

Notes for teachers.



This document provides an overview of disciplinary and substantive knowledge.

- Lessons should begin with reference to the equality act. It is against the law to discriminate against someone because of their religion.
- Knowledge organisers are used at the start of the enquiry to explain key vocab and record prior substantive and personal knowledge. (Stuck in books)
- Disciplinary knowledge activities are designed to teach pupils to interrogate sources of evidence to ask questions about religions.
- Substantive knowledge activities are detailed to allow pupils to recall prior learning, acquire new knowledge and assess learning through diagnostic assessment and oracy based show it sessions, these can be supported with posters / writing / drawing / presentations
- Teachers will need to plan activities for disciplinary and substantive knowledge sessions carefully to provide a range of engaging activities and may need to prepare resources, props, ingredients in advance. From KS2 upwards there should be some thoughtful written evidence of learning.
- Whilst pre-made resources such as Twinkl may be useful, all resources must be carefully and clearly matched to the learning intention and progression. (ie not mindful coloring)
- Build a display of disciplinary knowledge to add to throughout the year.



SMSC is defined in the Ofsted School inspection handbook November 2019:

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

EYFS



EYFS Knowledge Organiser – Theologian – Term 1



Knowledge – by the end of the year	Progression
Know what a symbol is (L1.1)	Judaism
Know which symbol links to which religion (L1.1)	Recognise Star of David and link to Judaism
Know that different people celebrate in different ways (UTW20)	Rosh Hashanah
Know that some places are special to members of our community (UTW19)	Synagogue
Know that some people have different beliefs and celebrate special times in different ways and talk about some of these (UTW20)	Compare and contrast Judaism to personal knowledge of celebrations
Know some similarities and differences between different religious and cultural communities in the country, drawing on their experiences and what has been said in class. (ELG PCC2)	



Word	Meaning
Religion	A set of ideas to lead a good life, there are more than one religion.
God	A creator who is worshipped
faith	To believe in something, sometimes with no proof
Symbol	A picture that represents an idea
Worship	To look up to or pray to a god.
Judaism / Jewish / Jew	Words relating to the Jewish religion



This knowledge underpins the RE curriculum and is essential for being a Theologian in Years 1-6

EYFS Knowledge Organiser – Theologian – Term 2



Knowledge – by the end of the year	Progression
Know what a symbol is (L1.1)	Christianity
Know which symbol links to which religion (L1.1)	Recognise Star of David and Cross and link to religions
Know that different people celebrate in different ways (UTW20)	Christmas
Know that some places are special to members of our community (UTW19)	Church
Know that some people have different beliefs and celebrate special times in different ways and talk about some of these (UTW20)	Compare and contrast Judaism and Christianity
Know some similarities and differences between different religious and cultural communities in the country, drawing on their experiences and what has been said in class. (ELG PCC2)	



Word	Meaning
Religion	A set of ideas to lead a good life, there are more than one religion.
God	A creator who is worshipped
faith	To believe in something, sometimes with no proof
Symbol	A picture that represents an idea
Worship	To look up to or pray to a god.
Christian Christianity	Words relating to the Christian religion



This knowledge underpins the RE curriculum and is essential for being a Theologian in Years 1-6

EYFS Knowledge Organiser – Theologian – Term 3



Knowledge – by the end of the year	Progression
Know what a symbol is (L1.1)	Hinduism
Know which symbol links to which religion (L1.1)	Recognise Star of David, Cross and Aum and link to religions
Know that different people celebrate in different ways (UTW20)	Vasant Pranchami
Know that some places are special to members of our community (UTW19)	Temple
Know that some people have different beliefs and celebrate special times in different ways and talk about some of these (UTW20)	Compare and contrast Judaism, Christianity and Hinduism
Know some similarities and differences between different religious and cultural communities in the country, drawing on their experiences and what has been said in class. (ELG PCC2)	



Word	Meaning
Religion	A set of ideas to lead a good life, there are more than one religion.
God	A creator who is worshipped
faith	To believe in something, sometimes with no proof
Symbol	A picture that represents an idea
Worship	To look up to or pray to a god.
Hindu / Hinduism	Words relating to the Hindu religion



This knowledge underpins the RE curriculum and is essential for being a Theologian in Years 1-6

EYFS Knowledge Organiser – Theologian – Term 4



Knowledge – by the end of the year	Progression
Know what a symbol is (L1.1)	Sikhism
Know which symbol links to which religion (L1.1)	Recognise Star of David, Cross and Aum and link to religions, Khanda
Know that different people celebrate in different ways (UTW20)	Baisakhi
Know that some places are special to members of our community (UTW19)	Temple
Know that some people have different beliefs and celebrate special times in different ways and talk about some of these (UTW20)	Compare and contrast Judaism, Christianity and Hinduism
Know some similarities and differences between different religious and cultural communities in the country, drawing on their experiences and what has been said in class. (ELG PCC2)	



Word	Meaning
Religion	A set of ideas to lead a good life, there are more than one religion.
God	A creator who is worshipped
faith	To believe in something, sometimes with no proof
Symbol	A picture that represents an idea
Worship	To look up to or pray to a god.
Sikh / Sikhism	Words relating to the Sikh religion



This knowledge underpins the RE curriculum and is essential for being a Theologian in Years 1-6

EYFS Knowledge Organiser – Theologian – Term 5



Knowledge – by the end of the year	Progression
Know what a symbol is (L1.1)	Buddhism
Know which symbol links to which religion (L1.1)	Recognise Star of David, Cross and Aum and link to religions, Khanda
Know that different people celebrate in different ways (UTW20)	Buddha's Birthday
Know that some places are special to members of our community (UTW19)	Temple
Know that some people have different beliefs and celebrate special times in different ways and talk about some of these (UTW20)	Compare and contrast Judaism, Christianity and Hinduism, Sikhism
Know some similarities and differences between different religious and cultural communities in the country, drawing on their experiences and what has been said in class. (ELG PCC2)	

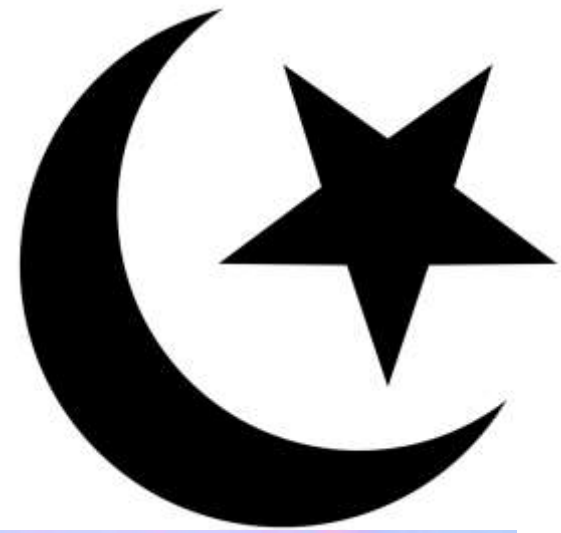


Word	Meaning
Religion	A set of ideas to lead a good life, there are more than one religion.
God	A creator who is worshipped
faith	To believe in something, sometimes with no proof
Symbol	A picture that represents an idea
Worship	To look up to or pray to a god.
Buddhist / Buddhism	Words relating to the Buddhist religion



This knowledge underpins the RE curriculum and is essential for being a Theologian in Years 1-6

EYFS Knowledge Organiser – Theologian – Term 6



Knowledge – by the end of the year	Progression
Know what a symbol is (L1.1)	Islam
Know which symbol links to which religion (L1.1)	Recognise Star of David, Cross and Aum and link to religions, Khanda, Dharma Wheel
Know that different people celebrate in different ways (UTW20)	Eid
Know that some places are special to members of our community (UTW19)	Mosque
Know that some people have different beliefs and celebrate special times in different ways and talk about some of these (UTW20)	Compare and contrast Judaism, Christianity and Hinduism, Sikhism, Buddhism
Know some similarities and differences between different religious and cultural communities in the country, drawing on their experiences and what has been said in class. (ELG PCC2)	



Word	Meaning
Religion	A set of ideas to lead a good life, there are more than one religion.
God	A creator who is worshipped
faith	To believe in something, sometimes with no proof
Symbol	A picture that represents an idea
Worship	To look up to or pray to a god.
Muslim/Islam	Words relating to the Islamic religion



This knowledge underpins the RE curriculum and is essential for being a Theologian in Years 1-6

Disciplinary Knowledge



RE Places of worship disciplinary knowledge and symbols – EYFS

Term 1
Judaism



Term 2
Christianity



Term 3
Hinduism



Term 4
Sikhism



Term 5
Buddhism



Term 6
Islam



- What building can you see? (See, think, wonder)
- Repeat in subsequent terms but compare to photographs from previous terms to find similarities and differences
- Understand that some places are special to some members of the community (UTW19)
- Print has meaning – symbols (L1.1)

RE Places of worship disciplinary knowledge – Year 1

Term 1
Judaism



Term 2
Christianity



[Holy Cribs: The Church - YouTube](#)

Term 3
Hinduism



[Holy Cribs: The Mandir - YouTube](#)

Term 4
Sikhism



[Holy Cribs: The Gurdwara - YouTube](#)

Term 5
Buddhism



[Holy Cribs: The Vihara - YouTube](#)

Term 6
Islam



[Holy Cribs: The Mosque - YouTube](#)

- What building can you see? (See, think, wonder)
- Where do you think it is?
- Which religion do you think worships there?
- Describe the building, does the building give you any clues about the religion?
- Watch the tour [Holy Cribs: The Synagogue - YouTube](#)
- What can you remember? What connections can you make?
- Repeat in subsequent terms but compare to photographs from previous terms to find similarities and differences

RE Art disciplinary knowledge – Year 2

Term 1 Judaism

Term 2 Christianity

Term 3 Hinduism

Term 4 Sikhism

Term 5 Buddhism

Term 6 Islam



Iconographic, representational, everything has a symbol, colours are symbolic, Saints have attributes so you can tell who they are, designed to tell a story for illiterate people

[Hans Memling | The Donne Triptych | National Gallery, London](#) (in depth)

[Saints | Learn about art | National Gallery, London](#)

Non representational, it is forbidden in the ten commandments to worship idols. When Judaism started over tribes were worshipping statues, Jews believed this was wrong and god is unseen.



Polytheistic
Colour and celebration
Meenakshi – temple.



Ten Sikh gurus (teachers)



A **mandala** is a complex representation of the universe, with different parts of the universe representing different aspects of the **Buddhist** teachings meditative



Strictly non-representational – designed to be contemplated, memorised, meditate

- What can you see?
- What do you think
- What do you wonder
- What connections can you make?
- Repeat in subsequent terms but compare to photographs from previous terms to find similarities and differences

RE Artefacts disciplinary knowledge – Year 3/4 (A)

Term 1
Judaism

Term 2
Christianity

Term 3
Hinduism

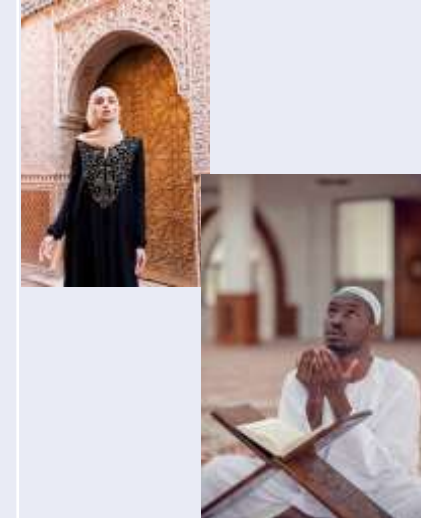
Term 4
Sikhism

Term 5
Buddhism

Term 6
Islam



Sunday best



- Who can you see?
- What do you think?
- Where do wonder?
- What do you think it is used for?
- What does it tell us about this religion?
- What can you link it to?
- Repeat in subsequent terms but compare to artefacts from previous terms to find similarities and differences.

RE Artefacts disciplinary knowledge – Year 3/4 (B)

Term 1
Judaism

Term 2
Christianity

Term 3
Hinduism

Term 4
Sikhism

Term 5
Buddhism

Term 6
Islam



- What can you see?
- What do you think?
- What do wonder?
- What do you think it is used for?
- What does it tell us about this religion?
- What can you link it to?
- Repeat in subsequent terms but compare to artefacts from previous terms to find similarities and differences.

RE Food disciplinary knowledge – Year 5

Term 1
Judaism

Term 2
Christianity

Term 3
Hinduism

Term 4
Sikhism

Term 5
Buddhism

Term 6
Islam



Seder
Kashrut
Kosher

Sacrament
Communion
Eucharist

Offering

Langar
For the
congregation
Vegetarian

Alms
For monks / poor
Vegetarian

Ramadan
Fasting
Breaking the fast

- What can you see?
- What do you think?
- What do you wonder?
- After learning, what connections can you make? Food in other religions
- Repeat in subsequent terms but add compare to photographs from previous terms to find similarities and differences

RE Maps disciplinary knowledge – Year 6

Term 1
Judaism

Term 2
Christianity

Term 3
Hinduism

Term 4
Sikhism

Term 5
Buddhism

Term 6
Islam



- Start in term 1 with map 1.
- Use an atlas to find out where most Jews live.
- Suggest reasons for this. – Explain about the holy land and post WW2 Jewish settlement.
- Term 2 introduce Christianity
- Where do most Christians live?
- Where is the center of Christianity?
- Compare this to the map from term 1 – Judaism – make connections.
- Continue to add another map each term, discuss reasons for distribution (religious centre, cultural reasons etc)
- Compare and contrast with maps from previous terms to build connections.

Term 1

Judaism



Year 1 Knowledge Organiser – Judaism

Why is Shabbat important for Jewish Children?

Knowledge
What places of worship can tell us about belief (Disciplinary)
Know what Shabbat is
Know why Shabbat is important to Jewish Children
Know the names of things that are special to Jewish people during Shabbat and explain why

Word	Meaning
Kippah	A cap worn by men to cover the head
Shabbat (Sabbath)	Saturday, a day of rest
Synagogue	A Jewish temple
Kiddush Cup	A special wine cup
Challah Bread	A special bread eaten on shabbat
Havdalah Candle	A candle lit to mark the end of shabbat



‘Shabbat’ is a special day of the week for Jewish people.

What I think I know about Shabbat (Sabbath) ...	What I can link it to... (personal knowledge)

Session 1	Session 2	Session 3	Session 4	Session 5
Being a theologian (Disciplinary)	Link it (Prior learning)	Learn it (Substantive) Teach Vocabulary	Check it (diagnostic assessment)	Show it (Oracy)
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god <p>• There are lots of different religions. Can you name any?</p> <ul style="list-style-type: none"> • Islam • Christianity • Judaism • Buddhism • Sikhism • Hinduism <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine a synagogue: the place where Jewish people go to worship god.</p> <p>Collect ideas (see, think, wonder) from pupils after watching video.</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Judaism is a religion. • Followers of Judaism are called Jewish or Jews. • Jewish people worship one god. • Jews worship in a temple called a Synagogue <p>• Use bottom part of knowledge organizer, Collect ideas on flipchart, whole class discussion. Teacher to transcribe ideas in knowledge organizer and photocopy for books.</p> <ul style="list-style-type: none"> • Shabbat is a special day of the week for Jewish people. • What I think I know about 'Shabbat' <ul style="list-style-type: none"> • What I can link it to <ul style="list-style-type: none"> - special days - religious days - Sabbath (Christian day of rest) - Sabado (Spanish for Saturday) - Sunday lunch 	<ul style="list-style-type: none"> • What is your favourite day of the week? Sing the days of the week song. • What do you do on a Saturday? • Who do you spend it with? • Make a weekly timetable draw what you do on each day. • Is there one day that is a family day or rest day? • Is there one day you think more about god if you believe in god? • Show the Jewish story of Genesis. What did god do on the seventh day? <div style="border: 1px solid black; padding: 5px;"> <p>Step 2 Investigation (2 lessons)</p> <p>Abbey Owl 🦉 wears a Kippah (skull cap). Introduce children to a Jewish child. What do you think he/she does on a Saturday? Shall we find out?</p> <p>Take the children through a day in the life of a named Jewish child (through visuals), showing them how they spend their Friday evening and Saturday. Look at Sabbath (Shabbat) day activities, focusing on family time, the Shabbat meal and the synagogue.</p> <p>Should Abbey Owl 🦉 be wearing a Kippah? Why? Why not? Can you remember a special meal? Introduce Shabbat, Jewish visitor to come into school, children to experience aspects of the Shabbat meal, listen to the blessings, etc. Children to learn about the significance of the food, the blessings, the ceremony and family time. (See Discovery RE website for suggested learning clips.)</p> <p>Children to draw/label the Shabbat table in their journals (maybe with thought bubbles to fill in: what are the children thinking?)</p> <p>Show children a picture of the Jewish child (introduced previously) at Shabbat meal with a selection of contrasting thought bubbles and children to sort according to the importance of Shabbat.</p> <p>Show children worship in the synagogue at Shabbat. Why is this so special? A day to focus on God and on family. No work, no school. Refer back to Genesis Creation Story: God rested on the seventh day.</p> </div>	<p>Shabbat is:</p> <ol style="list-style-type: none"> a) Sunday b) Saturday c) Wednesday d) Thursday <p>Shabbat is a:</p> <ol style="list-style-type: none"> a) Holiday b) Birthday c) Day of rest d) Muslim holy day <p>Why is Shabbat important to Jews? Tick 3.</p> <ol style="list-style-type: none"> a) Because on the seventh day god rested. b) Because they attend the synagogue to pray. c) Because they can watch TV d) They spend time as a family. <p>A Jewish child has been invited to a party on Friday evening what will he / she do and why?</p> <p>Discuss and clarify answers after quiz.</p>	<p>Pupils work in groups to present their learning.</p> <p>Consider using sentence stems.</p> <ul style="list-style-type: none"> • When is Shabbat and why is it on that day? • Why is Shabbat important to Jewish • What do Jewish people do on Shabbat? • Use pictures to explain what Shabbat objects are and what they are used for.

Year 2 Knowledge Organiser – Judaism

How important is it for Jewish people to do what god asks them to do?

Knowledge

Know how paintings can tell us about belief (Disciplinary)

Know what Passover is and why it is important to Jewish people

Know what the Seder plate is and what the elements represent

Know how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with him.

Word	Meaning
Passover	A Jewish Spring holiday
Seder plate	Special foods eaten at passover
Beitzah	egg
Karpas	Vegetables
Maror Chazeret	Bitter herbs
Z'ro'a	Roast lamb
Charoset	Sweet paste



'Passover' is a special holiday Jewish people.

What I think I know about Passover ...

What I can link it to... (personal knowledge)

Session 1	Session 2	Session 3	Session 4	Session 5									
<p>Being a theologian (Disciplinary)</p>	<p>Link it (Prior learning)</p>	<p>Learn it (Substantive) Teach Vocabulary</p>	<p>Check it (diagnostic assessment)</p>	<p>Show it (Oracy)</p>									
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god <p>• There are lots of different religions. Can you name any?</p> <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Jewish art from Synagogues</p> <p>Collect ideas (see, think, wonder) from pupils after watching video.</p> <p>Explain why Synagogue art is non-representational (like Islam!) they do not depict stories or people as the ten commandments tell them not to worship idols.</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Judaism is a religion. • Followers of Judaism are called Jewish or Jews. • Jewish people worship one god. • Jews worship in a temple called a Synagogue • Shabbat (Saturday) is the Jewish day of rest. God took 6 days to create heaven and Earth and on the 7th day he rested. • On Shabbat Jewish pray in the Synagogue and have a shabbat meal as a family. • Kiddush, Challah, Havdalah, Kippah <ul style="list-style-type: none"> • Use bottom part of knowledge organizer • Passover is a special holiday for Jewish people. • What I think I know about 'Passover' <ul style="list-style-type: none"> • What I can link it to? <ul style="list-style-type: none"> -Christmas -Eid -Thanksgiving 	<p>What do we mean by 'respect' (School values)? At school, who do you respect? When people ask you to do something, do you always do it? Why/why not? Who do you listen to? Why do you do as some people ask you to do but not others? Is it sometimes about consequences? Sometimes about who you love/respect (the relationship)? Sometimes about your choice?</p> <div data-bbox="945 591 1561 1336" style="border: 1px solid black; padding: 5px;"> <p>Step 2 Investigation (3 lessons)</p> <p>🌸 Introduce the key question: How important is it for Jewish people to do what God asks them to do? (God's chosen people. Special relationship/Covenant with Him)</p> <p>Teach about a special meal Jewish families have once a year at the Festival of Passover: the Seder meal. Re-tell the story of the Exodus from Egypt under Moses and make sure children know it was God who allowed the Israelites to be free from slavery. On the night they escaped He asked them to remember this night forever and gave them certain instructions i.e. told them to eat certain things, daub blood on their door posts, etc. 🌸 Why was it important that they did as God asked that night? Passover and the Seder meal are one way Jews remember their special relationship with God. They do as He asked and celebrate Passover to remember the Exodus. Teach the symbolism of the items on the Seder plate and about the meal, etc.</p> <p>www.bbc.co.uk/education/clips/z9th34j www.bbc.co.uk/education/clips/zqyv9j6 www.bbc.co.uk/education/clips/z68dxnb</p> <p>🌸 What do the ways Jews celebrate Passover tell us about how important it is for them to do as God asks? Why do Jews choose to do as God asks?</p> <p>Re-enact a Seder meal or at least let children make and taste some of the items on the Seder plate e.g. the parsley and the charoset (pronounced horoset) maybe with matzo crackers.</p> </div>	<p>Passover is:</p> <ol style="list-style-type: none"> A Christian holiday An Islamic holiday A Jewish holiday A Hindu holiday <p>Passover celebrates</p> <ol style="list-style-type: none"> The Jews exodus from Israel A special day of the week Easter The Seder plate <p>The Jewish law about food is called</p> <ol style="list-style-type: none"> Ramadan Kashrut Lent Charity <ol style="list-style-type: none"> Tick the 5 elements of the Seder plate <table border="0"> <tr> <td>Egg</td> <td>Fish</td> <td>sweet paste</td> </tr> <tr> <td>Pork</td> <td>Vegetables</td> <td>cheese</td> </tr> <tr> <td>Herbs</td> <td>Bread</td> <td>lamb</td> </tr> </table> <p>Which of our school values shows why jews keep to the food laws?</p> <ol style="list-style-type: none"> Responsibility Respect Resilience Curiosity <p>Discuss and clarify answers after quiz.</p>	Egg	Fish	sweet paste	Pork	Vegetables	cheese	Herbs	Bread	lamb	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <ul style="list-style-type: none"> • Present a Seder plate, talk about when it is eaten (Passover) and why (exodus) • What the elements represent. • Why Jewish people follow food laws (respect for god)
Egg	Fish	sweet paste											
Pork	Vegetables	cheese											
Herbs	Bread	lamb											

Why are Rosh Hashana and Yom Kippur important to Jewish children??

Knowledge
Know how clothes can help us understand belief (Disciplinary)
Know what Rosh Hashana is
Know what Yom Kippur is
Know some of the customs associated with each day
Understand why these days are important for Jewish people

Word	Meaning
Rosh Hashana	Jewish New Year
Shofar	A ram's horn trumpet
Round Challah Bread	Symbolises the circle of life or cycle of the year.
Pomegranate	A fruit with 613 seeds
Yom Kippur	The holiest day of the year for Jews.



Rosh Hashana and Yom Kippur are special holy days for Jews.

What I think I know about Rosh Hashana and Yom Kippur...	What I can link it to... (personal knowledge)

Session 1	Session 2	Session 3	Session 4	Session 5
<p>Being a theologian (Disciplinary)</p>	<p>Link it (Prior learning)</p>	<p>Learn it (Substantive) Teach Vocabulary</p>	<p>Check it (diagnostic assessment)</p>	<p>Show it (Oracy)</p>
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god <p>• There are lots of different religions. Can you name any?</p> <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Jewish clothing</p> <p>Collect ideas (see, think, wonder) from examining clothes</p> <p>Explain in detail about the significance of Jewish clothing, colours and accessories</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Judaism is a religion. • Followers of Judaism are called Jewish or Jews. • Jewish people worship one god. • Jews worship in a temple called a Synagogue • Shabbat (Saturday) is the Jewish day of rest. God took 6 days to create heaven and Earth and on the 7th day he rested. • On Shabbat Jewish pray in the Synagogue and have a shabbat meal as a family. • Kiddush, Challah, Havdalah, Kippah • Passover is a Jewish holiday that celebrates the exodus of the Jews from Israel. • Jews follow Kashrut food laws to show respect to god. The different elements of the Seder plate represent different things. <ul style="list-style-type: none"> • Use bottom part of knowledge organizer • Rosha Shannah and Yom Kippur are important for Jews • What I think I know • What I can link it to? 	<p>Read children a story about someone needing to say sorry. Have you ever needed to say sorry for something you did? How did it feel to say sorry? Did the person forgive you? How did that feel? Has anyone ever needed to say sorry to you? Did you forgive them? Was it hard to forgive them if they had been mean to you? How did you manage it? Let go and start again. What does forgiveness mean?</p> <div data-bbox="1098 494 1658 1419" style="border: 1px solid black; padding: 5px;"> <p>Step 2 Investigation (3 lessons)</p> <p>Rabbi blowing the shofar to mark the start of the 10 days of repentance/saying sorry for things you want forgiveness for over the last year, as well as time to show forgiveness to other people.</p> <p>Show visuals of the family meal at home on Rosh Hashanah (round Challah bread: circle of life and cycle of the year; pomegranate on table: 613 seeds representing the 613 commandments/rules Jewish people try to live by) and let them try apple slices dipped in honey. What do these represent? (sweetness of the new year ahead)</p> <p>At Rosh Hashanah Jews make plans for things they want to achieve in the coming year/ how they want to be/how to be better people, and ask God to help them.</p> <p>But before Jews can start the new year and these new plans, they spend 10 days thinking about the last year and what they may still need to ask forgiveness (say sorry) for, as well as the people they may still need to forgive. They try to do this so they can leave that year behind with everything forgiven and OK, then they can move into the new year. They ask God's forgiveness and for his help to say sorry to others.</p> <p>This 10 days is between Rosh Hashanah and Yom Kippur. Yom Kippur is a time of reflection, thinking about who and what is most important to you as well as a time to say sorry and plan for the next year. Wear white, no food or drink for 25 hours if over 13. 5 services in synagogue, pray to God for forgiveness as well as saying sorry to people if necessary. The shofar is blown to mark the end of Yom Kippur.</p> <p>Jewish visitor to talk about what Rosh Hashanah and Yom Kippur mean to them.</p> <p>Pictures of Jewish people in synagogue at Rosh Hashanah with thought bubbles...what are they thinking?</p> <p>Same with pictures of Yom Kippur...bubbles...what are they thinking? Are the thoughts different?</p> </div>	<p>Rosh Shanna is most similar to:</p> <ol style="list-style-type: none"> New Year Christmas Eid Easter <p>Yom Kippur is</p> <ol style="list-style-type: none"> A Jewish birthday party A special day of the week New Year The holiest day of the year for Jews <p>Choose three things Jews do on Rosh Shanna</p> <ol style="list-style-type: none"> Eat apple dipped in honey Light candles Wear white clothes Listen for the sound of the horn <p>Choose three things Jews do on Yom Kippur</p> <ol style="list-style-type: none"> Say sorry Wear white clothes Eat and drink special food Ask for forgiveness <p>Discuss and clarify answers after quiz.</p>	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <ul style="list-style-type: none"> • Pupils present information they have learnt about Rosh Hashanah • Pupils present information they have learnt about Yom Kippur • Present why these days are important for Jewish people • Talk about saying sorry and asking for forgiveness personally
<p>Teachers to plan teaching activities to achieve outcomes</p>				<p>Y3/4 A</p>

Year 3/4 Knowledge Organiser – Judaism (A)

How special is the relationship Jews have with god?



Knowledge
Know how artefacts can help us understand belief (Disciplinary)
Know what an agreement or contract is and how I would feel if it was broken.
Know why Jewish people believe they have a special relationship with god. (Abraham / Moses)
Know some of the ways Jewish people show their special relationship with god and how this makes them feel.
Know what an affirmation is and write one about someone special to me.

Word	Meaning
Covenant	Promise
Torah	The Jewish holy book
Ner Tamid	Eternal light
Mezuzah	A case containing verses from the Torah
Commandment	A rule from god
Shema	An affirmation or positive statement



Jewish people have a special promise with god.

What I think I know about Jews promise with god ...	What I can link it to... (personal knowledge)

Session 1	Session 2	Session 3	Session 4	Session 5
Being a theologian (Disciplinary)	Link it (Prior learning)	Learn it (Substantive) Teach Vocabulary	Check it (diagnostic assessment)	Show it (Oracy)
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god • There are lots of different religions. Can you name any? <p>A 'theologian' is someone who studies god and belief. How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Jewish artefacts.</p> <p>Collect ideas (see, think, wonder) from pupils after examining the artefacts.</p> <p>Explain what each artefact is and what it is used for.</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Judaism is a religion. • Followers of Judaism are called Jewish or Jews. • Jewish people worship one god. • Jews worship in a temple called a Synagogue • Shabbat (Saturday) is the Jewish day of rest. God took 6 days to create heaven and Earth and on the 7th day he rested. • On Shabbat Jewish pray in the Synagogue and have a shabbat meal as a family. • Kiddush, Challah, Havdalah, Kippah • Passover is a Jewish holiday that celebrates the exodus of the Jews from Israel. • Jews follow Kashrut food laws to show respect to god. The different elements of the Seder plate represent different things. • Rosh Hashanah / Yom Kippur • Use bottom part of knowledge organizer • Jewish people have a special promise with god • What I think I know about Jews promise with god • What I can link it to? - Ten commandments 	<p>Discuss agreements we have made, e.g. New Year's resolutions /promises/agreements. What do you expect when you make an agreement/promise? How do you seal the agreement? E.g. shake hands, sign the contract. How would you feel if someone broke the agreement with you? Have you ever broken an agreement? How did you feel? What was the response? Do you need reminding about what your agreement is? If so, how? E.g. reward chart, notes. An agreement or contract is about trust. What is trust? Who do we trust/Why? How can we help each other remember what we have agreed in the contract, e.g. writing a scroll or charter, lighting a candle, etc?</p> <div style="border: 1px solid black; padding: 5px;"> <p>Step 2 Investigation (3 lessons)</p> <p>Teach the children that Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship. Jewish history begins with the covenant (agreement/promise) between God and Abraham around 1812 BC and Abraham is considered the founder of Judaism.</p> <p>Tell the covenant story of Abraham as told in the Book of Genesis (covenant/promise) Genesis 17: 1-7.</p> <p>God made a special promise that he would look after Abraham and all his descendants and confirmed this by giving him and his wife a son, even though he was 99!</p> <p>Birth of Isaac Genesis Ch 21: 1-8</p> <p>Qu: What is the promise being made in this/these stories? Why are these stories important to Jews?</p> <p>What do these stories tell us about the relationship between the Jews and God?</p> <p>God made that promise then and Jewish people believe that he has always kept his promise to look after them.</p> <p>📺 Qu: What promise did the Jewish people make to God? Exodus ch 20: 1-17</p> <p>Moses was given the Ten Commandments and God asked the Jewish people to live by these as their promise to him.</p> <p>Explore the Ten Commandments.</p> <p>Introduce key question: Do Jewish people now still have this special relationship with God? How do we know...?</p> <p>A visit to a synagogue would be valuable. Interactive materials are free to download from www.discoveryschemeofwork.com/crossing-the-bridges</p> <p>1) synagogue: The Torah scroll and the Ner Tamid (ever-burning lamp).</p> <p>www.bbc.co.uk/education/clips/ztgjrnib . www.bbc.co.uk/education/clips/z834wmm .</p> <p>If possible visit a synagogue and discuss the key question with the Rabbi.</p> <p>Qu: What is it about the Torah scroll and what can be seen in the synagogue that tells us that Jews believe they still have a special relationship with God? Look at prayer shawl that has ten knots on each end as a reminder of the Ten Commandments.</p> <p>2) The Jewish home: Show the children a mezuzah and explain how it is found on doorposts in Jewish homes. Explain that it contains a scroll with Hebrew writing and is called the Shema. The Shema is an affirmation of Judaism and a declaration of faith in one God and it says that Jewish people should love God and keep his rules. Deuteronomy Ch 6: 4 and 5.</p> <p>www.bbc.co.uk/education/clips/zqkq8sg .</p> <p>Activity: Children can make their own Mezuzah and write the Shema as a daily reminder of the covenant between Jewish people and God. Egbert Owl 🦉 could challenge the children to make a Mezuzah for the classroom door which contains their class promise/contract. What would that contract say?</p> </div>	<p>A Covenant is:</p> <ol style="list-style-type: none"> A conversation with god A prayer A promise with god Rules from god <p>Abraham is important to Jews because</p> <ol style="list-style-type: none"> He was the first Jew He led the Jews out of Egypt He is the god of the Jews He believed in lots of gods <p>Moses is important to the Jews because</p> <ol style="list-style-type: none"> He was the first Jew He was a slave He led the Jews out of slavery in Egypt He painted pictures of god <p>Which of these items remind Jews of their promise with god. Tick two.</p> <ol style="list-style-type: none"> Mezuzah Synagogue Ner Tamid (eternal flame) Shofar <p>The ten commandments are</p> <ol style="list-style-type: none"> Laws in the UK Rules for Muslims The Jigsaw Charter Rules Jews follow to please god <p>Discuss and clarify answers after quiz.</p>	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <ul style="list-style-type: none"> • Present the idea of covenant • The story of Abraham • The story of Moses • The ten commandments • How this makes Jews feel and why

Year 5 Knowledge Organiser – Judaism

How important is it for Jewish people to do what god asks them to do?

Knowledge
Know how food can help us understand belief (Disciplinary)
Know how Jews keep kosher
Know why Jews follow Kashrut laws
Understand how Jews believe it was god who allowed the Israelites to be free from slavery. (exodus)

Word	Meaning
Kosher	Food allowed under Jewish law
Kashrut	Jewish food laws
Forbidden	Not allowed
Rights	Something everyone should have legally or morally.
Authority	The power to give orders
Exodus	A mass departure of people



Jews can only eat certain foods.	
Ways I think about the food Jews can eat...	What I can link it to... (personal knowledge)

Session 1	Session 2	Session 3	Session 4	Session 5								
<p>Being a theologian (Disciplinary)</p>	<p>Link it (Prior learning)</p>	<p>Learn it (Substantive) Teach Vocabulary</p>	<p>Check it (diagnostic assessment)</p>	<p>Show it (Oracy)</p>								
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god • There are lots of different religions. Can you name any? <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Jewish food customs (Seder Plate, kashrut law)</p> <p>Collect ideas (see, think, wonder) from pupils after examining the food stimulus.</p> <p>Explain food customs / laws is and what it is used for.</p> <p>Can pupils make connections to any other religions?</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Religion. • Judaism / Jewish / Jews. • One god. • Jews worship in a temple called a Synagogue • Shabbat (Saturday) is the Jewish day of rest. God took 6 days to create heaven and Earth and on the 7th day he rested. • On Shabbat Jewish pray in the Synagogue and have a shabbat meal as a family. • Passover is a Jewish holiday that celebrates the exodus of the Jews from Israel. • Jews follow Kashrut food laws to show respect to god. The different elements of the Seder plate represent different things. • Rosh Hashanah / Yom Kippur • Jews have a covenant with god (Abraham) • Jews follow the 10 commandments (Moses) • Use bottom part of knowledge organizer • Jews can only eat certain foods • What I think I know... • What I can link it to... 	<p>How would you feel if you were forbidden from eating your favourite food?</p> <div style="border: 1px solid black; padding: 5px;"> <p>Step 2 Investigation (3 lessons)</p> <p> Introduce the key question.</p> <p>Remind children of their responses when you told them they were forbidden to eat their favourite foods in the engagement lesson. Remind them about questioning authority.</p> <p>Teach children that God asks Jews to keep to certain rules on what they eat/don't eat. Keeping these rules is their choice and if they choose to do this it is because they respect God and want to do as He asks. They respect God's authority and believe they have a special relationship with Him.</p> <p>www.bbc.co.uk/education/clips/zqwmpv4 - Koshur foods</p> <p>After teaching what the Kashrut rules are (www.jewfaq.org/kashrut) reinforce learning with a shopping bag quiz. Pull items from bag and children decide if a Jew could eat it or not. Design a Jewish child's party menu.</p> <p> How important is it to Jewish people to do what God asks them to do? What does keeping Kosher tell us? Do all Jews do this in the same way?</p> <p>Teach about a special meal Jewish families have once a year at the Festival of Passover: the Seder meal. Retell the story of the Exodus from Egypt under Moses and make sure children know it was God who allowed the Israelites to be free from slavery. On the night they escaped, he asked them to remember this night forever. They do this with Passover and the Seder meal. Teach the symbolism of the items on the Seder plate and about the meal, etc.</p> <p>www.bbc.co.uk/education/clips/z9th34j The four questions of passover</p> <p>www.bbc.co.uk/education/clips/zqyv9j6 Shopping for passover</p> <p>www.bbc.co.uk/education/clips/z68dxbn The story of the passover</p> <p>What does the way Jews celebrate Passover tell us about how important it is for them to do as God asks? Refer to Exodus and its celebration at Passover.</p> </div> <p>How to Keep Kosher: 14 Steps (with Pictures) – wikiHow</p> <p>NB make a point about orthodoxy and strictness</p> <p>Children choose a right from the Universal Declaration of the Rights of the Child that they consider to be very important and explain how and why they would choose to try to respect it. What will happen if they don't?</p> <p>Just as these "rules" (rights) are important to people because they respect human beings, so Jews choose to keep God's requests (rules) because they respect God and His authority</p>	<p>Keeping Kosher means</p> <p>A) Being vegetarian</p> <p>B) Following Kashrut food law</p> <p>C) Having the freedom to eat what you want</p> <p>D) You have food allergies</p> <p>Tick four food not allowed under kashrut</p> <table border="0"> <tr> <td>Crab</td> <td>horse meat</td> </tr> <tr> <td>Vegetables</td> <td>Fish</td> </tr> <tr> <td>Eggs</td> <td>prawns</td> </tr> <tr> <td>Pork</td> <td>lamb</td> </tr> </table> <p>Which statement is untrue, tick one.</p> <p>Under Kashrut</p> <p>A) Meat and dairy must be kept separate</p> <p>B) Meat must be specially prepared</p> <p>C) Any part of a kosher animal can be eaten.</p> <p>D) Shell fish are not kosher</p> <p>Why do Jews keep Kosher? Tick two.</p> <p>A) To respect god's wisdom.</p> <p>B) So they can invite friends over for dinner</p> <p>C) To build religious discipline</p> <p>D) Because of animal welfare.</p> <p>Discuss and clarify answers after quiz.</p>	Crab	horse meat	Vegetables	Fish	Eggs	prawns	Pork	lamb	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <p>Welcome guests to a kosher reataurant. Explain why the restaurant follow kashrut.</p> <p>Describe the menu and the steps that have been taken.</p> <p>Describe things that have not happened to reassure the guests.</p>
Crab	horse meat											
Vegetables	Fish											
Eggs	prawns											
Pork	lamb											

Year 6 Knowledge Organiser – Judaism

What is the best way for a Jew to show commitment to God?

Knowledge
Know how geography can help us understand belief (Disciplinary)
Know why you must wait for a certain age for some things.
Know what commitment means and give examples of what I am committed to.
Know some of the ways Jews show commitment to god.
Know that some ways of showing commitment are more significant than others.

Word	Meaning
Bar Mitzvah	Jewish Coming of age ceremony for boys
Bat Mitzvah	Jewish Coming of age ceremony for girls
Mitzvah	A religious rule
Mitzvah Day	An annual Jewish community day
Mitzvot	The 613 Jewish religious laws.



Jewish people show commitment to god in lots of ways.

What I think I know about how Jews show commitment to god...	What I can link it to... (personal knowledge)

Session 1	Session 2	Session 3	Session 4	Session 5
<p>Being a theologian (Disciplinary)</p>	<p>Link it (Prior learning)</p>	<p>Learn it (Substantive) Teach Vocabulary</p>	<p>Check it (diagnostic assessment)</p>	<p>Show it (Oracy)</p>
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god • There are lots of different religions. Can you name any? <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine A map of where Jewish people are found</p> <p>Collect ideas (see, think, wonder) from pupils after examining the food stimulus.</p> <p>Explain food customs / laws is and what it is used for.</p> <p>Can pupils make connections to any other religions?</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Religion. • Judaism / Jewish / Jews. • One god. • Jews worship in a temple called a Synagogue • Shabbat (Saturday) is the Jewish day of rest. God took 6 days to create heaven and Earth and on the 7th day he rested. • On Shabbat Jewish pray in the Synagogue and have a shabbat meal as a family. • Passover is a Jewish holiday that celebrates the exodus of the Jews from Israel. • Jews follow Kashrut food laws to show respect to god. The different elements of the Seder plate represent different things. • Jews have a covenant with god (Abraham) • Jews follow the 10 commandments (Moses) • Use bottom part of • Kosher and non kosher food • knowledge organizer • Jews show commitment to god in lots of ways. • What I think I know... • What I can link it to... 	<p>At what age are you old enough to... e.g. own a pet/get married /go to the shop on your own/ride tea, etc.</p> <p>Discuss in talking partners and feed back to class.</p> <p>Children make a timeline of their lives so far, marking all the milestones start nursery/start school, etc. This is about taking responsibility (school value).</p> <p>Then ask when are you old enough to decide on your religion?</p> <div data-bbox="1151 325 1753 1388" style="border: 1px solid black; padding: 5px;"> <p>Step 2 Investigation (3 lessons)</p> <p> What is the best way for Jews to show commitment to God?</p> <p>What do we know already about how Jews show their commitment to God?</p> <p>Covenant: Ten Commandments/leading good life. Shabbat/Seder/Kashrut/synagogue/worship/Torah/Festivals/homelife, etc.</p> <p>www.bbc.co.uk/education/clips/zdb9jxs Judaism at home</p> <p>www.bbc.co.uk/education/clips/zwkq6sg Meet a Jewish family</p> <p>What else can we learn about ways Jews show their commitment to God?</p> <p>Traditions of Bar Mitzvah</p> <p>www.bbc.co.uk/education/clips/zm7tfg8 Preparing for Bat Mitzvah</p> <p>www.bbc.co.uk/education/clips/zqnc82p Teach about the Bar/Bat Mitzvah ceremonies and why these are important to young Jews. How do they show commitment to God? Taking responsibility for your own beliefs, religion and behaviour.</p> <p>Other rites of passage also show how at every stage of a Jew's life there is a ceremony, showing that every aspect of life has God involved</p> <p>www.bbc.co.uk/education/clips/z9s4dmn Meet a young Jewish boy (reference to Circumcision but not explained).</p> <p>Mitzvah - doing good and helping others.</p> <p>Mitzvah Day (3rd Sunday in November)</p> <p>www.mitzvahday.org.uk</p> <p>There are 613 rules/suggested ways this can be done</p> <p>www.jewfaq.org.uk/613.htm</p> <p>Qu: How does it help them in their commitment to their faith?</p> <p>Doing good in the world could be a way of showing commitment to God.</p> <p> Do the children have any questions for Egbert Owl?</p> <p>www.wjr.org.uk World Jewish Relief is just one example of a Jewish charity putting belief into practice.</p> <p>Looking after the environment could be a way of showing commitment to God who, they believe, created the world.</p> <p>Tree planting ceremony Tu B'Shevat www.beliefnet.com</p> <p>Prayer and worship at home and at the synagogue are important ways Jews show commitment to God.</p> <p>www.bbc.co.uk/education/clips/zqkq6sg The Shema.</p> </div>	<p>Bar / Bat Mitzvahs are: tick one</p> <p>A) Birthday parties</p> <p>B) Coming of age ceremonies</p> <p>C) Holidays</p> <p>D) Sunday school events</p> <p>Jewish boys have a Bar Mitzvah at:</p> <p>A) 10</p> <p>B) 18</p> <p>C) 16</p> <p>D) 13</p> <p>True or false. A Bat Mitzvah is held at the same age as a Bar Mitzvah?</p> <p>A 'mitzvah' is</p> <p>A) A religious rule</p> <p>B) A prayer</p> <p>C) A party</p> <p>D) A type of food</p> <p>Name three different ways Jews show their commitment to god.</p> <p>Which ways do you think are the most effective ways Jews can show commitment to god and why?</p> <p>Discuss and clarify answers after quiz.</p>	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <p>As a group choose some of the 613 mitzvot that you think are effective ways for Jews to show commitment to god.</p> <p>Create a poster and present and justify your ideas to the class/</p>

Term 2

Christianity



Year 1 Knowledge Organiser – Christianity

What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?

Knowledge
What places of worship can tell us about belief (Disciplinary)
Know the Christmas Story
Know why some gifts are special
Suggest a gift that Christians might choose for Jesus and explain why he is special to them

Word	Meaning
Nativity	The Christmas story
Gold	A precious metal
Frankincense	A fragrant smelling tree resin
Myrrh	A bitter smelling tree resin
Jesus	The son of the Christian god



Christian believe that Jesus was a special gift.

What I think I know about Jesus	What I can link it to... (personal knowledge, special gifts)

Session 1	Session 2	Session 3	Session 4	Session 5
<p>Being a theologian (Disciplinary)</p> <p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god <p>• There are lots of different religions. Can you name any?</p> <ul style="list-style-type: none"> • Islam • Christianity • Judaism • Buddhism • Sikhism • Hinduism <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in?</p> <p>Sources of evidence.</p> <p>We are going to be theologians and examine a church: the place where Christian people go to worship god.</p> <p>Collect ideas (see, think, wonder) from pupils after watching video.</p>	<p>Link it (Prior learning)</p> <p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Christianity is a religion. • Followers of Christianity are called Christians • Christians worship one god. • Christians worship in a temple called a Church. <p>• Use bottom part of knowledge organizer, Collect ideas on flipchart, whole class discussion. Teacher to transcribe ideas in knowledge organizer and photocopy for books.</p> <ul style="list-style-type: none"> • What I can link it to - Special Gifts - -Eid clothes, Eid presents - Red envelopes etc 	<p>Learn it (Substantive) Teach Vocabulary</p> <ul style="list-style-type: none"> • What presents might Christians want to give Jesus if He was born today? Children draw a picture of this gift on Activity Sheet 2. Teacher to scribe whilst children explain why think their gifts would be meaningful for Jesus. • Can the child explain why Christians believe Jesus is a special gift from God to the world? <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Step 2 Investigation (2 lessons)</p> <p>Use a Children's Bible to tell the Christmas story. Ask the children which gifts were given and by whom. Teacher has a Christmas sack/bag of gifts, including a range of gifts you may give a baby as well as those in the original story. Children to match the gifts to the characters in the story and teacher to ask 🗣️ Qu: Why were these gifts given to baby Jesus? Teach the symbolism of the gifts to Christians and if possible children to handle fool's gold, frankincense and myrrh. Were these meaningful gifts for baby Jesus?</p> <p>Activity: Children to re-tell the Christmas story by making story sticks. Children to have a range of collage materials and stick them on a twig to remember significant parts of the story and gifts that were given. e.g. white cotton wool for lamb, gold shiny paper for gold, blue material for Mary's clothes. Children could act out the story. You could use characters to form a Nativity scene to support the Christmas story and who gave which gifts.</p> </div>	<p>Check it (diagnostic assessment)</p> <p>Who were the parents of Jesus?</p> <ol style="list-style-type: none"> Mary and Steven Mike and Mary Mary and Joseph Joseph and Julie <p>Which town was Jesus born in?</p> <ol style="list-style-type: none"> Bethlehem Bristol Mecca Arimathea <p>What did the wise men bring Jesus? Tick 3.</p> <ol style="list-style-type: none"> Gold Myrrh Chocolate Frankincense. <p>What did the Wise men follow?</p> <ol style="list-style-type: none"> Satnav Directions Map Star <p>Where was Jesus born?</p> <ol style="list-style-type: none"> Stable Inn Hotel Hospital <p>Discuss and clarify answers after quiz.</p>	<p>Show it (Oracy)</p> <p>Pupils work in groups to present their learning.</p> <p>Consider using sentence stems.</p> <ul style="list-style-type: none"> • When is Christmas and why is it on that day? • Why is Christmas important to Christians? • What do Christian people do on Christmas? • Use pictures to show what gifts Christian people might give each other on Christmas day.

Year 2 Knowledge Organiser – Christianity

Why do Christians believe God gave Jesus to the world?

Knowledge

Know how paintings can tell us about belief (Disciplinary)

Know that some problems can be solved with love.

Know the Christmas story

Know why Christians think God gave Jesus to the world.

Word	Meaning
Advent	The countdown to Christmas
Christmas	The Christian holiday celebrating the birth of Jesus
Christian	Someone who believes in the religion of Christianity
Jesus	The son of the Christian God
Bible	The Christian holy book



Christians believe God gave Jesus to the world as an act of love.

What I think I know about God giving Jesus to the world.

What I can link it to... (personal knowledge, acts of love)

Session 1	Session 2	Session 3	Session 4	Session 5
<p>Being a theologian (Disciplinary)</p>	<p>Link it (Prior learning)</p>	<p>Learn it (Substantive) Teach Vocabulary</p>	<p>Check it (diagnostic assessment)</p>	<p>Show it (Oracy)</p>
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god <p>• There are lots of different religions. Can you name any?</p> <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Christian art from churches.</p> <p>Collect ideas (see, think, wonder) from pupils after watching video.</p> <p>Explain why church art is representational. Christians do depict stories or people as the ten commandments tell them not to worship idols.</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Christianity is a religion. • Followers of Christianity are called Christians • Christians worship one god. • Christians worship in a temple called a Church. • The Christmas story is important to Christians because they believe God gave Jesus to the world. • Jesus' coming to the world shows Christians how they could love/help people and the world. <ul style="list-style-type: none"> • Use bottom part of knowledge organizer • Jesus is an important person for Christians. What does it mean that God gave Jesus to the world? • What acts of love can I think of? • What I can link it to? - Helping a person in need - Sharing something special with someone 	<p>Discuss how God wanted Jesus to save/help the world, not by himself, but by teaching others to love each other and their world, helped by God. Christians believe Jesus came to teach everybody to love one another and be kind to each other. How do I show love to the world?</p> <div data-bbox="996 396 1587 1275" style="border: 1px solid black; padding: 5px;"> <p>Step 2 Investigation (3 lessons)</p> <p>Recap the Christian belief that God gave Jesus to the world to save/help it.</p> <p>🌸 Does the world need to be saved/rescued? Do people need to be saved/rescued?</p> <p>Look at problems in the world, using pictures from the book 'George saves the world by lunchtime' and other examples.</p> <p>Who has caused these problems?</p> <p>Recap that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as a time of his birth.</p> <p>Discuss how Christians prepare/look forward to Christmas? Use two Advent calendars, one commercial, the other depicting a traditional Christmas scene. Which ones are about the Christian story of Christmas?</p> <p>Tell the Christmas story, using props/story bag and then look again at the Advent Calendars and discuss which are represented in the story.</p> <p>🌸 When baby Jesus was visited in the Christmas story did He have a wand/flying cape/ magical powers? If not, how was He going to save/rescue the world? What was God's plan? Christians believe Jesus is God in human form so He has God's love and power and does not need magical powers.</p> <p>Recap Bible stories we have shared that show examples of Jesus showing love and kindness, e.g. story of paralysed man, story of Zacchaeus, etc.</p> <p>What was Jesus teaching through His actions?</p> <p>🌸 How can showing love to people save/rescue them?</p> <p>Draw out that Jesus came to teach everybody to love one another and be kind to each other and in this way the world would become a better place.</p> <p>'Love your neighbour as yourself' (Mark 12:28-31).</p> <p>Christians believe God gave Jesus to the world to save/rescue it. Do children have any questions for Sofia Owl 🌸? Use envelope cards.</p> </div>	<p>God wanted Jesus to:</p> <p>A) Save the world B) Share his feelings C) Teach humans to love one another D) Travel the world</p> <p>The Christmas story teaches</p> <p>A) The Jews exodus from Israel B) How Jesus died and came back to life C) God gave Jesus to the world D) The Seder plate</p> <p>Retell the Christmas Story using a basic Nativity story map.</p> <div data-bbox="1709 789 2048 1263"> <p>The diagram illustrates the Christmas story in a sequence of scenes: 1. Mary and Joseph with baby Jesus. 2. Shepherds visiting baby Jesus. 3. Wise men visiting baby Jesus. 4. A larger scene showing the birth of Jesus in a stable with shepherds and wise men.</p> </div> <p>Discuss and clarify answers after quiz.</p>	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p>

Year 3/4 Knowledge Organiser – Christianity

Has Christmas lost its true meaning? (B)

Knowledge
Know how clothes can help us understand belief (Disciplinary)
Know that Christmas involves giving and receiving gifts
Know that Christians believe Jesus was god in human form
Know how Christians celebrate Christmas
Know that is a difference between Christian Christmas and Christmas traditions.

Word	Meaning
Meaningful	Something that's important to people
Christmas Day	25 th December when Christians celebrate the birth of Jesus
Christmas pudding	Fruit cake eaten at Christmas
Christmas present	Presents given on Christmas Day
Saviour	God or Jesus is seen as the saver of souls and redeemer of sin
Tradition	Customs or beliefs celebrated over a long period of time



Christmas Day is a special holy day for Christians.

What I think I know about Christmas...	What I can link it to... (personal knowledge, special days)

Session 1	Session 2	Session 3	Session 4	Session 5
<p>Being a theologian (Disciplinary)</p>	<p>Link it (Prior learning)</p>	<p>Learn it (Substantive) Teach Vocabulary</p>	<p>Check it (diagnostic assessment)</p>	<p>Show it (Oracy)</p>
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god <p>• There are lots of different religions. Can you name any?</p> <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Christian clothing</p> <p>Collect ideas (see, think, wonder) from examining clothes</p> <p>Explain in detail about the significance of Christian clothing, colours and accessories</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Christianity is a religion. • Followers of Christianity are called Christians • Christians worship one god. • Christians worship in a temple called a Church. • The Christmas story is important to Christians because they believe God gave Jesus to the world. • Jesus' coming to the world shows Christians how they could love/help people and the world. <ul style="list-style-type: none"> • Use bottom part of knowledge organizer • What I think I know <p>What do you know about the Christmas story? Why is Christmas a special time in the year for Christians? What Christmas traditions do you know?</p> <ul style="list-style-type: none"> • What I can link it to? • Eid is a special day • Sabbath is a special • Buddha's birthday is special 	<p>Children to sort religious and non-religious words, pictures and objects. e.g. Santa, birth of Jesus. Could do this using Christmas cards or advent calendars. Some cards may be in both piles, e.g. Christmas presents.</p> <div data-bbox="980 389 1510 1153" style="border: 1px solid black; padding: 5px;"> <p>Step 2 Investigation (3 lessons)</p> <p>From the 'Big Christmas Gift Box', choose a child to pull out a mystery item. Each group takes its mystery item back to their table and explores: What is it? How is it used at Christmas, and what it might mean to Christians?</p> <p>Back in the circle they feed back to tell Huey Owl 🦉 their answers. Explore what Christmas means to Christians from the starting points of the items.</p> <p>(Items could include: Advent candle, Christmas pudding, Advent calendar with Nativity scene, Christmas carol sheet, Christmas card, Christmas tree fairy, etc.)</p> <p>Conclude: to Christians, Christmas is very important because they are celebrating God's son, Jesus, coming to earth to help people. (The Incarnation)</p> <p>Read Christmas story. Reinforce the significance of shepherds, wise men, star, gifts, etc.</p> <p>Visit the local church to see the nativity scenes or act out the story.</p> <p>What is the true meaning of Christmas for Christians?</p> <p>Do children have any questions for Huey Owl? 🦉</p> <p>Make a class Christmas tree with decorations to show all the non-Christian aspects of Christmas (that might be meaningful to the children) e.g. gifts, cards, meals, family etc.</p> <p>Make a second Christmas tree with decorations to show ways in which Christmas is meaningful to Christians. (Include birthday card for Jesus, thank yous to Jesus for saving/helping the world, star, gold, frankincense etc. anything to illustrate Christian meaning which is that Jesus is the incarnation of God on earth i.e. God sent Jesus to the earth to save/rescue people from their 'sin' and show them how to gain salvation.)</p> <p>What does having 'meaning' mean?</p> </div> <p>Do I think Christmas has lost its true meaning?</p>	<p>Christians believe</p> <ol style="list-style-type: none"> A) Jesus was a man B) Jesus was god in a human form C) Jesus cared for animas <p>A saviour is</p> <ol style="list-style-type: none"> A) Someone who saves other souls from sin B) Someone who helps the poor C) Someone <p>Christmas is very important because</p> <ol style="list-style-type: none"> A) People give presents B) It is a time to celebrate God's son, Jesus, coming to earth to help people. C) It is a time to sing Christmas carols D) It is a time to remember Jesus' sacrifice to the world <p>Tick the Christmas traditions</p> <ol style="list-style-type: none"> A) Eating turkey B) Eating Christmas pudding C) Giving presents D) Building a snowman E) Giving Christmas cards F) Lighting a candle <p>What is the difference between Christmas and Christmas traditions? Explain your answer.</p> <p>Discuss and clarify answers after quiz.</p>	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <ul style="list-style-type: none"> • Pupils present information they have learnt about the Christmas story • Pupils present information they have learnt about the traditions of Christmas • Present why Christmas day is important for Christian people. • Pupils present significant objects that Christian use to celebrate the Christmas story
<p>Teachers to plan teaching activities to achieve outcomes</p>				



What is the most significant part of the nativity story for Christians today?

Knowledge
Know how artefacts can help us understand belief (Disciplinary)
I know that some objects or pictures have meanings (Symbolism)
I know what Christians might learn about Jesus from a Christian symbol.
I know what Christmas means to Christians (incarnation)

Word	Meaning
Tradition	Customs or beliefs celebrated over a long period of time
Nativity	The Christmas story of Jesus' birth
Symbolic	An object or picture which represents something important
Christmas	The Christian celebration of the birth of Jesus
Incarnation	A god in human form
Christingle	A symbolic object made from an orange, sweets, a candle and a red ribbon



Christians believe the nativity story is an important.

What I think I know about why nativity is important	What I can link it to... (personal knowledge, important stories)

Session 1	Session 2	Session 3	Session 4	Session 5
<p>Being a theologian (Disciplinary)</p>	<p>Link it (Prior learning)</p>	<p>Learn it (Substantive) Teach Vocabulary</p>	<p>Check it (diagnostic assessment)</p>	<p>Show it (Oracy)</p>
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god <p>• There are lots of different religions. Can you name any?</p> <p>A ‘theologian’ is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Christian clothing</p> <p>Collect ideas (see, think, wonder) from examining clothes</p> <p>Explain in detail about the significance of Christian clothing, colours and accessories</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Christianity is a religion. • Followers of Christianity are called Christians • Christians worship one god. • Christians worship in a temple called a Church. • The Christmas story is important to Christians because they believe God gave Jesus to the world. • Jesus’ coming to the world shows Christians how they could love/help people and the world. • Jesus was God in a human form. • Jesus was a saviour and wanted to save humans from sin. • Christians have Christmas traditions to help them celebrate the Christmas. • Use bottom part of knowledge organizer • What I know about the nativity story • Do you know any parts of the Christmas story? • What significant people do you know in the nativity story? • What I can link it to. • Islamic story – The story of Prophet Mohamed. • Jewish story – the story of Moses 	<p>What is the most significant part of the Nativity story for Christians today? Children to design a Christmas tree decoration which symbolises what Christmas means to Christians. What is the most significant part of the Nativity story for you?</p> <div data-bbox="830 529 1717 1110" style="border: 1px solid black; padding: 5px;"> <p>Step 2 Investigation (3 lessons)</p> <p>Egbert Owl is wearing tinsel and sitting in a Christmas stocking (or similar). Children given two minutes to note down as many Christmas symbols as they can think of, both religious and commercial.</p> <p>Children to share their ideas and teacher to discuss how some of these symbols signify the Christian meaning of Christmas, whilst others are commercial. Children could thumbs up and down on this.</p> <p>Read/show the children the Christmas story and discuss how there are important symbols during the story which signify an important event. Children to refer to their whiteboards and cross-reference whether they have any symbols from the story and add any more from the Christmas story.</p> <p>Qu: What symbols are there and what meaning do they have? What do they stand for?</p> <p>Symbols to consider;</p> <p>The angel symbolises that Jesus was not just an ordinary man. Angels are not an everyday occurrence and were there to show people that Jesus was a special gift from God. The Incarnation of God.</p> <p>The star guided the wise men just as Jesus is the light that guides people to God.</p> <p>The wise men and the Shepherds are an interesting contrast between rich and poor, symbolising that Jesus is a gift from God to everyone.</p> <p>The gifts from the wise men: gold is a precious metal symbolising how precious Jesus is and represents his Kingship. Frankincense is used in perfume and incense and represents Jesus’ priestly role. Myrrh is also used in perfumes and incense and in Jesus’ day was an embalming ointment which symbolises his death.</p> <p>The manger and stable were humble beginnings for a ‘King’.</p> <p>The stable continues to represent humble beginnings as there was no room for Jesus which runs parallel to people not finding room in their lives for God.</p> <p>Jesus as God’s son symbolises God’s gift to the world in order to save and help the world.</p> <p>Children to research what the different symbols mean. Introduce concept of INCARNATION.</p> <p>Arrange a possible visit to a church to explore other symbols of Christianity. Discuss with the Vicar what they consider to be the most important symbol of Christmas and why? Use ‘Crossing the Bridges’ material. See www.discoveryschemeofwork.com.</p> <p>Show the children a Christingle and discuss the meaning of it for Christians as ‘Christ’s Light’ and as a symbol of Christian faith. Explain that lots of churches hold Christingle services around this time of year. Show the children the different parts, each one being there to remind us of something/symbols.</p> <p>The orange represents the world, the candle is to remind us of Jesus as Christians believe Jesus is the light of the world. The red ribbon goes all around the ‘world’ and reminds Christians that Jesus died because it symbolises His blood. The four cocktail sticks have two meanings; the four seasons or the four corners of the world and the sweets or dried fruit symbolise God’s gifts to the world including kindness and love. Children can make these and share with Egbert 🦉.</p> </div>	<p>Which symbols are important to Christians? Tick two.</p> <ol style="list-style-type: none"> 1. The cross 2. Christmas crackers 3. Doves 4. Turkeys <p>True or false, Christians believe Jesus was God in human form?</p> <p>Which of these was not a gift from the wise men?</p> <ol style="list-style-type: none"> 1. Frankincense 2. Silver 3. Gold 4. Myrr <p>What type of fruit is a Christingle made from?</p> <ol style="list-style-type: none"> 1. Lemon 2. Lime 3. Orange 4. Pear <p>Put these parts of the Nativity story into the correct order.</p> <ol style="list-style-type: none"> A) Jesus is born. B) The wise men saw a star. C) Mary and Joseph aren't given space in any of the inns. D) The angel comes to visit Mary. 	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <ul style="list-style-type: none"> • Retell the significant parts of the nativity story • Explain why the nativity story is important for Christians today. • Explain the concept of incarnation • explain that some objects and pictures are symbolic to Christians.

Year 5 Knowledge Organiser – Christianity

Is the Christmas story true?

Knowledge
Know how food can help us understand belief (Disciplinary)
Know that true can mean different things to different people
Know that stories can be true in different ways
Know that Christians believe Jesus was the incarnation of god
Form my own opinion of whether the Christmas story is true.

Word	Meaning
Christmas	The Christian celebration of the birth of Jesus
True	Accurate or a fact
Incarnation	A god in human form
Subjective	Based on someone's opinions or feelings
Messiah	A person who will save people
Eye-witness	Someone who sees something happen



Christians believe the Christmas Story actually happened other people do not.

What I know about the Christmas Story	What I can link it to... (personal knowledge, stories not everyone believes in)

Session 1	Session 2	Session 3	Session 4	Session 5
<p>Being a theologian (Disciplinary)</p>	<p>Link it (Prior learning)</p>	<p>Learn it (Substantive) Teach Vocabulary</p>	<p>Check it (diagnostic assessment)</p>	<p>Show it (Oracy)</p>
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god • There are lots of different religions. Can you name any? <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Christian food customs (communion, Christingle, pancakes, Easter eggs etc.)</p> <p>Collect ideas (see, think, wonder) from pupils after examining the food stimulus.</p> <p>Explain food customs / laws is and what it is used for.</p> <p>Can pupils make connections to any other religions?</p> <p>Compare Christian food customs with what they</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Religion. • Christians/Christianity • One god and the holy trinity – God, the son and the Holy Spirit. • Jesus sent to Earth by God to save humans from the consequences of their sins • The Christian holy book is the Bible – old and new testament • Christians worship in a temple called a Church • Christians go to Church on Sunday • Christians have certain symbols that are important to them such as the cross, candles, doves and fish. • Christians use different artefacts to help them to represent God and to worship, such as altars for holy water • Christians believe Jesus is the incarnation of god • They believe that he is the messiah • Use bottom part of Christmas story knowledge organizer • What I think I know... • What I can link it to... 	<p>Teacher to show the children a news clip showing an event that has happened. Children to watch with no sound and then on whiteboards have two minutes to write their eye-witness account. Teacher to ask for some of the accounts to be read out. Are the accounts the same? Why not? Children to watch the news clip again this time with sound. Qu: What happened? Does the version of events match your eye witness account? What's different and why? What's the same? So which of our accounts is true? What does true mean?</p> <p>Discuss different types of truth e.g. historical, scientific, personal (beliefs). Why are we thinking about different types of truth when we are about to study Christmas? Introduce Enquiry Question: Is the Christmas story true?</p> <div data-bbox="766 648 1737 1300" style="border: 1px solid black; padding: 5px;"> <p>Step 2 Investigation (3 lessons)</p> <p>👉 Qu: What do you know about the Christmas story? Children to share their ideas and teacher to scribe, making a large brainstorm (including the date we celebrate Christmas).</p> <p>Teacher to show the children a selection of artwork, Christmas cards and advent calendars which show the nativity scene (with everyone present, including wise men, shepherds, etc.). Internet search for "nativity scenes in art" for ideas.</p> <p>Read the children a very simplified version of the Christmas story which shows everyone in the stable at the same time.</p> <p>Qu: Who is present at the birth of Jesus? Why are they all there at the same time?</p> <p>Qu: Is this Christmas story true?</p> <p>Explain that we are going to investigate different accounts of the Christmas story in the Bible according to different people.</p> <p>Luke Ch 1: 26-38 and Ch 2: 1-20</p> <p>Matthew Ch 1: 18 - Ch 2: 12</p> <p>Class split in half and one half to have a copy of Luke's account to read and the other half to have Matthew's account. Children to read their account and then make a story map of the events that are told.</p> <p>Children to then pair up with someone with a different version and each read their story and show their partners their story map.</p> <p>In pairs they have a few minutes to note down the similarities and differences between the two accounts.</p> <p>Both groups to come back together and share their findings. Qu: Who's version of the Christmas story is true? Why? Why are there different versions? What type of 'true' is this?</p> <p>👉 Qu: If we are questioning who was actually present during the Christmas story and when they were there, what else might be true/not true?</p> <p>👉 Qu: Was Jesus really born on the 25th December?</p> <p>www.bbc.co.uk/education/clips/zshyr82 The first Christmas</p> <p>Introduce the key question: Is the Christmas story true?</p> <p>If we are questioning the factual side of the Christmas story, can it be true in a different way?</p> <p>Can stories and events have meaning i.e. can we learn from them even if they didn't happen exactly as recorded? Possible Christian visitor to answer the question of what does Christmas mean to them. Is Christmas true to them? How?</p> <p>Direct Teaching: Christians believe Jesus is the Incarnation of God on Earth. God gave Jesus to the Earth to show people how to lead good lives, forgive them for the things they do wrong and prove to them (through his resurrection) that there is life after death.</p> <p>Come back to discuss different types of truth: historic/scientific/personal. Is one of these more important? Which type of truth can be applied to the Christmas story? Could do a simple experiment to discuss scientific truth.</p> </div>	<p>Which of these is not a type of truth</p> <ol style="list-style-type: none"> 1. Scientific 2. Personal (belief) 3. Magical 4. Historical <p>Write a definition for an eye-witness.</p> <p>Which statement about Christian food is untrue, tick one.</p> <ol style="list-style-type: none"> 1. Christingles are used as a part of the Christmas celebrations 2. Christians believe that the wine drunk during Communion is the blood of Christ 3. Christians fast in the run up to Christmas 4. Easter eggs symbolise new life <p>Why do Christians celebrate Christmas? Tick one.</p> <ol style="list-style-type: none"> A) To have a fun party. B) To celebrate the birth of Jesus. C) So they can have lots of presents. D) To celebrate Jesus' sacrifice for people's sins. <p>Discuss and clarify answers after quiz.</p>	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <p>Children create their own news channels where they act as a presenter and different eye-witnesses. The eye-witnesses discuss what they saw at the birth of Jesus – these can have similarities and differences to each other. Characters could be the three wise men, Luke and Matthew, the angel etc.</p> <p>Discuss as a class why the different accounts are similar/different for each character.</p>

Teachers to plan teaching activities to achieve outcomes

Year 6 Knowledge Organiser – Christianity

Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?

Knowledge
Know how geography can help us understand belief (Disciplinary)
Know that some ways of celebrating Christmas are directly linked and others are not.
Know how Christians celebrate Christmas.
Know why Jesus is significant to Christians and why they believe he was born.
Know which ways of celebrating Christmas are linked to Jesus.

Word	Meaning
Christmas	The Christian celebration of the birth of Jesus
Nativity	The Christmas story of Jesus' birth
Religious celebration	A special celebration that takes place to worship a religion
Incarnation	A god in human form
Tradition	Customs or beliefs celebrated over a long period of time
Miracle	A remarkable event that can't be explained by natural causes
Divinity	Something that has the qualities of a god



Christmas Traditions and Celebrations

What I think I know about Christmas traditions and celebrations	What I can link it to... (personal knowledge, traditions and celebrations)

	Session 2	Session 3	Session 4	Session 5
Being a theologian (Disciplinary)	Link it (Prior learning)	Learn it (Substantive) Teach Vocabulary	Check it (diagnostic assessment)	Show it (Oracy)
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god • There are lots of different religions. Can you name any? <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine A map of where Christian people are found and compare these with maps of where Jewish people live.</p> <p>Can pupils make connections to any other religions?</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Religion. • Christians/Christianity • One god and the holy trinity – God, the son and the Holy Spirit. • Jesus sent to Earth by God to save humans from the consequences of their sins • The Christian holy book is the Bible – old and new testamant • Christians worship in a temple called a Church • Christians go to Church on Sunday • Christians have certain symbols that are important to them such as the cross, candles, doves and fish. • Christians use different artefacts to help them to represent God and to worship, such as altars for holy water • Christians believe Jesus is the incarnation of god and that he performed many miracles • Use bottom part of Christmas traditions and celebrations • knowledge organizer • What I think I know... • What I can link it to... 	<p>What is Christmas? When is it? What is the story of Christmas? Introduce the idea of celebrations Sort celebrations into those that celebrate a past event and those that celebrate something new (marriage etc) Discuss how things are celebrated. How is Christmas celebrated? Discuss how advent is celebrated too in the run up to Christmas. Make a list of religious celebrations.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Step 2 Investigation (3 lessons)</p> <p> Introduce the question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? What are children's initial responses?</p> <p>Use pictures, video, Christmas cards, decorations etc to pool ideas about how Christmas is celebrated in this country. Does everybody celebrate Christmas? Why/Why not?</p> <p>What celebrations and traditions do we have around the time of Christmas? Do they all help us understand what Christians are celebrating?</p> <p>Discuss and list Christmas 'activities' e.g. singing songs, going to church, giving presents, Christmas cakes, crackers, Christmas trees, stars, angels, Christmas cards, holly wreaths, building nativity scenes or cribs in public places and homes, parties, decorations, turkey, Father Christmas, reindeer etc. Could also bring in charity donations instead or as well as presents such as Operation Christmas Child if the school subscribes to this. Create a class list that can be referred to over the investigation.</p> <p>Gudrun Owl asks: What has all this got to do with Jesus? Read the Christmas story from Luke 2: 1-20. Compare written source with interpretations on the internet e.g. www.biblesociety.org.uk/search/christmas/. What are the key messages that we can learn from these sources about the significance of Jesus' birth to Christians? What can we understand from the words or pictures about Christian beliefs about Jesus?</p> <p>Christians celebrate the arrival of Jesus as God's Son - The Incarnation. They are grateful because they believe Jesus brought to earth a message from God about how to live a good life. He performed miracles, helped people and offered forgiveness of sins. Christians believe that through his death and resurrection Jesus would grant all of humanity a fresh start and He was God "incarnate" (God made man). Look more closely at the word "incarnation" as this is the key fact of Jesus' birth - that God became fully human whilst also retaining his divinity. Gudrun Owl doesn't understand this. Can the children explain 'incarnation'? Where can we see this demonstrated in Christmas celebrations and traditions discussed earlier?</p> <p>Through class discussion, create a list of criteria or questions that would determine whether a tradition or celebration would help a Christian understand Jesus continually referring back to what Christians believe about Jesus' birth and life e.g. does it re-enact part of the nativity story, does it remind us that Jesus' came to save/help/heal. In groups, children take a tradition or celebration and research its origin and decide using the criteria whether or not they believe it would help Christians understand Jesus (e.g. singing carols tells the story from the Gospel but other Christmas songs such as Rudolph do not!) (Ensure all on Activity Sheet are covered). Present their findings to rest of the class and class discuss/vote on whether they feel it is meaningful to Christians or something which has evolved but does not support the understanding of Jesus.</p> </div>	<p>Christmas is: tick one</p> <p>A) A holiday from school B) The Christian celebration of the birth of Jesus C) A party in the winter-time D) The Christian new year</p> <p>Christians believe in:</p> <p>A) One God who is made up of the Holy Trinity B) Three different gods C) God, his son who is separate, and the holy spirit D) God and his son Jesus</p> <p>True or false: Christians countdown to Christmas as part of their celebrations.</p> <p>A traditional, religious Christian Christmas custom is:</p> <p>A) Santa bringing presents to children B) Eating mince pies C) Going to church on Christmas Eve or Christmas Day D) Having a holiday from school.</p> <p>Name how Christians show their commitment to god at Christmas time.</p> <p>Why do Christians believe that Christmas is so important?</p>	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <p>As a group create posters that show Christmas traditions that are religious and not religious.</p> <p>Children to present their posters to each other.</p>

Term 3

Hinduism



Year 1 Knowledge Organiser – Hinduism

How do Hindus celebrate Vasant Panchami?

Knowledge
What places of worship can tell us about belief (Disciplinary)
know Vasant Panchami is a festival celebrated in early spring.
know Saraswati is the Hindu Goddess of knowledge, music and creativity.
Know Vasant Panchami is the birthday of Saraswati.
Know Saraswati's favourite colour is yellow.
know many children write their first words during Vasant Panchami.

Word	Meaning
Mandir	A Hindu temple
Pandit	A Hindu priest who performs worship services
Vasant Panchami	A festival to celebrate the beginning of spring
Veena	Wooden musical instrument
Saraswati	A goddess of education, creativity, and music.



Vasant Panchami is a festival celebrated to mark the end of winter and the coming of spring.

What I think I know about Vasant Panchami

What I can link it to... (personal knowledge, spring)

Session 1	Session 2	Session 3	Session 4	Session 5
Being a theologian (Disciplinary)	Link it (Prior learning)	Learn it (Substantive) Teach Vocabulary	Check it (diagnostic assessment)	Show it (Oracy)
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god <p>• There are lots of different religions. Can you name any?</p> <ul style="list-style-type: none"> • Islam • Christianity • Judaism • Buddhism • Sikhism • Hinduism <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine a Mandir: the place where Hindus people go to worship god.</p> <p>Collect ideas (see, think, wonder) from pupils after watching video.</p> <p>https://www.youtube.com/watch?v=o-s0mN5P8jo</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Hinduism is a religion. • Followers of Hinduism are called Hindus • Hindus worship one god called Brahman. • Hindus worship in a temple called a Mandir. <ul style="list-style-type: none"> • Use bottom part of knowledge organizer, Collect ideas on flipchart, whole class discussion. Teacher to transcribe ideas in knowledge organizer and photocopy for books. <p>Vasant Panchami is an important festival in the Hindu calendar. What does it mean to Hindus?</p> <ul style="list-style-type: none"> • What I can link it to? Other significant dates in my calendar during the spring <p>Easter Ramadan Passover</p>	<p>Why does the festival 'Vasant Panchami' take place. What is another name for this festival? Which followers celebrate it? Who do followers pray and pay tribute to at this time? What do the children make and play with to celebrate?</p> <p>Explain the different seasons of India. India experiences 4 main seasons. In India, many Hindus mark the first day of spring with the festival of Vasant Panchami, held between late January and mid February. Apart from seasonal change, Vasant Panchami also marks the birthday of goddess Saraswati. The festival is dedicated to Saraswat, goddess of learning and wisdom, and it's the tradition at this time for young children to begin learning how to write the alphabet. Those of Hindu faith believe that this practice will bring blessing and wisdom. Yellow is the color associated with Vasant Panchami. The mustard fields get covered with yellow blossoms, symbolising the spring season's glory. People get dressed in yellow, prepare yellow foods and decorate their homes with yellow coloured flowers. And those who perform Saraswati Puja offer a yellow saree to the Goddess. Discuss the significance of the colour (Saraswati's favourite colour) and why Hindus choose to wear this year during the festival. Flying kites is considered to be an important ritual associated with the Basant Panchami celebrations.</p> <p>Share the story of Saraswati</p> <p>Watch couple minutes of this video and discuss what you see. https://www.youtube.com/watch?v=3uz_mgXV1fA</p>	<p>Discuss and clarify answers after quiz.</p> <p>When is Vasant Panchami?</p> <ol style="list-style-type: none"> a) During the summer b) Beginning of spring c) Beginning of winter d) Easter <p>What do young children do during the festival?</p> <ol style="list-style-type: none"> a) Make and fly kites b) Eat sweets c) Open presents d) Write their first words <p>Saraswati is the Hindu goddess of</p> <ol style="list-style-type: none"> a) Happiness b) Death c) Knowledge d) Music <p>What colour is associated with Vasant Panchami?</p> <ol style="list-style-type: none"> a) Yellow b) Red c) Blue d) White 	<p>Pupils work in groups to present their learning.</p> <p>Consider using sentence stems.</p> <p>Pupils to explain why Vasant Panchami.</p> <p>Pupils to share how Hindus celebrate this festival.</p> <p>Pupils to present their kites and explain the significance of it during this festival.</p>

Year 2 Knowledge Organiser – Hinduism

Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?

Knowledge
Know how paintings can tell us about belief (Disciplinary)
know Diwali is celebrated because of the story of Rama and Sita.
Know some of the things Hindus do at home or at the temple during Diwali (giving to charity, rangoli patterns, exchanging gifts etc)
Know why Diwali might bring a sense of belonging to Hindus
Can explain how a Hindu child might feel while celebrating Diwali

Word	Meaning
Mandir	A Hindu temple
Diwali	A Hindu festival of lights that is celebrated over five days.
Rama	A Hindu deity that is widely worshipped
Sita	Hindu goddess worshiped for her greatness and for her loyalty.
Murtis	An image, icon, or concrete form of a deity



'Diwali' is a special festival for Hindus

What I think I know about Diwali	What I can link it to... (personal knowledge, special festivals)

	Session 2	Session 3	Session 4	Session 5
Being a theologian (Disciplinary)	Link it (Prior learning)	Learn it (Substantive) Teach Vocabulary	Check it (diagnostic assessment)	Show it (Oracy)
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god <p>• There are lots of different religions. Can you name any?</p> <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Hindu art from Mandir.</p> <p>Collect ideas (see, think, wonder) from pupils after watching video.</p> <p>Explain why Mandir art is representational. Hindu believe that a devotee has an inherent connection to the Divine, both in a personal and universal sense. All Hindu art is based on this principle and therefore, the Divine is often modeled after the human form.</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Hinduism is a religion. • Followers of Hinduism are called Hindus • Hindus worship one god called Brahman. • Hindus worship in a temple called a Mandir. • Hindus celebrate many different festivals. One of the most popular festival is Vasant Panchami (celebrated at the end of the winter period and start of spring). • Saraswati is the Hindu Goddess of knowledge and Vasant Panchami is her birthday. • Yellow is a significant colour as it's Saraswati's favourite colour. • During Vasant Panchami a child writes their first words and makes kites to fly. <ul style="list-style-type: none"> • Use bottom part of knowledge organizer • Divali is one of the important festival for Hindus. What does it mean to Hindus? • What I can link it to? <ul style="list-style-type: none"> - Christmas - Shabbat - Eid 	<p>Why do Hindus celebrate Divali? Children to have a picture of some Hindu children during Divali and complete thoughts/feelings bubbles about their thoughts and feelings during Divali. How might it feel different for a Hindu child? How does it feel to bring good to the world? How would you celebrate together? Would you feel a sense of belonging?</p> <p>Some videos to watch</p> <p>https://www.youtube.com/watch?time_continue=65&v=F5tzMBHcFc&feature=emb_title</p> <p>https://www.youtube.com/watch?v=zXIZpwCaFxl</p> <p>https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zjpp92p</p> <p>https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-divali-festival-of-light/z668qp3</p> <div style="border: 1px solid black; padding: 5px;"> <p>Step 2 Investigation (3 lessons)</p> <p>Read story of Rama and Sita, drawing out the theme of Good vs Evil. Explain that this triumph of good over evil is celebrated in Hinduism because Hindus believe that they should try to bring as much good to the world as possible. Introduce Divali and watch DVD extract that shows Divali being celebrated. The goddess Lakshmi is worshipped to bring prosperity.</p> <p>BBC Pathways of Belief DVD Islam/Hinduism/Sikhism .</p> <p>Or www.bbc.co.uk/education/clips/zmwwmpv4 .</p> <p>Qu: How do Hindus celebrate Divali? Use children's lists from previous lessons about celebrations and how we like to celebrate to compare. Do those celebrations help us feel a sense of belonging? Teach significance of the different practices during Divali and children to experience these in possible rotation of activities, e.g. Rangoli patterns, diva lamps, making sweets, music, puja tray, etc.</p> <p>Qu: What happens at home/temple during Divali? A Hindu visitor would be beneficial here to give the religious significance of the activities.</p> <p>Qu: Who makes these things during Divali? Who do they make them with? Why? How do they feel when they are involved in these preparations/ celebrations?</p> <p>Discuss how during this time there is a strong sense of belonging both to their families and the Hindu community. What gives the sense of belonging? Shared activities? Shared beliefs?</p> </div>	<p>What is Divali known as?</p> <ol style="list-style-type: none"> a) The festival of lights b) The festival of colour c) The festival of music d) The festival of art <p>How is Diwali celebrated?</p> <ol style="list-style-type: none"> a) Exchanging gifts b) Buying a new pet c) Redecorating the home with rangoli patterns d) Go to the cinema e) Buying new clothes and jewellery <p>Why is Divali celebrated in Hinduism?</p> <ol style="list-style-type: none"> a) To welcome in spring and make start fresh. b) To celebrate the wedding of Rama and Sita. c) To celebrate light overcoming darkness and good defeating evil. d) To mark the end of Ramadan <p>How many days do people celebrate Divali?</p> <ol style="list-style-type: none"> a) 1 b) 5 c) 7 d) 3 	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <ul style="list-style-type: none"> • Share some of the ways Hindu prepare for Divali • Pupils to share how Hindus celebrate Divali • Children to share the story of Rama and Sita
Y2				

Teachers to plan teaching activities to achieve outcomes

Year 3/4 Knowledge Organiser – Hinduism (A)

Would visiting the River Ganges feel special to a non-Hindu?

Knowledge
Know how artefacts can help us understand belief (Disciplinary)
Know the Ganges is a river in India.
Know Hindus believe that any rituals performed on the banks of the Ganges or in its water will wash away impurity
Know the Ganges is a place where the dead are cremated, and many Hindus believe that this will help them in their next life.

Word	Meaning
River Ganges	A body of water that begins high in the Himalaya Mountains and empties out into the Bay of Bengal
pilgrims	A person who <u>journeys</u> to a sacred place for religious reasons.
offerings	Things offered as a token of devotion.
sacred	Regarded with great respect by a particular religion.
cremated	The dispose of (a dead person's body) by burning it to ashes, typically after a funeral ceremony.



The River Ganges is a sacred place of worship for Hindus

What I think I know about the River Ganges	What I can link it to... (personal knowledge, special rivers)

Session 1	Session 2	Session 3	Session 4	Session 5
<p>Being a theologian (Disciplinary)</p>	<p>Link it (Prior learning)</p>	<p>Learn it (Substantive) Teach Vocabulary</p>	<p>Check it (diagnostic assessment)</p>	<p>Show it (Oracy)</p>
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god • There are lots of different religions. Can you name any? <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Hindu clothing</p> <p>Collect ideas (see, think, wonder) from examining clothes</p> <p>Explain in detail about the significance of Hindu clothing, colours and accessories</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Hinduism is a religion. • Followers of Hinduism are called Hindus • Hindus worship one god called Brahman. • Hindus worship in a temple called a Mandir. • Hindus celebrate many different festivals. One of the most popular festival is Vasant Panchami (celebrated at the end of the winter period and start of spring). • Saraswati is the Hindu Goddess of knowledge and Vasant Panchami is her birthday. • During Vasant Panchami a child writes their first words. • Hindus celebrate light overcoming darkness and good defeating evil. • Use bottom part of knowledge organizer • What I think I know <p>What do you know about The River Ganges? Why is it a special place of worship for Hindus?</p> <p>What can I link it to?</p> <ul style="list-style-type: none"> - Hajj, mosque – in Islam - - Temple 	<p>Is water important? Why is water important? Children think of how they can mime different ways we use water. What do I use water for on a daily basis? Do I appreciate it? Children to think what their life would be like without water? Where does water come from? . Do we appreciate rivers? Where do rivers start and end? Would a non-Hindu find it special to visit the River Ganges? Why/why not?</p> <div data-bbox="970 501 1569 1182" style="border: 1px solid black; padding: 5px;"> <p>Step 2 Investigation (3 lessons)</p> <p>Tell children story of the River Ganges as an important river to Hindus. Explain how it is a very significant river for both residents and pilgrims. Research where the river starts and ends and share facts.</p> <p>🌿 What do Hindus do when they visit the river? E.g. collect water, offerings, cycle of life and death, with people having their funeral service on the banks of the River Ganges, bathing. Discuss why people bathe in the river - wash away the wrong things they have done then will be pure (cleansed).</p> <p>www.bbc.co.uk/education/clips/z9bd7hv - Pilgrimage in Hinduism.</p> <p>Explain the concept that Hindus believe Brahman is in the water (a life source) helping them to get clean so they can be good people. Show children a visual clip of the River Ganges at dawn. (Refer back to Hinduism enquiry 'How can Brahman be everywhere and in everything?').</p> <p>Establish Ganges is important and special to Hindus.</p> <p>A Hindu or non-Hindu who has visited the Ganges could visit to share their experiences would be very beneficial.</p> <p>Children research holidays to India (brochures etc.) including trips to Varanasi. Ganges. Why would non-Hindu people want to go there? Would they want to go there?</p> <p>Use the images on their 2 postcards.</p> </div> <p>Discuss would visiting the River Ganges feel special to a non-Hindu?</p>	<p>Where is the River Ganges located?</p> <ol style="list-style-type: none"> England France India China <p>The River Ganges is a sacred place of worship for ...</p> <ol style="list-style-type: none"> Hindus Muslims Christians Jews <p>Hindu pilgrims believe that (choose 2 answers)</p> <ol style="list-style-type: none"> bathing in the river can help them live forever bathing in the river helps to cleanse away sins bathing in the river helps them to sleep better bathing in the river helps brings good fortune <p>How do traditional Hindus dispose of their relatives?</p> <ol style="list-style-type: none"> Bury Leave them outside Cremate Leave them inside 	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <ul style="list-style-type: none"> • Present why The Ganges is important for Hindu people. • Pupils to share some of things people do when they visit the river. • Pupils present significant objects that Hindus offer when visiting the Ganges.

Teachers to plan teaching activities to achieve outcomes

Year 3/4 Knowledge Organiser – Hinduism (B)

What is the best way for a Hindu to show commitment to God?

Knowledge
Know how artefacts can help us understand belief (Disciplinary)
Know why Hindus believe Dharma is so important to how Hindus live their lives.
Know that prayer and offerings are an important way of showing commitment to God.
Know that Brahman is the universal God and that he takes on many different forms.

Word	Meaning
Dharma	The nature of reality underlying right behaviour and social order.
Brahman	The universal soul or God.
Puja	A form of Hindu worship.
Shrine	A holy place to worship at.
Prayer	A request or thanks given to God.



Hindus have different ways of showing commitment to God

What I think I know about Hindus and their god	What I can link it to... (personal knowledge, my god)

Session 1	Session 2	Session 3	Session 4	Session 5
<p>Being a theologian (Disciplinary)</p> <p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god <p>• There are lots of different religions. Can you name any?</p> <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Hindu artefacts.</p> <p>Collect ideas (see, think, wonder) from examining artefacts.</p> <p>Explain in detail about the significance of Hindu artefacts, using examples from RE resources.</p> <p>Compare what they've learnt about Hindu artefacts with what they learnt about Jewish and Christian artefacts.</p>	<p>Link it (Prior learning)</p> <p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Hinduism is a religion. • Followers of Hinduism are called Hindus • Hindus worship one supreme God called Brahman and the three forms – Trimuti; Brahma the creator, Vishnu the preserver, Shiva the destroyer. • Hindus worship in a temple called a Mandir. • Hindus celebrate many different festivals. One of the most popular festival is Vasant Panchami (celebrated at the end of the winter period and start of spring). • Saraswati is the Hindu Goddess of knowledge and Vasant Panchami is her birthday. • During Vasant Panchami a child writes their first words. • Hindus celebrate light overcoming darkness and good defeating evil. <ul style="list-style-type: none"> • Use bottom part of knowledge organizer • What I think I know <p>What is the best way for a Hindu to show commitment to God?</p> <p>What can I link it to?</p> <ul style="list-style-type: none"> - Hajj – in Islam - Fasting at Ramadan - Pilgrimages in other religions 	<p>Learn it (Substantive) Teach Vocabulary</p> <p>Explain to the children that Hindus are committed to God and show their commitment in different ways. Hindus believe in a universal God called Brahman, who takes on many different forms that some Hindus worship as gods or goddesses in their own rights. For many Hindus, religion is more a matter of practice than of beliefs. What you do may be considered more important than what you believe.</p> <p>Why did they treat their Gods/Goddesses in such a special way?</p> <p>Does this show a commitment to God?</p> <p>Read the Hindu morning prayer the 'Gayatri Mantra' ("Let us meditate on the splendour of Savitri, the sun. May the sun God inspire our minds.") Explain that mantra is a short prayer. Discuss why Hindus might use this prayer.</p> <p>Does this show a commitment to God?</p> <p>What is the Hindu way of life and how does this show their commitment to God? Hindus are given guidance as to how to live their lives through the Vedas which are the oldest religious texts in Hinduism and are the law. Most beliefs, concepts, and ceremonies are based on information contained in the Vedas. They cover various subjects from nature to everyday life and behaviour.</p> <p>Focus on Dharma (teaching) - the code for leading one's life. Children to explore some of these codes and Teacher to ensure children know that how Hindus live their lives is as important as worship.</p> <p>Does following Dharma show commitment to God?</p> <p>Children to watch worship in the temple and possibly make their own shrine/or have their own Puja. Discuss how worship and offerings shows commitment to God and why Hindus believe it is important to worship god in this way.</p>	<p>Check it (diagnostic assessment)</p> <p>What is an important Hindu artefact?</p> <ol style="list-style-type: none"> a) A crucifix. b) A menorah. c) A diva candle. d) A prayer mat. <p>Hindus believe Dharma is...</p> <ol style="list-style-type: none"> a) Listening to what your teachers tell you. b) Following a code of right behaviours. c) Being nice to others. d) A Hindu God. <p>Hindus believe that (tick two)</p> <ol style="list-style-type: none"> a) it is important to show your devotion to God through offerings b) you have to show your commitment in the same way as everyone else. c) you can have shrines to your personal god in your home. d) you have to go to temple on Sundays and can't pray at any other time. <p>What do Hindus not believe about God? (tick two)</p> <ol style="list-style-type: none"> a) That Brahman takes many forms. b) There is only one God. c) Brahma, Vishnu and Shiva are the tri-murti. d) God takes only one form. 	<p>Show it (Oracy)</p> <p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <p>Children to create their own Dharma guides that they would give to others to teach them how they can live their lives.</p> <p>What behaviours are considered Dharma?</p> <p>Do any of the children disagree? Can they argue their points about why certain behaviours should be a code for leading one's life?</p>

Year 5 Knowledge Organiser – Hinduism

How can Brahman be in everything?

Knowledge
Know how food can help us understand belief (Disciplinary)
Know that Hindus believe that Brahman is the God and all other Gods and deities represent part of him and he is in everything.
Know that the tri-murti represents the three forms of Brahman - Shiva the destroyer, Brahma the creator and Vishnu the preserver.
Know that Hindus believe they have a personal God that they pray to.

Word	Meaning
Tri-murti	'Three forms' - Brahman as Shiva the destroyer, Brahma the creator and Vishnu the preserver.
Brahman	The universal soul or God.
Atman	There is a part of Brahman in everyone and is the essence of everyone.
Offerings	Gifts given to the gods to help Hindus worship them.
Aum	The main symbol of Hinduism. Believed to be the echo of all creation.



Hindus believe that their God Brahman is in everything.

What I think I know about the Hindu God Brahman	What I can link it to... (personal knowledge, other gods)

Session 1	Session 2	Session 3	Session 4	Session 5
<p>Being a theologian (Disciplinary)</p>	<p>Link it (Prior learning)</p>	<p>Learn it (Substantive) Teach Vocabulary</p>	<p>Check it (diagnostic assessment)</p>	<p>Show it (Oracy)</p>
<p>What is religion?</p> <ul style="list-style-type: none"> •Belief in god •Behaving in ways god wants us to •Worshipping god •There are lots of different religions. Can you name any? <p>A ‘theologian’ is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Hindu food customs (not eating beef, vegetarianism, offerings to Gods).</p> <p>Collect ideas (see, think, wonder) from pupils after examining the food stimulus.</p> <p>Explain food customs / laws is and what it is used for.</p> <p>Can pupils make connections to any other religions?</p> <p>Compare Hindu food customs with what they learnt about Jewish and Christian food customs.</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> •Religion. •Hindus/Hinduism •Supreme God Brahman and the three forms – Trimuti; Brahma the creator, Vishnu the preserver, Shiva the destroyer. (Don’t expand on too much yet – later focus) •Hindus have many deities who they worship e.g. Lakshmi, the goddess of wealth and prosperity •Belief in reincarnation – birth, death and rebirth •The Hindus have many holy books - the Vedas (hymns praising the Vedic gods), the Ramayana (poems about Rama and Sita), the Mahabharata (including Bhagavad Gita) and the Puranas (about different carnations and saints). •Hindus worship in a temple called a Mandir. •Hindus can visit and pray whenever they want – sing religious songs called bhajans •They also worship at shrines at home. •Hindus have certain symbols that are important to them such as the aum. •Hindus use different artefacts to help them to worship, such as the diva lamp used at Diwali. •Use bottom part of Hindu knowledge organizer •What I think I know... •What I can link it to 	<p>Show the children the Aum which is the main symbol of Hinduism and play them a recording of the Aum being chanted. It is the sound heard in deepest meditation and is said to be the name most suited for God. Hindus believe that the most basic sound is ‘aum’ and this is an echo of original creation. Children could try to meditate using the Aum sound.</p> <p>Who is Brahman? The universal soul or God. Hindus believe that there is a part of Brahman in everyone and this is called the Atman (like the essence of someone). Atman means ‘eternal self’. It is often referred to as ‘spirit’ or ‘soul’ and indicates our true self or essence which underpins who we are.</p> <p>Do the children believe that there is a soul?</p> <p>Explain to the children that Hindus believe that Brahman takes on many forms which some Hindus worship as gods or goddesses in their own right. These gods are sent to help people find/understand the universal God (Brahman). Show the children the three main Hindu deities; Brahma - creator, Vishnu preserver, Shiva - destroyer. These are the tri-murti – talk about what they represent https://www.youtube.com/watch?v=sT2jorwmtBk</p> <p>Explain to the children that most Hindus have a personal god or goddess such as Shiva, Krishna or Lakshmi to whom they pray regularly. Read a story about one of the Gods e.g. Ganesh/Lakshmi. Reiterate that there is one God who Hindus see in many different forms and is called Brahman. Discuss how Hindus believe that Brahman is in everything.</p> <p>Discuss the implications of believing that God is present in all creation. How should humans treat the world? Children to look at images of when people (Hindu and non-Hindu) seem to treat the world as though they believe Brahman is in everything, and other images when people are not seeing the world in this way. Discuss why people might act in these ways.</p> <p>Children to create a fact file about a different Hindu God/deity (given to them by the teacher) and what Hindus believe about them (see leaflet</p>	<p>Which of these do Hindus believe in? Tick two:</p> <ol style="list-style-type: none"> 1. There is only one God. 2. Brahman is represented by many Gods and deities. 3. Vishnu is the universal God. 4. Hindus have a personal God they worship regularly. <p>Write a definition for the tri-murti.</p> <p>Which statement about Hindu food is untrue, tick one.</p> <ol style="list-style-type: none"> 1. They eat beef and not pork. 2. Lots of Hindus are vegetarian. 3. They give food offerings to Gods. 4. Hindus believe cows are holy, so they don’t eat beef. <p>Why do Hindus meditate using aum? Tick two.</p> <ol style="list-style-type: none"> A)It sounds pretty. B)Because it helps them relax. C)Because they believe aum is the echo of original creation. D)Because it is the name most suited to God. <p>Discuss and clarify answers after quiz.</p>	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <p>Children to consider how they would behave if they thought Brahman was in everything and if he wasn't. In groups they come up with a scenario where half the children do believe he is in everything and the other half don't. How would those characters react? How would they react personally in the same situation?</p> <p>Children to perform scenarios to the class.</p> <p>How does that deity link to Brahman?</p> <p>Present these to each other’s groups</p> <p>Y5</p>

Year 6 Knowledge Organiser – Hinduism

Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?

Knowledge
Know how geography can help us understand belief (Disciplinary)
Know how people believe leading a religious life can help them be better people.
Know how religious beliefs affect how people behave towards each other.
Know how karma, samsara and moksha affect the choices Hindus make.

Word	Meaning
Karma	People's actions in this life and previous ones deciding their fate
Samsara/ Reincarnation	The belief in life, death and rebirth.
Moksha	Escaping the cycle of life, death and rebirth.
Mandir	Hindu temple
Dharma	The nature of reality underlying right behaviour and social order.



Hindus' beliefs help them to lead good lives

What I think I know about Hindu beliefs	What I can link it to... (personal knowledge, other beliefs)

Session 1	Session 2	Session 3	Session 4	Session 5
<p>Being a theologian (Disciplinary)</p>	<p>Link it (Prior learning)</p>	<p>Learn it (Substantive) Teach Vocabulary</p>	<p>Check it (diagnostic assessment)</p>	<p>Show it (Oracy)</p>
<p>What is religion? <ul style="list-style-type: none"> •Belief in god •Behaving in ways god wants us to •Worshipping god •There are lots of different religions. Can you name any? <p>A ‘theologian’ is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence. We are going to be theologians and examine</p> <p>A map of where Hindu people are found and compare these with maps of where Christian and Jewish people live.</p> <p>Can pupils make connections to any other religions?</p> </p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> •Religion. •Hinduism/Hindus •Supreme God Brahman and the three forms – Trimuti; Brahma the creator, Vishnu the preserver, Shiva the destroyer. •Hindus have many deities who they worship e.g. Lakshmi, the goddess of wealth and prosperity •Belief in reincarnation – birth, death and rebirth •The Hindus have many holy books - the Vedas (hymns praising the Vedic gods), the Ramayana (poems about Rama and Sita), the Mahabharata (including Bhagavad Gita) and the Puranas (about different carnations and saints). •Hindus worship in a temple called a Mandir. •Hindus can visit and pray whenever they want – sing religious songs called bhajans •They also worship at shrines at home. •Hindus have certain symbols that are important to them such as the aum. •Hindus use different artefacts to help them to worship, such as the diva lamp used at Diwali. •Use bottom part of Hindu knowledge organizer •What I think I know... What I can link it to... 	<p>Explain to the children that Hinduism consists of rites and ceremonies focusing on birth, marriage, and death and we will be learning about the Hindu beliefs of Karma, Samsara and Moksha.</p> <p>What is Karma? Explain that karma is the idea that good deeds will bring rewards in this life or a future lifetime. It can be positive or negative.</p> <p>Discuss story of Prince Rama as an example of good karma and how he followed his duty to fulfill his dharma – the cosmic law underlying right behaviour and social order.</p> <p>What is Samsara? Discuss reincarnation and how this belief is different to that of the Christian belief about Heaven.</p> <p>What is Moksha? This is the idea of obtaining freedom from samsara – the cycle of life and rebirth.</p> <p>How do Hindus obtain Moksha? They have to detach themselves from the desires, anger, fears and frustration of the world.</p> <p>How do these ideas make Hindus want to live better lives?</p> <p>Task: Children to have snakes and ladders game to play in small groups. Children to firstly play the game. Teacher to then explain that this game was originally a Hindu game and represents making good and bad decisions in life. Children to then be given some pre-written cards which have some good and bad actions/choices someone might make in a lifetime and what the consequences might be.</p> <p>Children to then make their own snakes and ladders games in groups where they come up with their own ideas of actions that might result in someone having good or bad karma. Use these ideas to play their own game, e.g. a good action results in going up the ladder and a negative action results in sliding down the snake and not getting very far in life.</p>	<p>Karma is: tick one</p> <p>A) Good luck. B) Living a good life to bring rewards in this life or the next. C) Trying to escape the cycle of death and rebirth. D) Believing in Brahman.</p> <p>Hindus believe in:</p> <p>A)One God B)A man who created the religion C)Lots of deities and gods D)God, his son who is separate, and the holy spirit</p> <p>True or false: Hindus believe human souls go to Heaven.</p> <p>Tick two options. Hindus pray:</p> <p>A)On Sundays at temple. B)In the Mandir temples whenever they want. C)At shrines in their homes. D)Five times a day.</p> <p>Why do Hindus believe that Karma is so important?</p> <p>Discuss and clarify answers after quiz.</p>	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <p>Children to create a piece of artwork e.g. a sculpture, poem, collage, painting etc. to express their own beliefs about what happens to the body after we die.</p> <p>Present this to the class and children compare.</p> <p>Consider the differences between Hindu believes about reincarnation and the children’s.</p>
<p>Teachers to plan teaching activities to achieve outcomes</p>				<p>Y6</p>

Term 4

Sikhism



Year 1 Knowledge Organiser – Sikhism

Do Sikhs think it's important to share?

Knowledge
What places of worship can tell us about belief (Disciplinary)
know the Gurdwara is the place of worship for Sikhs.
Know Guru Nanak dedicated his life to sharing with others and teaching them to share.
know Sikhs share Karah Prashad and langar during worship services in the Gurudwara.
know sharing is important for Sikhs because it is an important rule given to them by God.

Word	Meaning
Gurdwara	The place where Sikhs come together for congregational worship.
Karah Prashad	Sweet pudding usually given as a holy blessing at the temple after a service.
Langar	The meal served after the service in the Gurdwara – everyone is equal whilst eating together.
Guru Nanak	The founder of Sikhism. Guru Nanak is the first Sikh Guru.
Guru Granth Sahib	The holy religious scripture of Sikhism



Sikhs believe that sharing is an important rule given to them by God...

What I think I know about Sikhs sharing	What I can link it to... (personal knowledge, sharing)

Session 1	Session 2	Session 3	Session 4	Session 5
<p>Being a theologian (Disciplinary)</p> <p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god • There are lots of different religions. Can you name any? • Islam • Christianity • Judaism • Buddhism • Sikhism • Hinduism <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine a Gurudwara: the place where Sikhs people go to worship god.</p> <p>Collect ideas (see, think, wonder) from pupils after watching video.</p> <p>https://www.youtube.com/watch?v=BjHfAug1K8E</p>	<p>Link it (Prior learning)</p> <p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Sikhism is a religion. • Followers of Sikhism are called Sikhs • Sikhs worship one god called Waheguru. • Sikhs worship in a temple called a Gurudwara. • Use bottom part of knowledge organizer, Collect ideas on flipchart, whole class discussion. Teacher to transcribe ideas in knowledge organizer and photocopy for books. <p>Sharing is an important part of a Sikhs. What does sharing mean to Sikhs?</p> <ul style="list-style-type: none"> • What I can link it to? Sharing food with family and friends , sharing favourite toys. 	<p>Learn it (Substantive) Teach Vocabulary</p> <p>Sharing is an important part of the Sikh faith. Do we agree with this belief about sharing? Sikh do think it is important to share. Can we find examples of Sikhs sharing in their everyday life?</p> <p>Sikh's love to tell their messages through stories. A popular Sikh story revolving the theme of sharing is the story of Guru Nanak and the Boulder. Guru Nanak dedicated his whole life to sharing and teaching others to share. https://bam.files.bbci.co.uk/bam/live/content/zv7v3j6/pdf</p> <p>The Sikh Holy Book – Guru Granth Sahib has three important rules for Sikhs to follow. One of those rules is sharing. Sikhs believe sharing is important especially sharing with the needy. Sharing is a rule given to them by God and they must honour it. Introduce Langar, the community meal served in a gurudwara. The meal is offered to everyone who attends the Gurudwara and it symbolises we are all the same and equal. Sikhs also share the Karah Prashad during worship services. https://www.youtube.com/watch?v=BjHfAug1K8E</p> <p>Sharing is a 'selfless service'. It involves acting selflessly and helping others in a variety of ways, without any reward or personal gain. It is a way of life for many Sikhs and is part of their daily routine. Sikhs practice sharing by volunteering and giving up their time to clean, wash dishes or serve the langar. Sharing helps to demonstrates belief in equality and the importance of all people. By serving others, Sikhs show humility. This is because serving others shows that Sikhs do not believe they are better than anyone else. Showing love and respect by helping others...</p>	<p>Check it (diagnostic assessment)</p> <p>Discuss and clarify answers after quiz.</p> <p>Who is Guru Nanak?</p> <ol style="list-style-type: none"> a) A famous football player b) The first teacher in Sikhism c) An Indian king d) The founder of Sikhism <p>What did Guru Nanak dedicate his life to?</p> <ol style="list-style-type: none"> a) Teaching others to share b) Gaining as much wealth as possible c) Taking from the weak and needy d) Sharing with other <p>What do Sikhs share during the worship services?</p> <ol style="list-style-type: none"> a) Langar b) Money c) Karah Prashad d) Clothes <p>Why do Sikhs believe sharing is important?</p> <ol style="list-style-type: none"> a) A rule written in the holy book b) You might be told off if you don't share c) To show off what you have 	<p>Show it (Oracy)</p> <p>Pupils work in groups to present their learning.</p> <p>Consider using sentence stems.</p> <p>Pupils to explain why Sikhs believe sharing is important.</p> <p>Pupils to share how Sikhs practice sharing in their lives.</p> <p>Pupils to explain sharing is an command from God and that Sikhs practise to show they respect the word of God.</p>

Teachers to plan teaching activities to achieve outcomes

Step 3 Evaluation (1 lesson) AT2 (imp)

Year 2 Knowledge Organiser – Sikhism

Does joining in the Khalsa make a person a better Sikh?

Knowledge
Know how paintings can tell us about belief (Disciplinary)
know that some Sikhs go through the Amrit ceremony to show their commitment to God.
Know what happens in the Amrit ceremony.
know that Sikhs who belong to the Khalsa must wear the 5Ks to mark their Sikh identity.
know Karah Prashad is a sacred sweet pudding shared in the Gurudwara at the end of the Amrit ceremony.

Word	Meaning
Commitment	Strong belief in something; a promise to do something
khalsa	A special group of initiated Sikhs.
Amrit	A drink made from sugar water stirred with a sword.
Karah Prashad	Sweet pudding usually given as a holy blessing at the temple after a service.
5 Ks	Markers of Sikh identity



Sikhs show their commitment to God by joining the Khalsa...

What I think I know about showing commitment	What I can link it to... (personal knowledge, other gods)

Session 1	Session 2	Session 3	Session 4	Session 5
Being a theologian (Disciplinary)	Link it (Prior learning)	Learn it (Substantive) Teach Vocabulary	Check it (diagnostic assessment)	Show it (Oracy)
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god <p>• There are lots of different religions. Can you name any?</p> <ul style="list-style-type: none"> • Islam • Christianity • Judaism • Buddhism • Sikhism • Hinduism <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine a sikh art. Explain why Gurudwara art is representational? Art is used to depict renditions of the Gurus and famous Sikh personalities of the past.</p> <p>Collect ideas (see, think, wonder) from pupils after looking at art work.</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Sikhism is a religion. • Followers of Sikhism are called Sikhs • Sikhs worship one god called Waheguru. • Sikhs worship in a temple called a Gurudwara. • Sharing is an important part of the Sikh faith • Baisakhi festival that celebrates the founding of the Sikh community • Karah Prashad is a sweet pudding that is shared during worship services • Langar is the community kitchen of a gurdwara, which serves meals to all free of charge • Use bottom part of knowledge organizer, Collect ideas on flipchart, whole class discussion. Teacher to transcribe ideas in knowledge organizer and photocopy for books. <p>Sikhs show their commitment to God by joining the Khalsa. What does it mean to show commitment? What I can link it to?</p>	<p>Many Sikhs want to show their commitment and dedicate their lives more fully to Sikhism, so they are initiated into the Khalsa, becoming Amritdhari Sikhs. Explain to the pupils that this practice comes from Guru Gobind Singh. Show pupils a film clip of the story or read the story. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-khalsa/zbkvrj6</p> <p>What commitment did the five volunteers show? • Why do you think they volunteered?</p> <p>Watch extract of Sikhs taking part in an Amrit ceremony, without sound. Give children question prompts and ask the children what they would like to know, e.g. what, where, when, who, why, how?</p> <p>Re-watch the ceremony video. Explain what happens in the ceremony. What is in the bowl? What is the big book? Listen to the promises that are being made in the ceremony. What promises are they making, to whom and why? How do they live out these promises in their everyday life?</p> <p>Wearing 5Ks Praying everyday Being kind to people and animals</p> <p>Activity Children to make water and sugar drink and re-enact this part of the ceremony – thinking about the symbolism. Children to share the Karah Prashad and discuss why the pudding is shared during the ceremony.</p>	<p>Discuss and clarify answers after quiz.</p> <p>Why does Sikhs go through the Amrit ceremony?</p> <ol style="list-style-type: none"> a) To show their commitment to God b) To make new friends c) To earn lots of money d) To become famous <p>What happens in the Amrit ceremony?</p> <ol style="list-style-type: none"> a) People sing and dance b) Special water is sprinkled on people's hair and face c) Hymns are recited from the Sikh scripture d) Blow candles <p>What do Sikhs wear to show their identity?</p> <ol style="list-style-type: none"> a) A hat b) A coat c) The 5Ks d) A necklace <p>What do Sikhs share at the end of the Amrit ceremony to show everyone is equal?</p>	<p>Pupils work in groups to present their learning.</p> <p>Consider using sentence stems.</p> <p>Pupils to explain why Sikhs believe joining the Khalsa makes them a better person.</p> <p>Pupils to share how Sikhs show their commitment to God.</p> <p>Pupils to present objects that show a Sikh's commit and explain their significance.</p>

Year 3/4 Knowledge Organiser – Sikhism (A)

What does it mean to belong to the Sikh community?



Knowledge
Know how artefacts can help us understand belief (Disciplinary)
Know that the Khanda is the holy symbol for Sikhs, and it is made up of the Khanda, Kirpan and Chakkar
Know that Sikhs believe everyone is equal, no matter if you are Sikh or not
Know that the Sikh community, called the Khanda, is extremely important to Sikhs, as is the Sangat, or the 'true congregation' who worship together in the Gurdwara

Word	Meaning
Khalsa	The Sikh community, which means 'Community of the Pure'
Khanda	The Sikh holy symbol
Gurdwara	The Sikh temple where they worship together
Sangat	The Sikh 'true congregation'
Baisakhi	The festival that celebrates the founding of Sikhism



Sikhs believe it is very important to be part of the Sikh community, called the Khalsa

What I think I know about the Khalsa

What I can link it to... (personal knowledge, rivers)

Session 1	Session 2	Session 3	Session 4	Session 5
Being a theologian (Disciplinary)	Link it (Prior learning)	Learn it (Substantive) Teach Vocabulary	Check it (diagnostic assessment)	Show it (Oracy)
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god • There are lots of different religions. Can you name any? <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Sikh artefacts.</p> <p>Collect ideas (see, think, wonder) from examining artefacts.</p> <p>Explain in detail about the significance of Sikh artefacts, using examples from RE resources.</p> <p>Compare what they've learnt about Sikh artefacts with what they learnt about Hindu, Jewish and Christian artefacts.</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Sikhism is a religion. • Followers of Sikhism are called Sikhs • Sikhs worship one God Waheguru (Wonderful God or Lord) • Sikhs worship in a temple called a Gurdwara. • Sikhs celebrate many different festivals. One of the most popular festival is Baisakhi (celebrated on the 13th or 14th of April every year) • Baisakhi is the festival which celebrates the founding of the Sikh religion. It was originally a harvest festival but has become Sikhism's most important holiday. • Sikhs celebrate by going to the Gurdwara for a service and then having a procession through the streets and a special meal with their families. • Use bottom part of knowledge organizer • What I think I know <p>What is the best way for a Sikh to show commitment to God?</p> <p>What can I link it to?</p> <ul style="list-style-type: none"> - Hajj – in Islam 	<p>Look at various emblems, logos of groups. Discuss the significance of these and what they symbolise. Pupils draw a mind map to show the various groups/communities to which they belong. Discuss benefits and responsibilities attached to belonging to these groups. Look at membership of school community and of class. Why do we have the school logo? What rights do we have? What responsibilities do we have?</p> <p>Introduce the Sikh badge with the Khanda on. What does it symbolise? Explain the different parts and their meaning. In order to find out what pupils already know and to challenge stereotypical ideas, display image/images from Sikhism on the IWB of Sikhs engaged in aspects of life, with particular emphasis on community. E.g. Worship in the Gurdwara, festivals, Langar. Discuss how in Sikhism, everyone is considered equal. In small groups, make observations and record these on sticky notes. Also record questions that are raised by the images about the Sikh faith. Share these as a class and allow possible answers to questions to be discussed.</p> <p>Discuss Sikh festivals and consider how Sikhs use these festivals to be a part of their community. Explain that Baisakhi celebrates the founding of the Sikh religion and the Sikh community – the Khalsa. https://www.youtube.com/watch?v=yBDhEon1d_U</p> <p>What does it mean to be a part of the Khalsa?</p> <p>Discuss the use of the 5 Ks and how these need to be followed to be a member of the Khalsa. Sikhs who wish to be part of the Khalsa complete an Amrit Ceremony.</p> <p>Explain the sangat means 'true congregation' – it helps Sikhs to worship and work together. https://www.bbc.co.uk/bitesize/guides/zjbcj6/revision/3</p> <p>Children to work in teams to complete a team-building activity e.g. escape room challenge. Discuss afterwards how working as a team can help you to overcome challenges and the importance of community. Children to make notes in their books about the way a community can support each other and how the Sikh community work together and promote equality.</p>	<p>What is the sangat?</p> <ol style="list-style-type: none"> a) The Sikh holy book. b) One of the 5 Ks c) The Sikh temple d) The true Sikh congregation <p>Which of these is NOT one of the parts of the Khanda?</p> <ol style="list-style-type: none"> a) Khanda b) Kirpan c) Cross d) Chakkar <p>Sikhs believe that (tick two)</p> <ol style="list-style-type: none"> a) Everyone in Sikhism is equal b) They don't need to do a ceremony to show their commitment to the Khalsa c) They have three important artefacts d) They worship in a Gurdwara <p>True or false: the Baisakhi celebrates the founding of Sikhism.</p> <p>Can you remember what at least one of the 5 Ks represents?</p>	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <p>Children to create their own symbols which represent what is important to them. They can include anything they want – including ideas from outside of school.</p> <p>Children to label these and share them with the class, explaining why they have chosen certain aspects for their symbol.</p> <p>Children could create a whole class symbol representing the school values.</p>

Year 3/4 Knowledge Organiser – Sikhism (B)

What is the best way for a Sikh to show commitment to God?

Knowledge
Know how artefacts can help us understand belief (Disciplinary)
Know why Sikhs believe showing commitment to God is so important to how they live their lives.
Know that Sikhs use the 5 Ks to show commitment to God.
Know the importance of the Amrit Ceremony to show commitment to God.
Know the importance of the Guru Granth Sahib, the Mool Mantar and the three golden rules.

Word	Meaning
The Five Ks	The Kirpan, Kesh, Kanga, Kacchera and Kara which help Sikhs to show their commitment to God.
Waheguru	The one Sikh God.
Amrit Ceremony	The Sikh ceremony for adult Sikhs to show commitment to God.
Guru Granth Sahib	The final Guru and the Sikh holy book.
Baisakhi	The festival that celebrates the founding of Sikhism



Sikhs have different ways of showing commitment to God

What I think I know about Sikhs and their commitment to God	What I can link it to... (personal knowledge, my god)

Session 1	Session 2	Session 3	Session 4	Session 5
Being a theologian (Disciplinary)	Link it (Prior learning)	Learn it (Substantive) Teach Vocabulary	Check it (diagnostic assessment)	Show it (Oracy)
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god • There are lots of different religions. Can you name any? <p>A ‘theologian’ is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Sikh artefacts.</p> <p>Collect ideas (see, think, wonder) from examining artefacts.</p> <p>Explain in detail about the significance of Sikh artefacts, using examples from RE resources – the 5 Ks – this will be relevant to later learning.</p> <p>Compare what they've learnt about Sikh artefacts with what they learnt about Hindu, Jewish and Christian artefacts.</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Sikhism is a religion. • Followers of Sikhism are called Sikhs • Sikhs worship one God Waheguru (Wonderful God or Lord) • Sikhs worship in a temple called a Gurdwara. • Sikhs celebrate many different festivals. One of the most popular festival is Baisakhi (celebrated on the 13th or 14th of April every year) • Baisakhi is the festival which celebrates the founding of the Sikh religion. It was originally a harvest festival but has become Sikhism’s most important holiday. • Sikhs celebrate by going to the Gurdwara for a service and then having a procession through the streets and a special meal with their families. • Use bottom part of knowledge organizer • What I think I know <p>What is the best way for a Sikh to show commitment to God?</p> <p>What can I link it to?</p> <ul style="list-style-type: none"> - Hajj – in Islam 	<p>Discuss how Five Ks all show commitment. Alternatively, you could give each table a basket of these items and ask them to think of what they all have in common. Could show pictures on whiteboard of different people (including celebrities, footballers, police officers, soldiers, teachers, etc.) and ask: What are these people committed to? Children could draw pictures of what they are committed to, both in and out of school. Do school values show commitment? To what? Qu: What is important to me? What am I committed to?</p> <p>Watch the video of the Amrit Ceremony. https://www.youtube.com/watch?v=ZIm7F0t8FrA Teacher to explain that these are adult Sikhs choosing to show their commitment to God by going through the Amrit Ceremony and wearing the 5 Ks. Discuss how they serve as a reminder to themselves to keep the promises they have made. Recap the promises again and how, through making these promises, Sikhs have made a commitment to God. Qu: How do they keep showing their commitment to God once they have made these promises? https://www.youtube.com/watch?v=BjHfAug1K8E</p> <p>Introduce Guru Granth Sahib (the final Guru); as the Holy Book. https://www.youtube.com/watch?v=h2LbTwwGsAY Why do you think the Holy Book was treated with such respect (i.e. wrapped in cloth, processed through Gurdwara, put to bed in its own special room?). What does it contain? Mool Mantar (the basic teaching found at the beginning of every section of the Guru Granth Sahib, repeated each day at early morning prayer at home and in the Gurdwara. The first words of the Mool Mantar are ‘there is one God’ (Ik Onkar) Show children the symbol. Expressing beliefs about god It also contains is the three golden rules of Sikhism: 1) Meditation and prayer 2) Earn an honest wage 3) Share with others in need and treat everyone equally. How do they put these into practice? Focus on three golden rules. Groups to make posters about how Sikhs show commitment to God – which one do they think is the hardest? Use pictures to help children, which they</p>	<p>Which of these is not one of the Five Ks?</p> <ol style="list-style-type: none"> a) Kirpan. b) Kara. c) Kandle. d) Kanga. <p>Baisakhi is the holiday which celebrates...</p> <ol style="list-style-type: none"> a) The Sikh New Year b) The founding of Sikhism c) The Guru Nanak d) The start of spring <p>Sikhs believe that (tick two)</p> <ol style="list-style-type: none"> a) There is only one God b) That you have to cut your hair very short c) The 5 Ks help to show commitment to God d) That you have to fast to show your commitment to God <p>True or false: The Amrit Ceremony shows Sikhs commitment to God.</p> <p>Explain one way a Sikh might show commitment to God</p>	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <p>Children to create their own mala bracelets to show commitment. Discuss the importance of them to Sikhs.</p> <p>Children to present their bracelets and their artwork from the earlier session and explain what the things that are represented by are that are important to them and how they show commitment to them.</p>

Year 5 Knowledge Organiser – Sikhism

Are Sikh Stories Important Today?



Knowledge
Know how food can help us understand belief (Disciplinary)
Know that Sikhs believe that Sikhism was founded by Guru Nanak, who was their teacher and who passes on many important lessons.
Know that Sikhs believe that everyone is equal and that you should be generous to those less fortunate than yourself
Know that Sikhs need to believe in the five Ks – the important artefacts that help them show their beliefs and devotion to God
Know that Sikhs believe the stories in the Guru Granth Sahib are very important and help them to live a better life

Word	Meaning
Langar	The meal served after the service in the Gurdwara – everyone is equal whilst eating together.
Guru Nanak	The founder of Sikhism
Guru Granth Sahib	The Sikh holy book, which includes many important stories
Guru	A teacher who passes on wisdoms to their followers
Jasmine flower	This represents goodness – which Guru Nanak said there was always more of

Sikhs believe that the stories of the Guru Nanak teach them important lessons

What I think I know about Sikh stories	What I can link it to... (personal knowledge, stories with a lesson)

Session 1	Session 2	Session 3	Session 4	Session 5
Being a theologian (Disciplinary)	Link it (Prior learning)	Learn it (Substantive) Teach Vocabulary	Check it (diagnostic assessment)	Show it (Oracy)
<p>What is religion?</p> <ul style="list-style-type: none"> •Belief in god •Behaving in ways god wants us to •Worshipping god •There are lots of different religions. Can you name any? <p>A ‘theologian’ is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Sikh food customs (many choose to be vegetarian, and all food served in the Gurdwara is vegetarian. Follow the Jhatka method of killing animals for meat – has to be killed as quickly as possible – cannot eat Halal or Kosher food. Langar – eating at the Gurdwara – everyone is equal. Giving food to the poor – alms).</p> <p>Collect ideas (see, think, wonder) from pupils after examining the food stimulus.</p> <p>Explain food customs / laws is and what it is used for.</p> <p>Can pupils make connections to any other religions?</p> <p>Compare Sikh food customs with what they learnt about Hindu, Jewish and Christian food customs</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> •Religion. •Sikhs/Sikhism •Guru Nanak founded it 500 years ago-based on his teachings and the nine Sikh Gurus who followed him <ul style="list-style-type: none"> ▪ Belief in one God – guides and protects them – called Waheguru (Wonderful God or Lord) •The Five Ks – Kirpan, Kesh, Kara, Kanga, Kacchera. •Sikh community is called the Khalsa •The Sikh holy book is called the Guru Granth Sahib – the tenth Guru, Guru Gobind Singh, said there would be no others after him and Sikhs would have to follow the holy book, so the holy book is also called a Guru. •Sikhs worship in a temple called a Gurdwara – means ‘Gateway to the Guru’. •Sikhs go to the Gurdwara on a Sunday – say the Keertan prayers – ends in a shared meal called Langar •The Sikh symbol is called the Khanda – made up of the Chakkar, Khanda and Kirpan. •Sikhs use the 5 Ks artefacts to help them to worship and show devotion to God. •Use bottom part of Sikh knowledge organizer •What I think I know... •What I can link it to... 	<p>Talk about the books and stories that are special to pupils. What makes them ‘special’? They may be presents from relatives or be reminders of particular times in their lives, e.g. the first book they were able to read for themselves. There may be books or stories special to the class e.g. a favourite story or a class book. Is it the book that is important or the story or information in it? Discuss ‘rules’ about how special books are treated.</p> <p>Using a traditional tale, e.g. Little Red Riding Hood, ask the children to think about what the meaning behind it is. What can we learn from this text? Could there be a better ending? Would you tell a small child this story? Did the story really happen? Could you give it a different ending?</p> <p>Show children the Guru Granth Sahib in the Gurdwara and emphasise how important it is as it teaches Sikhs how God wants them to live their lives. They show it great respect as they believe it is the Sikh’s last Guru (great teacher). Qu: What do you think it teaches? Qu: What is it about? Can children link it to what they know about other holy books?</p> <p>Share the story of Bhai Lalo and Malik Bhago. Themes in this story are equality and honesty. Are these important in today’s world? Where is there inequality? What can be done about it?</p> <p>Share the story of Guru Nanak and the Cobra Theme of this story to Sikhs is that Guru Nanak is very special as the first of ten human Gurus or teachers. How is this story relevant today to Sikhs/non-Sikhs?</p> <p>Guru Nanak and the Jasmine Flower. Share the story of Guru Nanak, Mardana, the milk and the jasmine flower. Qu: What’s the meaning of this story and is this story relevant today to Sikhs/non-Sikhs?</p> <p>Children to fill in activity sheet about one of the stories – why is it important today, and they argue about why Sikh stories could be taught it school – what important messages do we gain from them?</p> <p>Children decorate their own paper/card bowl from and whilst modelling discuss what is there still more room for in the world. Children to think of one word e.g. goodness, honesty, happiness, peace etc. Children then make their own jasmine flower to be placed in their bowl. What does their flower symbolise? Why is that thing important to them?</p>	<p>Which of these do Sikhs believe in? Tick two:</p> <ol style="list-style-type: none"> 1. There is only one God. 2. Their God is a Holy Trinity. 3. Sikhism was founded by a Guru, which means Teacher. 4. Sikhs do not have a God. <p>What was the name of the main Guru, and how many Sikh Gurus followed him?</p> <p>Which statements about Sikh food is true, tick two.</p> <ol style="list-style-type: none"> 1. They cannot eat Halal or Kosher meats. 2. Lots of Sikhs are vegetarian. 3. They do not share foods with other people. 4. Sikhs don’t eat together in the Gurdwara. <p>What is true about the story of Guru Nanak and the milk? Tick two.</p> <ol style="list-style-type: none"> 1. Guru Nanak poured the bowl on the floor. 2. He placed a Jasmine flower into it. 3. It tells us everyone is equal, whether they’re rich or poor. 4. Guru Nanak was not allowed in the city. <p>Discuss and clarify answers after</p>	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <p>Children to choose a concept card and write an acrostic poem to express what that means to them e.g. love, peace, equality, belonging, community, religion, friend, spirituality, God, truth, story, family, soul.</p> <p>Children to decorate their posters to be shared in assembly/in the classroom.</p> <p>Present these to each other’s groups</p>

Year 6 Knowledge Organiser – Sikhism

How far would a Sikh go for his or her religion?



Knowledge
Know how geography can help us understand belief (Disciplinary)
Know how people believe leading a religious life can help them be better people.
Know how religious beliefs affect how people behave towards each other.
Know how Sikhs sacrifice certain aspects of their life, such as their money, to worship their religion.

Word	Meaning
Langar	The meal served after the service in the Gurdwara – everyone is equal whilst eating together.
The Golden Temple	The most holy Gurdwara, located in the city of Amritsar, Punjab, India.
Guru Nanak	The founder of Sikhism
Sacrifice	Giving up something for something you believe in
Punjab	The area of the Indian subcontinent where Sikhism was founded 500 years ago

Sikhs sacrifice a lot to show their devotion to Sikhism

What I think I know about Sikh beliefs	What I can link it to... (personal knowledge, sacrifice)

Session 1	Session 2	Session 3	Session 4	Session 5
<p style="text-align: center;">Being a theologian (Disciplinary)</p>	<p style="text-align: center;">Link it (Prior learning)</p>	<p style="text-align: center;">Learn it (Substantive) Teach Vocabulary</p>	<p style="text-align: center;">Check it (diagnostic assessment)</p>	<p style="text-align: center;">Show it (Oracy)</p>
<p>What is religion?</p> <ul style="list-style-type: none"> •Belief in god •Behaving in ways god wants us to •Worshipping god •There are lots of different religions. Can you name any? <p>A ‘theologian’ is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence. We are going to be theologians and examine</p> <p>A map of where Sikh people are found and compare these with maps of where Hindu, Christian and Jewish people live.</p> <p>Can pupils make connections to any other religions?</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> •Religion. •Sikhism/Sikhs •Belief in one God – guides and protects them – called Waheguru (Wonderful God or Lord) Founded in Punjab in the Indian subcontinent •Guru Nanak founded it 500 years ago- based on his teachings and the nine Sikh Gurus who followed him •The Five Ks – Kirpan, Kesh, Kara, Kanga, Kacchera. •Sikh community is called the Khalsa •The Sikh holy book is called the Guru Granth Sahib – the tenth Guru, Guru Gobind Singh, said there would be no others after him and Sikhs would have to follow the holy book, so the holy book is also called a Guru. •Sikhs worship in a temple called a Gurdwara – means ‘Gateway to the Guru’. •Sikhs go to the Gurdwara on a Sunday – say the Keertan prayers – ends in a shared meal called Langar •The Sikh symbol is called the Khanda – made up of the Chakkar, Khanda and Kirpan. •Sikhs use the 5 Ks artefacts to help them to worship and show devotion to God. •Use bottom part of Sikhism knowledge organizer 	<p>Explain that during the forming of the Khalsa some Sikhs were prepared to sacrifice their lives. Guru Nanak expected Sikhs to give a lot for and to their religion. What are they prepared to give? What levels of commitment? Nowadays what do people feel so strongly about that they would be willing to die for e.g. wars fought for what?</p> <p>Sikh services are always followed by a meal called the Langar. Discuss that Sikhs use their money to buy food for and time to make and serve the Langar. The Langar is important to Sikhs because it is a meal that symbolises the Sikh belief that all people are equal. Do children think this is important enough for a Sikh to give up their time for?</p> <p>The five key Sikh beliefs are: • God is in everything (Sikhs see God as an energy source rather than as a physical entity) • It is a Sikh’s duty to serve others • All people should be treated as equals • Sikhs should share what they can with others • Sikhs should earn their living honestly https://www.youtube.com/watch?v=1uyazUnINzA</p> <p>The Langar Which of the key beliefs are highlighted through the ‘Langar’? Establish that Sikhs believe it is a good thing to treat people equally and share with people. Sikhs see the Langar as an opportunity to give, more than as a sacrifice.</p> <p>The Golden Temple How far do Sikhs go? Literally to the Golden Temple of Amritsar When/why do Sikhs travel to the Golden Temple? Sikhs believe God is everywhere so they don’t have to go to Amritsar but may choose to go to see such a beautiful and historic place. https://www.youtube.com/watch?v=qXhV3dMxSzE</p> <p>Marriage Qu ‘What is important when you are marrying someone?’ write on board. Children to write their ideas on post-it notes and share with the rest of the class. Explain that a Sikh wedding is held in the Gurdwara and a passage from the Guru Granth Sahib (holy book) is read. Watch Sikh wedding (Look for clips about Sikh weddings online). Explain that some Sikh weddings in India are arranged marriages. What does this mean? Are Sikhs sacrificing anything if they agree to marry the person their parents have selected for them? What are the advantages of arranged marriage? Even if they did not love each other when they married, could this love grow as they share their lives together? Most Sikhs in the UK choose their own partners. Invite a Sikh visitor in to discuss their beliefs/thoughts on marriage/arranged marriage. Show children the 5Ks (artefacts) and explain what they represent. Watch Sikh celebration and worship. Children to jot down evidence of things a Sikh may choose to do e.g. not cut their hair. How far would they go to protect someone they love? Do children think anything is important enough to give your life up for?</p> <p>Give children picture cards depicting Sikh life e.g. Story of the Khalsa/5 Ks/wedding/Guru Granth Sahib/Golden Temple/Langar/Amrit Ceremony... and ask them to rank order them, the aspect that would take the most effort/sacrifice for a Sikh down to the easiest. Children then answer the questions: Why do Sikhs put so much effort into their religion? Is it OK that not all Sikhs put the same amount of effort in</p>	<p>What is the Langar? Tick one:</p> <ol style="list-style-type: none"> The Sikh prayers The Sikh holy book The Sikh meal that is shared at the Gurdwara Where Sikhism is from <p>Sikhism originated in:</p> <ol style="list-style-type: none"> Kenya The UK The Punjab region of India Palestine <p>True or false: Sikhs believe in one God.</p> <p>Tick two options. The Langar is important because:</p> <ol style="list-style-type: none"> It shows that everyone is equal. It is a nice party. Sikhs can feed those in their community who are less fortunate. They can eat lots of meat. <p>Give examples of two of the five Ks. Why are they important to Sikhs?</p> <p>Discuss and clarify answers after quiz.</p>	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <p>Children think about something that is really important to them - it could be a hobby. What might you be prepared to give up/how much effort do you give to your hobby? Make a bar or pie chart to show what you are committed to and to what extent and why you make these choices</p> <p>Present this to the class and children compare.</p> <p>Consider why these things are so important to them and why Sikhs are willing to give up so much for what is important to them.</p>

Term 5

Buddhism



Year 1 Knowledge Organiser – Buddhism

How did Siddhartha become the Buddha?



Knowledge
What places of worship can tell us about belief (Disciplinary)
Know the Vihara is the place of worship for Buddhists.
Know Siddhartha dedicated his life to trying to reach Enlightenment to help people live a good life.
Know that Buddhists believe that everyone will experience suffering at some point in their lives
Know the life story of Siddhartha Gautama and how he left his life as a prince to become the Buddha

Word	Meaning
Vihara	The place where Buddhists come together for congregational worship.
Siddhartha Gautama	The founder of Buddhism and the Buddha
Buddha	The enlightened one
Enlightenment	Knowing that everyone will experience suffering at some point

Buddhists believe that Buddhism was founded by the prince Siddhartha Gautama

What I think I know about Buddhist beliefs	What I can link it to... (personal knowledge, sharing)

Session 1	Session 2	Session 3	Session 4	Session 5
<p>Being a theologian (Disciplinary)</p>	<p>Link it (Prior learning)</p>	<p>Learn it (Substantive) Teach Vocabulary</p>	<p>Check it (diagnostic assessment)</p>	<p>Show it (Oracy)</p>
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god <p>• There are lots of different religions. Can you name any?</p> <ul style="list-style-type: none"> • Islam • Christianity • Judaism • Buddhism • Sikhism • Hinduism <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in?</p> <p>Sources of evidence.</p> <p>We are going to be theologians and examine a Vihara: the place where Buddhist people go to worship god.</p> <p>Collect ideas (see, think, wonder) from pupils after watching video.</p> <p>https://www.youtube.com/watch?v=rlyS2rMZKIU</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Buddhism is a religion. • Followers of Buddhism are called Buddhists • Buddhists don't worship a god and instead following the teachings of the Buddha. • Buddhists worship in a temple called a Vihara. <ul style="list-style-type: none"> • Use bottom part of knowledge organizer, Collect ideas on flipchart, whole class discussion. Teacher to transcribe ideas in knowledge organizer and photocopy for books. <p>Buddhists believe Buddhism was founded by Siddhartha Gautama</p> <p>What I know about Buddhist beliefs</p> <ul style="list-style-type: none"> • What I can link it to? E.g. I know that Christians believe in the Holy Trinity, Muslims believe in Allah, or I believe in... 	<p>What stories about princes or princesses can the children think of? What were the lives of these people like in the stories, or real-life princesses/princes? What are the lives of normal people in the stories liked compared with them? Discuss how the lives of ordinary people were often much harder than the princes/princesses – could tie into Cinderella before and after.</p> <p>Introduce Siddhartha and that he was a prince. The Life of Buddha (Religion) - Binogi.com – YouTube</p> <p>Discuss how he decided to leave his life in the palace to try and live a good life and to spread his message to help others live a good life too. Discuss how he realised that there is always suffering in life and that he wanted to try to escape this and help others to as well.</p> <p>Children to story map the Buddha's life in groups using prompt cards. Children can then write out the story using writing frames to help them. One child from each group can do each section if the whole story is too long.</p> <p>LA children can use the story cards to stick them into order on poster paper instead.</p> <p>These can then be turned into books for each group and they can design a front cover which represents different aspects of the Buddha's life. Children can then explain why they chose this aspect (is it a bit they like the best/believe in the best?) – colouring pages can be used to help support children with this.</p>	<p>Discuss and clarify answers after quiz.</p> <p>Who is Siddhartha Gautama?</p> <ol style="list-style-type: none"> a) A Hindu leader b) The Buddhist God c) The Buddha d) The Indian prime minister <p>What important lesson did Siddhartha learn?</p> <ol style="list-style-type: none"> a) That everyone will suffer at some point. b) Winning is the best. c) Everyone lives happily ever after d) To follow God's laws. <p>Where do Buddhists worship?</p> <ol style="list-style-type: none"> a) Church b) Mosque c) Mandir d) Vihara <p>Why do Buddhists believe meditation is important?</p> <ol style="list-style-type: none"> a) It helps you relax b) The Buddha used it to reach Enlightenment c) To have some quiet time d) The Buddha used it to nap 	<p>Pupils work in groups to present their learning.</p> <p>Consider using sentence stems.</p> <p>Children can act out the Buddha's life in groups to show how he became the Buddha – this can be the whole thing or certain sections for each group.</p> <p>These can then be acted out to the class and videoed.</p> <p>Parts of these can also be used in assembly to show to the rest of KS1/the school.</p> <p>Questions to explore: If we went on a walk through our neighbourhood and through the streets of Bristol today, what might we see that were signs of 'suffering'? If you think globally</p>
<p>Teachers to plan teaching activities to achieve outcomes</p>				

Year 2 Knowledge Organiser – Buddhism

How is Vesak celebrated?

ཨོཾ་མཆོཾ་པདྨེ་སྐྱེ་མཆོཾ་

Knowledge
Know how paintings can tell us about belief (Disciplinary)
Know Vesak celebrates the birth, enlightenment, and death of Buddha
Know Vesak is celebrated on the first full moon in May
Know Vesak is also known as the Buddhist festival of light
Know gifts are offered to Buddha statues to show gratitude

Word	Meaning
Mantra	Sacred message or text believed to have a special spiritual power.
Vesak	An important religious and a cultural festivals celebrated by Buddhist
Prayer flags	Flags used to promote peace, wisdom, compassion, and strength.
Gratitude	A strong feeling of appreciation to someone or something for what the person has done to help you
Offerings	Something offered in worship or devotion



Buddhist celebrate Vesak to commemorate the three important events in the life of the Buddha

What I think I know about celebrating	What I can link it to... (personal knowledge, other gods)

Session 1	Session 2	Session 3	Session 4	Session 5
Being a theologian (Disciplinary)	Link it (Prior learning)	Learn it (Substantive) Teach Vocabulary	Check it (diagnostic assessment)	Show it (Oracy)
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god <p>• There are lots of different religions. Can you name any?</p> <ul style="list-style-type: none"> • Islam • Christianity • Judaism • Buddhism • Sikhism • Hinduism <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Buddhist art. Explain why Vihara art is representational?</p> <p>Collect ideas (see, think, wonder) from pupils after looking at art work.</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Buddhism is a religion. • Followers of Buddhism are called Buddhists • Buddhists don't worship a God, but follow the teachings of the Buddha who was a Prince called Siddhartha – make a point this is the only major religion they learn about in school without a God. • Buddhists worship in temples called Vihara. <p>• Use bottom part of knowledge organizer, Collect ideas on flipchart, whole class discussion. Teacher to transcribe ideas in knowledge organizer and photocopy for books.</p> <p>What I can link it to?</p>	<p>Buddhists write prayers or mantras (These are short sentences or prayers written over and over again) onto flags, so when the flag blows in the wind the mantra is carried to the Gods. Buddhist prayer flags have been used for thousands of years. Different colours are used to represent air, fire, space, water and earth.</p> <p>Illustrations of animals are used as symbols in the corner of the flag to represent wisdom, power, confidence and joy. A mantra is a word, sentence or a short prayer that is repeated over and over again (either aloud or in a person's head) and is thought to have a huge spiritual effect on that person.</p> <p>Examples of Mantras "May all beings be well and happy," "Wish for peace individually, collectively and universally," Go, go, go beyond go utterly beyond, enlightenment hail!"</p> <p>Here is a video to show flags on a temple. https://www.bing.com/videos/search?q=Buddhists+using+prayer+flags+during+wesak&&view=detail&mid=12C47AD320A1033093F412C47AD320A1033093F4&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DBuddhists%2520using%2520prayer%2520flags%2520during%2520wesak%26qs%3Dn%26form%3DQBVMH%26sp%3D-1%26pq%3Dbuddhists%2520using%2520prayer%2520flags%2520during%2520wesak%26sc%3D0-41%26sk%3D%26cvid%3D9C67122D775A42209A89162D31B175DA</p> <p>Flags are usually raised on important dates, for example Vesak. Vesak also known as Wesak and Buddha Day. Vesak or Buddha Day, is the most important Buddhist festival of all. The festival of Vesak celebrates three major events in the life of the Buddha:</p> <p>His birth, somewhere between 563 and 483 BC (before Christ) His enlightenment, at the age of 35, when he became Buddha.</p>	<p>What does Vesak celebrate?</p> <ol style="list-style-type: none"> a) Buddha's birthday b) The date when the four disciples traveled to join the Buddha c) Remembrance and meditation d) The first day of Ramadan <p>When is Vesak celebrated?</p> <ol style="list-style-type: none"> a) During the month of July b) On the first full moon in May c) 8th December d) 31st October <p>Give three ways in which some Buddhists celebrate Vesak.</p> <ol style="list-style-type: none"> a) Decorating houses and streets with prayer flags and flowers b) Share a cake with your family c) Wearing white clothes d) Light candles <p>Why are gifts offered to the Buddha statues during Vesak?</p> <ol style="list-style-type: none"> a) As a sign of wealth b) To receive good luck c) It shows respect and gratitude to the Buddha for his life and teachings d) To live a long life <p>True or false. Vesak is also known as the Buddhist festival of light.</p>	<p>Pupils work in groups to present their learning.</p> <p>Consider using sentence stems.</p>

Year 3/4 Knowledge Organiser – Buddhism (A)

Could the Buddha's teaching make the world a better place?

Knowledge
Know how artefacts can help us understand belief (Disciplinary)
Know how Buddhists believe you need to overcome greed and selfishness to make the world a better place
Know how Buddhists follow the rules of the Noble Eightfold Path to live good lives
Know that when the Buddha was meditating under the Bodhi tree he learnt many truths that are now taught to Buddhists

Word	Meaning
Enlightenment	Understanding how to be happy and free from suffering
Siddhartha Gautama	The Buddha, or Enlightened one – the founder of Buddhism
Suffering	Feelings of unfulfilled need, or pain, distress and hardship
The Noble Eightfold Path	Eight rules, represented by a wheel, to help Buddhists to live a good life
The Four Noble Truths	The four truths the Buddha understood, which helped him reach enlightenment



Buddhists believe they can follow the Buddha's teachings to make the world a better place

What I think I know about Buddhists and their commitment to following the Buddha's teachings	What I can link it to... (personal knowledge, my god)

Session 1	Session 2	Session 3	Session 4	Session 5
Being a theologian (Disciplinary)	Link it (Prior learning)	Learn it (Substantive) Teach Vocabulary	Check it (diagnostic assessment)	Show it (Oracy)
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god • There are lots of different religions. Can you name any? <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Buddhist artefacts.</p> <p>Collect ideas (see, think, wonder) from examining artefacts.</p> <p>Explain in detail about the significance of Buddhist artefacts, using examples from RE resources e.g. mala beads and statues for shrines.</p> <p>Compare what they've learnt about Buddhist artefacts with what they learnt about Sikh, Hindu, Jewish and Christian artefacts.</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Buddhism is a religion. • Followers of Buddhism are called Buddhists • Buddhists don't worship a God, but follow the teachings of the Buddha who was a Prince called Siddhartha – make a point this is the only major religion they learn about in school without a God. • Buddhists worship in temples called Vihara. • Buddhists celebrate many different festivals. One of the most popular festival is Wesak (which is celebrated on the full moon in May – Friday 5th May this year) • Nirvana Day is the festival that celebrates the death of the Buddha when he reached Nirvana at age 80. Also known as Parinirvana Day. • Buddhists believe in the Four Noble Truths and the Eightfold Path – Eightfold Path is covered more later. • Use bottom part of knowledge organizer • What I think I know <p>What is the best way for a Sikh to show commitment to God? What can I link it to?</p>	<p>Play: Wonderful world by Louis Armstrong (song) What do children learn from the lyrics? Sort pictures to illustrate their ideas as to how/when the world is a wonderful place. Make their own collages/poems showing their perspectives on how/ when the world seems a wonderful place to them, in their own lives. Do they share any ideas in common with peers? Do human beings have the capacity to see and experience wonderful aspects of the world? Draw out what makes these occasions/aspects wonderful... beauty/love/relationship etc.</p> <p>Does everyone experience the world/life as wonderful? Can children think of any people who may not be in this situation right now? Make a list and analyse what might be causing the suffering/ unpleasant or life-threatening experiences. Could use newspapers to find pictures. Have these people ever seen the wonderful side of the world/ of life? What may have made this change? How can we explain this? How could compassion help?</p> <p>Recap on the Life of the Buddha from the earlier unit, focus on the part leading up to and after his enlightenment. What did he learn while he was meditating under the Bodhi tree? Buddhists believe that Siddhartha taught many truths. We will focus on just two of them: a) the belief that everything changes and people don't want it to and b) that suffering is caused by selfishness.</p> <p>Set the children the challenge of making a list of 3 things that never change... discuss and analyse to see if this is true as Buddhists believe that everything changes all the time, even a chair is changing as it has a person sitting on it one minute and not the next, dust on it one minute and not the next if you polish it.</p> <p>Do human beings change? Has anything about you stayed the same as you have grown from baby to a year 4? Use the road map to think through what has changed in your life/how you may have changed because of these experiences e.g. new brothers/sisters, moving house, changing schools - talk this through with a work partner - share with the class (volunteers). Did any of these changes cause suffering at the time? How? Why? Open up the idea that some of these changes may have caused you to feel unhappy at the time because you wanted things to stay the same, but because they changed it made you unhappy/uncomfortable. Can children give examples of this and relate to it? When would you have been happier if things had stayed the same? Did the changes turn out OK? The Buddha said people need to accept that everything changes - it is a natural part of life and should be embraced rather than feared - what do we think about this?</p> <p>There is suffering, suffering is caused by greed and selfishness, greed and selfishness can be stopped, to do this follow the Noble Eightfold Path. Intro Questions - What is greed? What is selfishness? Class feedback - How might somebody be greedy? - make a list or</p>	<p>What did Siddhartha learn whilst meditating under the Bodhi tree? Tick two</p> <ol style="list-style-type: none"> a) That everyone experiences suffering at some point b) That life is easy for everyone c) That we need to give everything up to live good lives d) That everything in life changes <p>Name at least three of the points of the Noble Eightfold Path.</p> <p>Which two things did Buddha want people to overcome to live better lives?</p> <p>What do Buddhists believe? (tick two)</p> <ol style="list-style-type: none"> a) They have multiple Gods b) Buddhism was founded by a prince called Siddhartha c) You can worship the Buddha at Shrines. d) That you should only look after yourself. <p>True or false: Buddhists believe in giving up material things to become better people.</p> <p>Give a brief description of what meditating is. Why do Buddhists do it?</p>	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <p>Children to make prayer flags to represent different ways to follow the Noble Eightfold Path e.g. right speech – can draw kind speech happening between two people. These can be connected to be displayed in the classroom.</p> <p>Children can create these for multiple parts of the Eightfold Path if they finish early.</p> <p>Children to present their designs to each other and what they represent.</p> <p>Children to bring some examples to</p>

Year 3/4 Knowledge Organiser – Buddhism (B)

What do Buddhist value the most?

Knowledge
Know how artefacts can help us understand belief (Disciplinary)
Know that parables are a representation of the Buddha's teachings and how they can be applied in Buddhist's live
Know Buddha taught wisdom, kindness, patience, generosity and compassion were important virtues.
Know ahimsa is an important principle to help Buddhist progress on the path to enlightenment

Word	Meaning
Values	Individual beliefs that motivate people to act one way or another.
Parables	A simple story used to illustrate a moral or spiritual lesson.
Jataka	Various stories of the previous lives of the Buddha found in Buddhist literature.
Dharma	The Buddha's teachings.
Ahimsa	The ethical principle of not causing harm to other living things.



Buddhists believe moral behaviours lead to and flow from an enlightened mind

What I think I know about Buddhists upholding the teachings of the Buddha	What I can link it to... (personal knowledge, my god)

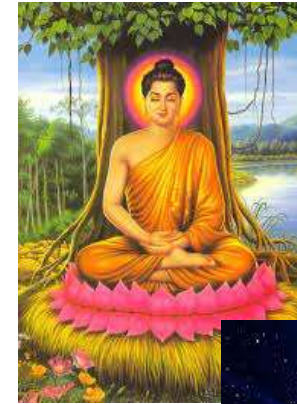
Session 1	Session 2	Session 3	Session 4	Session 5
<p>Being a theologian (Disciplinary)</p>	<p>Link it (Prior learning)</p>	<p>Learn it (Substantive) Teach Vocabulary</p>	<p>Check it (diagnostic assessment)</p>	<p>Show it (Oracy)</p>
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god • There are lots of different religions. Can you name any? <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Buddhist artefacts.</p> <p>Collect ideas (see, think, wonder) from examining artefacts.</p> <p>Explain in detail about the significance of Buddhist artefacts, using examples from RE resources e.g. mala beads and statues for shrines.</p> <p>Compare what they've learnt about Buddhist artefacts with what they learnt about Sikh, Hindu, Jewish and Christian artefacts.</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Buddhism is a religion. • Followers of Buddhism are called Buddhists • Buddhists don't worship a God, but follow the teachings of the Buddha who was a Prince called Siddhattha – make a point this is the only major religion they learn about in school without a God. • Buddhists worship in temples. • Buddhists celebrate many different festivals. One of the most popular festival is Wesak (which is celebrated on the full moon in May – Friday 5th May this year) • Nirvana Day is the festival that celebrates the death of the Buddha when he reached Nirvana at age 80. Also known as Parinirvana Day. • Buddhists believe in the Four Noble Truths and the Eightfold Path – Eightfold Path is covered more later. • Use bottom part of knowledge organizer • What I think I know 	<p>Explain to children that a parable is a story with a message or a moral about how to live your life. Buddha used parables to explain ideas to his followers. Remind children that Buddha remembers all his 'past lives' and explain that Buddhists believe that when a person dies they will usually be 'reborn' in a different form depending on how they have lived their life. There are many stories in Buddhism that describe the Buddha's previous 'lives', sometimes as an animal. These stories show how the Buddha did many helpful things in his previous lives and this helped his progress from one life to the next. In each short life story, the Buddha, in his previous incarnations, performs an act that demonstrates a key Buddhist quality such as compassion, wisdom, self-sacrifice, and loving-kindness. Since Buddhist see the Buddha Himself lived as every form of life, it helps teach them to respect all life. In Buddhist belief, all sentient life has Buddha Nature, and any form of life could be a potential Bodhisattva (a being who is on the way to becoming enlightened).</p> <p>Buddha's teachings are known as dharma. He taught that wisdom, kindness, patience, generosity and compassion were important virtues. Living ethically is a foundation of Buddhism. Buddhists value highly such virtues as loving kindness, humanity, patience and giving, perhaps they value wisdom and compassion most of all. The idea of ahimsa or harmlessness is very closely connected with compassion. The compassionate desire to cause no harm to all beings including animals, plants, and the world in general.</p> <p>The Buddha's early life: his quest to find an answer to the problem of suffering. The story of the prince and the swan teaches Buddhist to respect all living things and that the person who saves a life is more valuable than the person who kills or tried to kill a life. Link to the ahimsa. Story: https://clearvision.education/wp-content/uploads/2018/06/Sid_Swan.pdf</p> <p>Another parable used in Buddhism to teach important values about a monkey king who put others before himself. This is one of the most popular jataka stories (birth stories) in Buddhism. It demonstrates three key</p>	<p>What is the purpose of the Buddha using parables? (Tick two)</p> <ol style="list-style-type: none"> To explain and understand the Dharma. To share funny stories about his life To make his teachings understandable to people from all walks of life To confuse his followers <p>The story of the Siddhattha and the swan focusses on which moral value?</p> <ol style="list-style-type: none"> Giving charity Meditation Ahimsa Speaking the truth <p>What values did Buddha teach his followers in the dharma?</p> <ol style="list-style-type: none"> patience Kindness Keeping grudges forgiveness <p>What stories do Buddhist use to share the important teachings for everyday life?</p> <ol style="list-style-type: none"> The prince and the swan Rama and Sita 	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <p>Discuss ways people can practice the values Buddha teaches in the dharma.</p> <p>Children to discuss the moral lessons of the parables found in Buddhism.</p> <p>How do these values help Buddhist achieve their goal of enlightenment?</p> <p>Give children diamond 9 activity with values Buddhist think are important to practice. Children to rank the values</p>

Year 5 Knowledge Organiser – Buddhism

What is the best way for Buddhists to live a good life?

Knowledge
Know how food can help us understand belief (Disciplinary)
Know how following the Noble Eightfold Path can help Buddhists to live a good life.
Know that Buddhists believe following certain laws will help them to reach Enlightenment
Know that Buddhists believe they should be vegetarian to show respect for all living things.
Know that Buddhists do not believe in a God and instead follow the laws of the Buddha, or teacher.

Word	Meaning
Dharma	The teachings of the Buddha, which mean truth
Enlightenment	Escaping the cycle of suffering and rebirth.
Buddha	The founder of Buddhism, Siddhattha Gotama, also known as 'teacher'
The Noble Eightfold Path	Eight ways of life the Buddha says everyone must live by
Wheel of Dharma	The representation of the Eightfold Noble Path and the truth of how Buddhists must live.



Buddhists believe that following the Noble Eightfold Path can help them live a good life...

What I think I know about how Buddhists live good lives	What I can link it to... (personal knowledge, stories with a lesson)

Session 1	Session 2	Session 3	Session 4	Session 5
Being a theologian (Disciplinary)	Link it (Prior learning)	Learn it (Substantive) Teach Vocabulary	Check it (diagnostic assessment)	Show it (Oracy)
<p>What is religion?</p> <ul style="list-style-type: none"> •Belief in god •Behaving in ways god wants us to •Worshipping god •There are lots of different religions. Can you name any? <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Buddhist food customs (many choose to be vegetarian as they believe you cannot take the life of any human or animal).</p> <p>Some Buddhists fast from noon to dawn of the following day for 6 days each month.</p> <p>They do not drink alcohol as this clouds the mind during meditation.</p> <p>Collect ideas (see, think, wonder) from pupils after examining the food stimulus.</p> <p>Explain food customs / laws is and what it is used for.</p> <p>Can pupils make connections to any other religions?</p> <p>Compare Buddhist food customs with what they learnt about</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> •Religion. •Buddhists/Buddhism •Buddhists follow the teaching of Siddhattha Gotama, the Buddha, or Enlightened One. ▪ Buddhists do not believe in God – instead follow the teachings of the Buddha – these teachings are called Dharma, which means 'truth' ▪ Four Noble Truths – Buddha learnt these truths and achieved enlightenment ▪ Noble Eightfold Path – wheel of Dharma – the eight teachings that the Buddha asked Buddhists to follow. •The Buddhist holy book is called the Tipitaka – means the 'three baskets'. Contains the teachings of the Buddha and his companions, comments and rules for monks. •Buddhists worship in temples and may also have a shrine in their home •The Buddhist symbol is called the Dharma Wheel – this represents the Dharam (teachings of Buddha) – there are 3 swirls in the centre which represent the Buddha, Dharma and sangha (Buddhist community) •Buddhists use different artefacts to help them to worship, including mala prayer beads and statues of the Buddha •Use bottom part of Buddhist knowledge organizer 	<p>Ask the children if they've ever been in a situation that made them uncomfortable or unhappy e.g. someone was mean to them on the playground. How did they react in the situation? What might be a good way or a bad way to have reacted to it?</p> <p>Give children scenarios relevant to them and invite them to act out the consequences of 2 different choices and the class then decides which choice would be best for the children involved in the scenario and why, and which choice would not be so 'good' for other people/animals involved e.g. you are in the playground with your friends and the new boy comes to ask if he can join your game...what choices could you make and what would the consequences be for you and the other people involved? Discuss what helps us make the choices we make. Kindness/not harming anyone/right and wrong/rules/feelings/consequences...How do we know what makes a 'good' choice? Can we make a list of 8 things that would help the class feel safe and happy e.g. kind words etc?</p> <p>Teach children about the Noble Eightfold Path. The Buddha said there are 8 things people can choose to do to help them lead good lives which would make the world better for everybody and everything. The 8-fold path helps people know which decisions/choices are good i.e. decisions that will be thoughtful and bring no harm to any living thing. Compare these to the eight things that the children came up with as a class from earlier.</p> <p>Children to work in small groups - Give them each 2 or 3 of the Noble Eightfold Path rules and invite them to work out what each one means and write their thoughts under each - i.e. their definition of right speech etc Share ideas with each other. Choose 1 of the rules each group had e.g. right action and ask children to freeze-frame examples of 'right action' which would not bring harm to any living thing. Explain that this is the main aim underneath the Buddha's teaching of the 8-fold path. Reveal the truth behind each of the Eightfold Path aspects means.</p> <p>When discussing the rule of Right Meditation, children can practise meditating in the classroom. Discuss how it can help people to clear their minds and how this might let them feel more certain about things in their lives.</p> <p>Children complete the job activity sheet deciding which jobs would be helpful for a Buddhist to live a good life and which wouldn't be as helpful. Children then write a brief explanation of their underpinning rationale for their decisions, before offering their own thoughts on the 8-fold path and the best way for a Buddhist to live a good life.</p>	<p>Which of these do Buddhists believe are part of the Noble Eightfold Path? Tick two:</p> <ol style="list-style-type: none"> 1. Right speech. 2. Right clothes. 3. Right livelihood. 4. Right travel. <p>Give a brief explanation about why Buddhism is different to other main world religions.</p> <p>Which statements about Buddhist food are true? Tick two.</p> <ol style="list-style-type: none"> 1. They do not have rules following eating meat. 2. Most Buddhists are vegetarian. 3. They fast for one month of the year. 4. They fast for six days of each month. <p>Which statement about Buddhism is untrue? Tick one.</p> <ol style="list-style-type: none"> 1. The Buddha achieved Enlightenment by understanding the Four Noble Truths. 2. Meditation is important in Buddhism. 3. Buddhists follow the Kosher rules of the Buddha 4. Buddhists believe that life involves suffering and you 	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <p>Discuss the Yellow Brick Road. Imagine the yellow brick road is your version of the Buddha's 8-fold path. The guidelines to live by to make the world a better place where no living thing is harmed... Children create posters to represent their guidance (good choices) for people to live by so that no harm comes to any living thing, and what would the land at the end of the yellow brick road look like if everybody made these good choices?</p> <p>Posters to be shared in assembly/in the classroom.</p> <p>Present these to each other's groups</p>

Year 6 Knowledge Organiser – Buddhism

Why do Buddhist make pilgrimages?

Knowledge
Know how geography can help us understand belief (Disciplinary)
Know Buddhist make pilgrimages to show their commitment to the dharma
Know the 'Eight Great Places' are sacred sites related to the life of Buddha
Know the significance of Bodhgaya in Buddhism
Know Buddha encouraged all devotees to make pilgrimages to associate with his life and his teachings.

Word	Meaning
Pilgrimage	A religious journey to a shrine or a sacred place.
Nirvana	A state of perfect peace and bliss.
Bodhgaya	One of the most important and sacred Buddhist pilgrimage center in the world. It is understood to be the site of the enlightenment.
Discipline	The practice of training people to obey rules or a code of behaviour.
Devotees	A strong believer in a particular religion or god.



Buddhist make pilgrimages to sacred sites to renew their commitment to the path of enlightenment

What I think I know about Buddhist and their commitment to enlightenment	What I can link it to... (personal knowledge, sharing)

Session 1	Session 2	Session 3	Session 4	Session 5
<p style="text-align: center;">Being a theologian (Disciplinary)</p>	<p style="text-align: center;">Link it (Prior learning)</p>	<p style="text-align: center;">Learn it (Substantive) Teach Vocabulary</p>	<p style="text-align: center;">Check it (diagnostic assessment)</p>	<p style="text-align: center;">Show it (Oracy)</p>
<p>What is religion?</p> <ul style="list-style-type: none"> •Belief in god •Behaving in ways god wants us to •Worshipping god •There are lots of different religions. Can you name any? <p>A ‘theologian’ is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence. We are going to be theologians and examine</p> <p>A map of where Buddhist people are found and compare these with maps of where Hindu, Sikhs, Christian and Jewish people live.</p> <p>Can pupils make connections to any other religions?</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> •Religion. •Buddhists/Buddhism •Buddhists follow the teaching of Siddhattha Gotama, the Buddha, or Enlightened One. <ul style="list-style-type: none"> ▪ Buddhists do not believe in God – instead follow the teachings of the Buddha – these teachings are called Dharma, which means ‘truth’ ▪ Four Noble Truths – Buddha learnt these truths and achieved enlightenment ▪ Noble Eightfold Path – wheel of Dharma – the eight teachings that the Buddha asked Buddhists to follow. •The Buddhist holy book is called the Tipitaka – means the ‘three baskets’. Contains the teachings of the Buddha and his companions, comments and rules for monks. •Buddhists worship in temples and may also have a shrine in their home •The Buddhist symbol is called the Dharmam (teachings of Buddha) – there are 3 swirls in the centre which represent the Buddha, Dharma and sangha (Buddhist community) •Buddhists use different artefacts to help them to worship, including mala prayer beads and statues of the Buddha 	<p>Explain to children that a pilgrimage is a sacred journey, undertaken for a spiritual purpose. Pilgrims are different from tourists: they travel for spiritual reasons, not just to relax or for fun. Pilgrimage is a search for meaning, purpose, values or truth. The Buddha suggested that pilgrimage would help his followers develop spiritually. For some Buddhists pilgrimage is a discipline that fosters spiritual development; for others it is the fulfillment of a vow made, for example, to facilitate recovery from an illness; and for others it is simply an occasion for travel and enjoyment. Whatever its motivations, pilgrimage remains one of the most important Buddhist practices.</p> <p>The most important Buddhist pilgrimage sites are known as the ‘Eight Great Places’. Bodhgaya is the most important among them too. Bodh Gaya is the starting point of Buddhism and is famous all over the world since Gautama Buddha attained Nirvana (enlightenment) in this sacred place. The other three most important pilgrimage of Buddhism are Kushinagar, Lumbini, and Sarnath. For Buddhists, pilgrimage to Bodhgaya helps them to focus on the Enlightenment of the Buddha. 2550 years later the place where Buddha achieved enlightenment is famous. It is a World Heritage Site. It is in Northern India, in Bihar, which is a very poverty-stricken state.</p> <p>https://www.youtube.com/watch?time_continue=1&v=JwdDAVO6YrE&embeds_embed_url=https%3A%2F%2Fwww.google.com%2F&source_ve_path=MjM4NTE&feature=emb_title https://smarthistory.org/bodh-gaya/</p> <p><u>How does pilgrimage strengthen faith in Buddhism?</u> The Buddha suggested that pilgrimage would help his followers develop spiritually. Major sites of Buddhist pilgrimage are often found in northern India in places associated with the Buddha’s life, teaching and enlightenment. The significance of the Pilgrimage on the individual includes: Giving the pilgrim an identity; a sense of belonging to a community will improve and encourage the pilgrim’s willingness to learn and grow in spirituality. Engages the pilgrim towards enlightenment and nirvana and opportunities for the individual to delve deeper into reflection on their life as a Buddhist. The pilgrimage assists in discipline and better practice by removing distractions and temptations of ordinary life.</p>	<p>Discuss and clarify answers after quiz.</p> <p>Which pilgrimage site is the most important to Buddhist?</p> <ol style="list-style-type: none"> Sankassa Bodhgaya Rajgit Vaishali <p>Why do Buddhist feel compelled to make pilgrimages to Eight Great Places?</p> <ol style="list-style-type: none"> The Buddha encouraged it to help individuals towards enlightenment To take selfies To compare sacred places in the different religions To help foster a spiritual discipline <p>Which countries can sacred sites in Buddhism be found in? (Tick two)</p> <ol style="list-style-type: none"> Cambodia India China Nepal <p>True or false. Visiting all the eight Buddhist pilgrimage</p>	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <p>Discuss the significance of the pilgrimage sites. Children to share their fact files.</p> <p>Four of the eight locations are believed to be where miracles took place. Children to identify which sites are linked to a miracle.</p> <p>Giving is important in every Buddhist pilgrimage. When Buddhist pilgrims visit shrines and monasteries that are a part of their pilgrimage, they give gifts to the monks who reside there but also they leave gifts and offerings to the Buddha. Giving gifts builds karma which helps obtain</p>

Term 6

Islam



Year 2 Knowledge Organiser – Islam

Does praying at regular intervals help a Muslim in their everyday life?

Knowledge
Know how paintings can tell us about belief (Disciplinary)
Know Muslims pray 5 times a day.
Know that Muslims pray because they believe it lets them talk to Allah.
Know that praying 5 times a day is a real commitment and show how much Muslims
Know that Muslims have different types of art, and they decorate their mosques and prayer mats with these

Word	Meaning
Praying	Sending a message or talking to God.
Prayer mat	A special mat that Muslims use to help them pray
Makkah (Mecca)	The city in Saudi Arabia that Muslims face when they pray
Commitment	Showing that you are dedicated to something important
Call to prayer	When people from a religion are summoned to pray



Muslims believe they should pray 5 times a day

What I think I know about how Muslims pray	What I can link it to... (personal knowledge, other gods)

Session 1	Session 2	Session 3	Session 4	Session 5
Being a theologian (Disciplinary)	Link it (Prior learning)	Learn it (Substantive) Teach Vocabulary	Check it (diagnostic assessment)	Show it (Oracy)
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god <p>• There are lots of different religions. Can you name any?</p> <ul style="list-style-type: none"> • Islam • Christianity • Judaism • Buddhism • Sikhism • Hinduism <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Islamic art. There are three types of Islamic art – floral, calligraphy and geometric. Discuss these meanings with the children.</p> <p>Collect ideas (see, think, wonder) from pupils after looking at art work.</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Islam is a religion. • Followers of Islam are called Muslims • Muslims follow the teachings of Allah, who Muslims believe is the one true God • Muslims worship in temples called Mosques. <p>• Use bottom part of knowledge organizer, Collect ideas on flipchart, whole class discussion. Teacher to transcribe ideas in knowledge organizer and photocopy for books.</p> <p>What can I link it to?</p>	<p>Explain to the children that today we are going to make a real effort to keep fit. During the day we are going to stop what we are doing when I ring the chime/bell, face the same way and keep fit to music. We will do this 5 times during the day and each time we will do a different exercise. We all choose to do this because we believe it's important to keep fit and we are making a commitment to keeping fit and healthy. At end of day - ask questions: How did you feel? Did it interrupt your day? Did you find it easier to learn afterwards? Would you choose to do that every day?</p> <p>Explain to the children that we showed a real commitment to keeping fit. Run through the routine, recapping the direction we faced, the call to exercise (bell/chime), doing it regularly, etc. Show children a clip of Muslims praying (without sound). https://www.youtube.com/watch?v=LFEUIG5W--4 Qu: what are these people doing? Draw out similarities between our exercise routine (physical movement, facing the same way, all moving together, etc). Teach children that these people are Muslims and they are praying. Children could try out the different prayer postures. How would you feel doing this five times a day?</p> <p>Teacher to lead a stilling exercise and children to focus on a piece of work or a calm picture. Discuss with the children about how calming your mind can help you to focus and still your busy thoughts</p> <p>Watch prayer extract again (with sound) to show children as well as the postures, prayers are being said to focus on God (Allah) and talk to him. Ask children how would this help a Muslim to focus? Through learning about Muslim prayer, teach who, when, where, what, why? (Because God has asked them to and it says this in the holy book, the Qur'an). Possibly talk to a Muslim visitor about prayer.</p>	<p>How many times a day do Muslims pray?</p> <p>a) 3 b) 1 c) 8 d) 5</p> <p>True or false? Muslims are silent when they pray.</p> <p>Which of these is not a type of Islamic art?</p> <p>a) Calligraphy b) Comic books c) Floral/flowers d) Geometric shapes</p> <p>What is the name of the Muslim holy book that tells them to pray?</p> <p>a) The Bible b) The Qur'an c) The Torah d) The Tipitaka</p> <p>True or false. Muslims believe praying helps them talk to God.</p>	<p>Pupils work in groups to present their learning.</p> <p>Consider using sentence stems.</p> <p>Children to design their own prayer mats with things that are important to them/what they are committed to spending their time on. Make sure children know that there is always a mistake in a prayer mat, as Muslims believe that only Allah is perfect.</p> <p>If there are issues with children drawing non-religious things on the prayer mat, there could be another representation to show this.</p> <p>Children can use what they learnt earlier about Islamic art to help them design their mats.</p>

Year 3/4 Knowledge Organiser – Islam (B)

Does completing the Hajj help a Muslim show their commitment to Allah?

Knowledge
Know how artefacts can help us understand belief (Disciplinary)
Know that Muslims believe they should complete the Hajj, a holy pilgrimage to Mecca, at least once in their lives.
Know what happens during the Hajj and the special religious rites that Muslims follow during this time.
Know that Muslims believe the Hajj helps them be closer to Allah and helps them show commitment to him.

Word	Meaning
Hajj	A religious pilgrimage made to the Kaaba in Mecca, Saudi Arabia.
Kaaba	A holy, stone building in the most important mosque, the Masji al-Haram in Makka (Mecca).
Makka (Mecca)	The holiest city to Muslims, located in Saudi Arabia: it is the birth-place to the Prophet Muhammed (PBUH)
Prophet Muhammed	Regarded as the greatest prophet in Islam, and the messenger for Allah.
Pilgrimage	A journey to a special, religious place.



Muslims believe that completing the holy pilgrimage of the Hajj shows their commitment to Allah

What I think I know about how Muslims complete the Hajj	What I can link it to... (personal knowledge, my god)

Session 1	Session 2	Session 3	Session 4	Session 5
Being a theologian (Disciplinary)	Link it (Prior learning)	Learn it (Substantive) Teach Vocabulary	Check it (diagnostic assessment)	Show it (Oracy)
<p>What is religion?</p> <ul style="list-style-type: none"> • Belief in god • Behaving in ways god wants us to • Worshipping god • There are lots of different religions. Can you name any? <p>A 'theologian' is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Islamic artefacts.</p> <p>Collect ideas (see, think, wonder) from examining artefacts.</p> <p>Explain in detail about the significance of Islamic artefacts, using examples from RE resources e.g. prayer mats, and the Qur'an.</p> <p>Compare what they've learnt about Islamic artefacts with what they learnt about Buddhist, Sikh, Hindu, Jewish and Christian artefacts.</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> • Islam is a religion. • Followers of Islam are called Muslims • Muslims believe there is one true God called Allah (the Arabic word for God) • Muslims worship in mosques. • Muslims celebrate many different festivals. One of the most popular festivals is Ramadan, which celebrates the month the Qur'an (the Muslim Holy Book) was first revealed to the Prophet Muhammed. • Muslims fast during Ramadan. Children aren't expected to but members of your class might have. • Eid ul-Fitr ends Ramadan and is marked by a big celebration. Muslims are breaking their fast and thanking Allah for giving them strength during this month. • Muslims follow the five pillars of Islam which tell Muslims how to lead a good life. • Use bottom part of knowledge organizer • What I think I know 	<p>Ask the children if they have ever been on a special journey. When, where, why, with whom? What made it special? Teacher to share a special journey they went on for a specific reason.</p> <p>Children to create story maps/roads with their own special journeys on. This could be their whole lives/something special to them e.g. their journey of learning football/to go and see a family member/moving to a new place or school.</p> <p>Mystery suitcase - who does it belong to? Where are they going? Teacher to show the children Muslim artefacts and pictures e.g. Hajj robes, map of Makkah (Mecca), Qu'ran, small stones, spring water, umbrella, picture of the Grand mosque in Makkah. Children to watch an extract of Hajj and begin to make links between the lost suitcase and the journey they are watching. Religious Studies KS2: The Muslim pilgrimage, Hajj - BBC Teach</p> <p>Teacher to explain the relevance of Makkah and the Grand Mosque. Show children where Makkah is on map/globe. Teacher to explain the significance of different events that take place during the journey.</p> <p>Qu: How do you think these Muslims feel? Why are they doing it?</p> <p>Explain to children that by completing Hajj, Muslims are showing a commitment to God (Allah). God is really important to Muslims and they are prepared to make lots of effort to show him this. Hajj is one of the 5 pillars and one of the 8 doors to heaven.</p> <p>Consider the question: how does completing the Hajj show commitment to Allah? Children to discuss in talking partners and share their reasons. Teacher to then share reasons for Muslims completing Hajj: Commitment/because God asks them to/one of the 5 Pillars/sense of achievement/sense of belonging to world Muslim community/(Ummah)/opportunity to pray with thousands of other Muslims and to visit special places e.g. where Muhammad lived/ gain better understanding/learn more/have become a better Muslim as they have done</p>	<p>What is the Hajj?</p> <ol style="list-style-type: none"> The most important mosque. A stone building within the Masjid al-Haram. The religious journey to Mecca. The clothes Muslims have to wear on their journey. <p>What are some of the reasons that Muslims want to complete the Hajj? (tick two)</p> <ol style="list-style-type: none"> Because God asks them to. They enjoy going with their family. They can pray with thousands of Muslims. It's a nice holiday. <p>Which rules is the Hajj included in?</p> <ol style="list-style-type: none"> The Ten Commandments. The 5 Pillars of Islam. The 8 Doors to Heaven The Noble Eightfold Path <p>Give a brief explanation of why Muslims want to complete the Hajj.</p> <p>Which holiday is celebrated on the last day of the Hajj?</p> <ol style="list-style-type: none"> Ramadan Diwali Eid ul-Fitr Eid ul-Adha 	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <p>Children to write a postcard. What would your most special journey be and why? Write a postcard home describing how it feels to be in that special place and why. Draw the place on the front of the postcard. Display around map of the world.</p> <p>Children can then present their postcards to the class, explaining why they have chosen what is important to them.</p> <p>Be prepared for some children to</p>

Year 5 Knowledge Organiser – Islam

How does fasting during Ramadan help Muslims feel closer to Allah?

Knowledge
Know how food can help us understand belief (Disciplinary)
Know that Muslims believe that fasting during Ramadan helps them to show their commitment to God.
Know that Muslims follow the Five Pillars of Islam to help them live a good life.
Know that Muslims have special, religious food laws called Halal laws, which are permissible food, whereas Haram foods cannot be eaten by Muslims
Know that Muslims have special meals connected to Ramadan, called an Iftar and Suhoor.

Word	Meaning
Ramadan	The celebration Muslims follow which remembers the month the Qur'an was revealed to the Prophet Muhammad.
Fasting	When Muslims don't eat or drink during the day over Ramadan
Eid al-Fitr	The celebration at the end of Ramadan where Muslims break their fast.
Halal and Haram	Halal foods can be eaten by Muslims, but Haram foods can't.
Iftar	The meals Muslims have to break their fast
Suhoor	The meal Muslims eat before fasting starts



Muslims believe that fasting during Ramadan helps them to feel closer to Allah

What I think I know how Muslims fast during Ramadan	What I can link it to... (personal knowledge, stories with a lesson)

Session 1	Session 2	Session 3	Session 4	Session 5
Being a theologian (Disciplinary)	Link it (Prior learning)	Learn it (Substantive) Teach Vocabulary	Check it (diagnostic assessment)	Show it (Oracy)
<p>What is religion?</p> <ul style="list-style-type: none"> •Belief in god •Behaving in ways god wants us to •Worshipping god •There are lots of different religions. Can you name any? <p>A ‘theologian’ is someone who studies god and belief.</p> <p>How could a theologian learn more about what people believe in? Sources of evidence.</p> <p>We are going to be theologians and examine Islamic food customs (Halal food laws)</p> <p>Muslims fast during Ramadan – this is going to be covered later so not much needs to be focused on here.</p> <p>They do not drink alcohol or take drugs.</p> <p>Collect ideas (see, think, wonder) from pupils after examining the food stimulus. Explain food customs / laws is and what it is used for.</p> <p>Can pupils make connections to any other religions?</p> <p>Compare Islamic food customs with what they learnt about Buddhist, Sikh, Hindu, Jewish and Christian food customs.</p>	<p>Clarify key concepts.</p> <ul style="list-style-type: none"> •Religion. •Islam/Muslims •Muslims believe there is one true god called Allah. <ul style="list-style-type: none"> ▪ Hajj – the Muslim pilgrimage to Makkah that Muslims must take at least once in their lifetimes • Muslims celebrate many different festivals. One of the most popular festivals is Ramadan, which celebrates the month the Qur’an (the Muslim Holy Book) was first revealed to the Prophet Muhammed. • Muslims fast during Ramadan. Children aren’t expected to, but members of your class might have. • Eid al-Fitr ends Ramadan and is marked by a big celebration. Muslims are breaking their fast and thanking Allah for giving them strength during this month. • Muslims follow the five pillars of Islam which tell Muslims how to lead a good life. •The Muslim holy book is called the Qur’an •Muslims worship in mosques •The Islamic symbol is the crescent and star. The crescent represents progress, and the star represents the light of knowledge. •Muslims use different artefacts to help them to worship, including prayer mats 	<p>Ask the children if there’s ever been a situation when they couldn’t have their favourite foods. How did this make them feel? What couldn’t they eat and why?</p> <p>Discuss what the Five Pillars of Islam are and why they are important to Muslims. Pay special attention to the Fasting pillar – importance with the connection to food focus.</p> <p>Children to discuss with their talk partners/tables what their 5 things for living a good life would be. Write these on post-it notes and create a whole class mood board of them. Are there any themes or ideas that come up lots of times? Do they connect with our Jigsaw Charter/School Values?</p> <p>Discuss the celebration of Ramadan. What is the meaning behind it? Why is this important to Muslims? https://www.youtube.com/watch?v=vOcsbQeFTUU</p> <p>Discuss what fasting is. Children can share stories about when they/their families have fasted. How did it make them feel? Was it difficult? Discuss what an Iftar is and the Suhoor. Also talk about how Muslims believe that they should help each other and will give food and other things to charity during Ramadan. Can they link this to any other religions? Can they think of any times when people won’t be able to eat but not out of choice? What can Muslims and other people do to help these people?</p> <p>Children to finish worksheet discussing what Ramadan is, what fasting is and how Muslims fast.</p> <p>Talk about Eid al-Fitr and what Muslims do during this time to celebrate.</p> <p>Children to create their own dream menu which follows Halal rules. What would they have for their own celebration feast? Children to decorate with Islamic geometric shapes and Islamic symbols.</p>	<p>What is the name for Muslim food laws?</p> <ol style="list-style-type: none"> 1. Kosher. 2. Vegetarian. 3. Langar. 4. Halal. <p>Which of these meals is especially important to Muslims? Tick two.</p> <ol style="list-style-type: none"> 1. Iftar 2. Shabbat 3. Mahaprasada 4. Suhoor. <p>Which statements about Halal food are true? Tick two.</p> <ol style="list-style-type: none"> 1. They can’t eat beef. 2. There are no haram products. 3. It can include alcohol. 4. They can’t eat pork. <p>Which of these is NOT one of the Five Pillars of Islam? Tick one.</p> <ol style="list-style-type: none"> 1. Prayer (salat) 2. Fasting (sawm) 3. Alms/charity (zakat) 4. Travelling abroad (fi alkharij) <p>True or False. Ramadan is in the 9th month of the Muslim calendar, which is always September.</p>	<p>Pupils work in groups to present their learning in a respectful, articulate manner.</p> <p>Consider using sentence stems.</p> <p>Children to work in pairs. One child will act as the Muslim who is fasting and the other will be the interviewer. They will come up with questions together about what they could ask the child acting as the Muslim who is fasting e.g. how do you feel when your fast is over, is it challenging, why do you fast?</p> <p>Muslim children in the class could share their real thoughts about it to give the other children ideas before.</p> <p>Children then share their interviews with the class.</p> <p>Present these to each other’s groups</p>