and ‘evil’.
* Find out how the Prophets Muhammad p.b.u.h. and Ibrahim p.b.u.h. destroyed idols in order to demonstrate the powerlessness of idols.
* Discuss how people respond to modern equivalents of ‘idols’.
* Read stories about Ibrahim (p.b.u.h.); Musa (p.b.u.h.); Dawud (p.b.u.h.) or Isa (p.b.u.h.).
* Use texts/ IT/drama to research, write or act out a ‘This is Your Life’ book for one of the Prophets.
* Reflect on why some people are chosen to do special tasks.
* Consider why Prophets are held as examples for people to follow.
* Find out how the Qur’an was revealed and how and why it is treated with respect.
* Research Surahs in the Qur’an which give advice on love and forgiveness e.g. Surah 2:177, 5:39, 28:77.
* Participate in a P4C Enquiry focusing on why people might prefer texts in an original language.
* Talk about when it is important to listen to and follow guidance.
* Listen and respond to Surahs 16:1-21, 66-70, 77-83, on the wonders of Creation.
* Write a text decorated in Islamic style to illustrate the importance of the Qur’an to Muslims.
* Share experiences of being amazed by nature and consider whether we treat our local environment with respect.
* Reflect on how our actions can affect environments in other parts of the world.
* Visit a mosque, or use pictures, film clip or IT of a mosque to discover its importance to Muslims.
* Use an on-line virtual tour to study features of a mosque in the UK then design a new one.
* Consider why mosques don’t have seats or pews.
* Reflect on the importance of doing things together and sharing rituals. Participate in a P4C enquiry focusing on what is worship and whether it is important in life.

YEAR5/6

* Talk about the people that guide our behaviour. Explain the importance for Muslims of the 5 Pillars.
* Watch a film clip about Wudu and Salah. Discuss the meanings of the actions and what is important in daily prayer.
* Write the key message of the film clip in 30 words.
* Consider what gives a foundation to our lives.
* Discuss ‘our Makkah’-where we hope to go one day.
* Participate in a P4C Enquiry focusing on the phrase ‘actions speak louder than words’.
* Use texts, reference books and IT to research the Muslim calendar and in particular Ramadan.
* Explore the stories, customs, food etc. associated with the festival of Eid-ul-Fitr.
* Distinguish between doing something difficult in order to benefit ourselves or in order to help others.
* Participate in a P4C Enquiry focusing on the phrase ‘it is better to give than receive’.
* Invite a Muslim visitor to school or watch a film clip to find out about religion in the home and what values are important, fasting, Halal food, attitude to alcohol.
* Use relevant websites to learn about Muslims e.g. Britkids
* Consider values that we have been taught at home and how that influences live in the wider community.
* Make lists of things we really need and things which are extra pleasures. Relate to Zakat.
* Use texts, reference books and IT to research traditions associated with rites of passage - birth, naming of children, marriage and death in Islam.
* Learn the words Muslims use to talk about Hajj and develop the metaphor of ‘life as a journey’.
* Discuss feelings about death and whether there is an afterlife.
* Draw meaning from the greeting ‘As-salamu alaikum’ (Peace be with you).
* Participate in a Community of Enquiry focusing on why we should treat others with respect.
* Design TopTrumps cards, write a magazine article or design a poster, PowerPoint or web page about ‘What it means to be a Muslim’. Make a glossary or Wordle.
* Develop a persona for a Muslim persona doll.
* Reflect on the difficulties of putting principals into practice.

# Judaism

YEAR 3/4

* Explain the meaning of words used for God in Jewish literature and tradition e.g. Shaddai (Almighty); Melech (King); Yahweh (Lord); Jehovah (Lord).
* Discuss what and who we feel thankful for and how we show our thanks.
* Visit a synagogue or use pictures, IT or film clip of a synagogue to research the part it plays in Jewish life.
* Use an on-line virtual tour to study features of a synagogue in the UK. Design a new one.
* Make or do something together then reflect on the importance of doing things together and sharing rituals.
* Talk to a Rabbi, or watch a film clip, or use IT to ask questions about the work of a Rabbi.
* Reflect on the meaning of responsibility.
* Identify people who have authority, and talk about the nature of that authority. Make a collage of authority figures.
* Research the books of the Torah (Genesis to Deuteronomy) and its importance to Jews.
* Explore their importance to Christians and Muslims.
* Read examples of literature in the Tenakh e.g. Proverbs 12 v15-18; 14v17-21; 15v1; 1v 22; 18v24.
* Read examples of psalms which reflect the wonders of the natural world e.g. Psalms 24; 136 v1-9; 148.
* Participate in a P4C Enquiry focusing on whether proverbs and psalms are still relevant.
* Explore some Jewish blessing prayers by finding and matching statements.
* Share experiences of being amazed by the beauty of the natural world and consider whether we treat the environment in our locality with respect.
* Reflect on how our actions can affect environments in other parts of the world.
* Write poems or prayers inspired by small things in nature.
* Research the work of a scribe and ornamentation of the Sefer Torah.
* Look at Hebrew text and write some Hebrew letters.
* Examine a mezuzah and the meaning of the Shema. Write a special thought to put in a mezuzah.
* Use texts, reference books or IT to research Jewish views on, and customs connected with, birth and death.

YEAR5/6

* Consider turning points or special times in our lives and any ceremonies which mark these times.
* Discuss feelings about death and an afterlife.
* Design a leaflet about Jewish children studying the Torah and preparing for Bar Mitzvah. Link to persuasive writing.
* Talk about the meanings expressed in greetings cards e.g. for Bar Mitzvah.
* Participate in a P4C enquiry focusing on what is worship and whether worship is important in life.
* Watch a film clip or see pictures of a Jewish wedding and be able to explain Jewish beliefs about marriage.
* Watch film clips of a Jewish families celebrating Shabbat, and explore the symbolism involved.
* Participate in a P4C enquiry focusing on the importance of special routines in our own lives. Devise a ‘perfect’ day.
* Play driedel. Find out how and why Pesach, Succoth or Hanukkah are celebrated. Write key message in 30 words.
* Use texts/ IT/drama/ Prince of Egypt DVD to research, write or act out a ‘This is Your Life’ book for Moses.
* Use books and IT to select information about Rosh Hashanah or Yom Kippur, and why repentance and forgiveness are important.
* Share experiences of trying to make a new beginning or ‘turning over a new leaf’.
* Consider when we need forgiveness and what it feels like to be forgiven.
* Appreciate the importance for Jewish people of the Star of David and the Menorah. Link to the 2nd World War holocaust.
* Reflect on the importance of the 10 Commandments.
* Explore the importance of dietary laws to Jews. Write a menu for a Jewish friend-design and share a kosher meal.
* Show awareness of the difference between right and wrong, with reference to events in our daily lives.
* Design TopTrumps cards, write a magazine article or design a poster, Powerpoint or web page about ‘What it means to be Jewish’. Make a glossary or Wordle.
* Develop a persona for a Jewish persona doll.
* Reflect on the difficulties of putting principals into practice.

We feel that philosophy is a core theme that is present through all world religions and human spirituality. We use Philosophy for Children (P4C) in the teaching of REso that, the teacher builds the class into a caring, collaborative, critical and creative community with the aim to develop higher order thinking skills, concept understanding and universal values. In RE, this process can support pupils to think more deeply by generating questions about all aspects of life, before discussing them in relation to their own lives or through the lenses of religion, belief, faith and non-faith. P4C is about helping children to think for themselves with others to develop a better understanding of people and the world around them. Through deep questioning and listening skills P4C encourages resilience as pupils develop respect for others as people even though they may disagree with their views. P4C is generally introduced to pupils through a 10 step process: 1) Warm-up activity or game 2) Presentation of stimulus (in RE this could be a story, image, artefact or experience) 3) Individual thinking time 4) Generation by pupils of philosophical questions 5) Airing of questions 6) Democratic selection of questions by voting 7) First words 8) Building meaning together 9) Final words 10) Review and evaluation In the early stages of using P4C, this 10 step process serves as a useful structure to scaffold the teacher and pupils to develop an enquiry based approach to RE. P4C is rigorously facilitated by the teacher to problematise concepts which can help pupils to internalise their understanding of concepts more fully.

For further information contact SAPERE (Society for Philosophical Enquiry and Reflection in Education) which is the national charity for P4C www.sapere.org.uk