



Ark John Archer Primary Academy *Religious Education*

Religious Education: *Rationale*

The Ark John Archer Religious Education Curriculum, developed in line with the Wandsworth SACRE, aims to develop pupils' understanding of how beliefs and values are formed and upheld within, and between, different parts of contemporary society, and how these beliefs influence the choices and actions of both individuals and groups within the local community and on a global scale. Pupils develop a progression of knowledge and understanding about a diversity of religions, beliefs and values, drawing upon this knowledge to reflect upon how religion and beliefs (whether religious or non-religious) inform their own values and are reflected in their actions, behaviours and expressed opinions.

The curriculum has been developed to focus and build on six principal religions: Judaism, Hinduism, Christianity, Buddhism, Islam and Sikhism. Pupils develop a deep understanding of the key features, teachings and beliefs of six key religions, with a careful and consistent progression of knowledge that allows the pupil to make the necessary connections to piece their learning together throughout their learning journey. As children progress through the Religious Education Curriculum, explicit links and connections are made to support pupils to continually build upon the knowledge and skills they have accumulated in previous year groups.

The sequence of learning begins in Key Stage One, introducing each of the religions and developing pupils' understanding of festivals and celebrations, holy books, holy buildings, key people and gods, while building a foundational knowledge of beliefs and values that can be further built upon in Key Stage Two. Much of the learning is based in story and recounts of significant events upon which beliefs and values have been formed. Simple comparisons are formed, with similarities and differences identified, evaluated and celebrated.

As pupils progress in to Key Stage Two, the curriculum provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. As their knowledge and understanding of the principal religions and other religious traditions develops, pupils draw upon this and their exploration of worldviews, to discover answers to questions such as these. Pupils explore further the similarities and differences; identifying the importance of specific values; significance of identified patterns between beliefs; symbolism drawn out of key features of the principal religions. They examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; developing confidence to express their own responses and building resilience to anti-democratic or extremist narratives.

The Religious Education Curriculum also contributes to pupils' personal development, well-being and sense of community cohesion by promoting mutual respect and tolerance in a diverse society. It offers opportunities for personal reflection and spiritual development, deepening pupils' understanding of the significance of religion in the lives of others – individually, communally and cross-culturally. As pupils develop a secure understanding and ability to independently connect their learning they will be able to speak confidently about their knowledge and apply this to the choices and actions they perform within the local community and beyond.

It is our intention that Religious Education is also drawn upon to make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. The PSHE Curriculum links directly to many of the themes explored through the Religious Education curriculum and explicit links are made for pupils.



Religious Education: Our Aims

- Pupils develop knowledge and understanding of principal religions, and religious traditions, fostering personal reflection and spiritual development.
- Pupils recognise the diversity which exists within and between communities and individuals. They appreciate the nature and significance of the different ways of life studied and challenge simplistic / stereotypical representations of religion.
- Pupils are challenged through questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- Pupils are encouraged to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- Pupils build their sense of identity and belonging, helping them to flourish within their communities and as citizens in a diverse society. They develop respect for others, including people with different faiths and beliefs, and begin to challenge prejudice.
- Pupils consider their responsibilities to themselves and to others, and explore how they might contribute to their communities and to wider society. They are encouraged to act with empathy, generosity and compassion.

Religious Education: Our Approach

There are 6 full days dedicated to the teaching and learning of Religious Education planned throughout the school year. All year groups and pupils learn about the same religion, on the same day, at the same time – RE Drop Down Days are a shared experience and a celebrated day each half term.

Knowledge and memory:

- *Whole school assembly:* each RE Drop Down Day begins with a whole school assembly, setting the atmosphere, expectations and shared learning approach for the day.
- *Creating a safe space:* teachers create a climate and culture to ensure that pupils and staff respect the right of others to hold a different opinion and respond sensitively to personal information.
- *Connections and links:* while we acknowledge that most pupils find difficulty in transferring knowledge and skills from one context to another, explicit connections and references to prior learning are made for pupils throughout a unit to support mastery of the subject across different domains.
- *Stories:* pupils learn about religious values, beliefs and traditions through prominent stories, supporting their understanding and aiding their imagination. A careful progression has been planned to ensure that pupils are exposed to a range of stories linking to their learning objectives.
- *Knowledge quizzes:* at the beginning of every R.E. Drop Down Day, pupils complete a multiple-choice quiz to revisit previous learning (what has been remembered as opposed to what has been taught), assess knowledge retention and recap key knowledge that will be built upon throughout the day. At this point, teachers catch misconceptions and/or misunderstanding and address these early on.
- *Vocabulary is knowledge:* as part of a school-wide focus, children are exposed to challenging and innovative vocabulary at the beginning of each day to enrich their learning. Teachers take pupils through a deep dive into a few carefully selected words, providing opportunity to orally rehearse, apply in different contexts and construct sentences with accurate use of new terms. This enables children to expand their vocabulary knowledge, embed words and then have the confidence to apply them within their learning.

- *Learning excursions:* opportunities are mapped out for pupils to apply their knowledge acquired and expand their thinking through fieldtrips and linked excursions. Across their primary education, pupils are provided the opportunity to visit and experience religious buildings within the local community, with a carefully planned schedule ensuring they visit buildings from each of the six principal religions. These excursions often come within the same week as the RE Drop Down Day to provide context and inspiration for their learning.

Assessment:

- *Knowledge quizzes:* at the end of each RE Drop Down Day, pupils complete a multiple-choice quiz to assess retention of knowledge across the day. They then complete a similar quiz when they revisit their study of the same religion.
- *Assessment tasks:* a variety of assessment tasks are planned across a day to assess pupils' understanding and application of new knowledge. Teachers provide feedback in real-time and address misconceptions and errors in knowledge as they arise.

Religious Education: Knowledge and Skills Progression Map

	AO1 Learning ABOUT religion and beliefs	AO2 Learning FROM religion and beliefs
	Students should be assessed on their knowledge of different beliefs, practices and sources of authority and how these influence individuals and communities. They should also, as they move through the key stages, gain greater understanding of similarities and differences within and between belief systems, as well as how different beliefs are used to form moral values and identities.	Students should be assessed on their ability to analyse and evaluate aspects of religion and belief. They should consider different points of view and, as they move through the key stages, and use evidence to support reasoned arguments, recognising bias and differences in interpretation of texts and sources of wisdom.
Reception	<p>Pupils can:</p> <ul style="list-style-type: none"> talk about what items and people are important to them and to others. show awareness and sensitivity towards their own, and others', needs and feelings as well as demonstrate respect for different ways of life. describe some religious stories and describe some religious objects, such as those found in a church. 	<p>Pupils can:</p> <ul style="list-style-type: none"> talk about what a story might mean and what it means to them. begin to talk about what they find interesting and puzzling. say what is wrong and what is right.
Year 1	<p>Pupils can:</p> <ul style="list-style-type: none"> remember religious stories and talk about them. remember the right names for things that are special to believers. <p>talk about religious art, symbols and words.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> talk about things that happen to them. talk about what they find interesting or puzzling. <p>talk about what is important to them.</p>
Year 2	<p>Pupils can:</p> <ul style="list-style-type: none"> tell religious stories and talk about them. talk about some of the things that are the same for religious people. say what some symbols stand for and what some of the art and music is about. 	<p>Pupils can:</p> <ul style="list-style-type: none"> ask about what happens to others with respect for their feelings. talk about some things in stories that make people ask questions. talk about what is important to them and to others with respect for their feelings.
KS1 Greater Depth	<p>Pupils can:</p> <ul style="list-style-type: none"> describe a few things that a believer might learn from a religious story. briefly describe some similarities and differences between religions. use some religious words to describe some religious practices. 	<p>Pupils can:</p> <ul style="list-style-type: none"> compare some of the things that influence them with those that influence others. ask important questions about life and compare their ideas with those of other people. begin to link things that are important to them and other people with the way people behave.
Years 3 & 4	<p>Pupils can:</p> <ul style="list-style-type: none"> describe some religious sources and explain that these teachings affect religious groups. use the right religious words to describe and to briefly compare different practices and experiences. 	<p>Pupils can:</p> <ul style="list-style-type: none"> ask questions about the meaning of life and about identity. Begin to give their opinion with reasons and references to some sources of wisdom, such as inspirational people. ask questions about moral decisions they, and others, make and suggest some solutions based on sources of wisdom.
Years 5 & 6	<p>Pupils can:</p> <ul style="list-style-type: none"> describe some reasons for why people belong to religions and explain how similarities and differences between religions can make a difference to the lives of individuals and communities. use a wider religious vocabulary and have begun to suggest reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide answers to such questions. 	<p>Pupils can:</p> <ul style="list-style-type: none"> give their own views and describe the views of others on questions about identity and the meaning of life. use brief reasons and some references to sources of wisdom, such as inspirational people. begin to express much clearer opinions on matters of religion and belief and can use some examples to support their views.
Years 5 & 6 Greater Depth	<p>Pupils can:</p> <ul style="list-style-type: none"> say what religions teach about some of the big questions of life and have begun to use more sources to explain different views. begin to explain the effects of beliefs and practices on individuals, communities and societies. use more religious and philosophical vocabulary when suggesting reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide such answers. 	<p>Pupils can:</p> <ul style="list-style-type: none"> give their own views in more detail and describe the views of others on questions about identity and the meaning of life. consider some of the challenges of belonging to a religion today. begin to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics.

Religious Education: Knowledge Progression Map

Pupils explore each of the religions through the following 4 strands below:						
Reception	<p>Story-telling: Why are stories important to people? Listen to stories, songs and poems responding through role-play, retelling and picture making. Children answer ‘who’, ‘how’ ‘why’ questions about their experiences in response to stories. Learn key words from stories and create their own stories with similar themes.</p>		<p>Special occasions: Learn about their culture and beliefs and those of other people through a visual calendar of events, including religious festivals. Share own experiences of how they celebrate and identify some similarities and differences between families and communities. Listen to different music that may be played at festivals and celebrations. Discover different festivals and their purpose.</p>		<p>Precious objects: Share and touch artefacts, describing them and learning why they are important. Share favourite objects and why, share own experiences and listen to others. Explore clothing and why some people might dress differently. Discuss special guests and how communities and families might prepare for visitors. Explore the natural world and why this is ‘precious’ to religious believers.</p>	
	<p>Kindness: Explore our school value in the context of relationships. Consider the cycle of life and death and how to look after each other and animals. Explore Human Rights and develop codes of conduct, negotiating and considering what is right and wrong. Talk about behaviours, consequences and actions and reflect on how to act in certain situations. Explore some of the ways people show love and concern for one another and why it is important to help others.</p>					
	Judaism	Hinduism	Christianity	Buddhism	Islam	Sikhism
Year 1	<p>Ideas of God: Jews believe God is One; God is the creator; God cares for all people.</p> <p>Torah: Importance of the Torah in Jewish life (Sefer Torah and the Yad), important stories (Creation, Noah, Moses, Joseph)</p> <p>Jewish values: Importance of key values, including the Ten Commandments and “Love your neighbour as yourself” (Leviticus 19).</p>	<p>Ideas of God: Important Hindu stories about the Gods, including Rama & Sita, the childhood of Krishna and Ganesh. The different ways in which Hindus represent Brahman (God): Krishna, Rama, Shiva, Ganesh, Lakshmi</p> <p>Hindu values: Importance of key values, such as devotion to God, respect for all people and living things, love and loyalty between members of the family and vegetarianism.</p>	<p>Ideas of God: Christian idea of God as Creator and loving Father, expressed in stories, songs and prayers.</p> <p>Jesus: Key stories about Jesus including his birth, his visit as a child to the temple, his disciples and friends, his role as a teacher who told stories, how he died and rose again.</p> <p>Christian values: Importance of key values, including the Two Great commandments – love God and love your neighbour; Jesus’ teaching about love, forgiveness and importance of caring for others.</p>	<p>The Buddha: Key features of the life of the Buddha; he was a human being (not a god); Siddattha Gotama – his birth and upbringing as a prince; stories about the Buddha’s life (e.g. Siddattha and the swan).</p> <p>Buddhist teachings & values: People should be kind, generous, truthful and patient. They should not hurt any living thing, steal or tell lies. Quiet reflection and meditation are important. It is important to be aware of thoughts and feelings and how they affect behaviour.</p>	<p>Ideas of God: Allah is the One True God; He is One; He is the Creator. Each person has two angels to watch over them. Some of the names given to God: The Most Great, The Trustworthy.</p> <p>The Qur’an: It is treated with respect. Stories from the life of prophet Muhammad. Stories about other Prophets.</p> <p>Islamic values: Importance of key values including home and family life for children, respect for each other and parents, honesty and good manners, and responsibility for all creation.</p>	<p>Sikh ideas: Belief in one God and only one God who is supreme truth and creator of all. Human beings are equal before God; Sikhs share all things; Sikhs all sit, eat and worship together in the Gurdwara’ Sikhs welcome people of all backgrounds and religions.</p> <p>The Gurus: Key stories about Gurus, including Guru Nanak (birth and story of the poor carpenter and businessman), Guru Gobind Singh, and Guru Granth Sahib (placed on a takht; never touched with unwashed hands).</p> <p>Sikh values: Importance of the family, sharing - the langar in the Gurdwara.</p>

<p style="text-align: center;">Year 2</p>	<p>Festivals & celebrations: Stories, symbols and celebrations associated with important festivals, including Shabbat and the Friday night meal, Hanukkah and Pesach (Passover).</p> <p>The Jewish home: Aspects of life within a Jewish home, including the Mezuzah and the Shema, Kosher food and special clothes such as tallit (prayer shawl) and kippah (head covering).</p>	<p>Festivals & celebrations: Stories, symbols and celebrations associated with important festivals, including Diwali, Holi, birth, marriage and the celebrations associated with important rites of passage.</p> <p>Worship: Pattern and significance of forms of worship. The practice of performing puja shrines at home, the ceremony of Arti and the blessing and serving of prashad after prayer.</p>	<p>The Bible: A special book for Christians. It is different from other books and is treated in special ways. Christians read it to learn about their faith and it has authority for them. Knowledge stories from the Bible and the meanings behind them.</p> <p>The Church & worship: The church as a community and special place. Keeping Sunday as a special day and how Christians worship together. Important rites of passage (baptism, weddings). Special features of churches – the cross, stained glass windows, font, pulpit, candles. Prayer and reflection.</p>	<p>Buddhist community: Important features of the Buddhist sangha. It lives out the teachings of the Buddha; made up of ordained monks, nuns, priests and lay people; all members support each other.</p> <p>Stories & symbols: Importance and meaning of Buddhist stories and symbols, including the Buddha image and the values of peacefulness and generosity that it communicates, and The Jataka Tales. Important symbols, including the lotus flower, wheel and Bodhi tree.</p>	<p>Salat (Prayer): Daily Salat is important for Muslims. Salat can take place almost anywhere. The call to prayer; actions of prayer; prayer mat; subhah; Wudu (cleanliness before one can pray) is essential.</p> <p>Festivals & celebrations: Stories, symbols and celebrations associated with important Muslim festivals.</p> <ul style="list-style-type: none"> - Eid-ul-Fitr – the celebration of the completion of Ramadan (the month of the fast) - Eid-ul-Adha – the celebration of sacrifice, which occurs during the time of the Hajj (pilgrimage) remembering the story of the Prophet Ibrahim and Isma'il. 	<p>Special symbols & ceremonies: Special ceremonies, including the naming ceremony and marriage. Importance of the symbols of belonging (5 Ks):</p> <ul style="list-style-type: none"> - Kesh (uncut hair) - Kangha (comb) - Kara (steel wrist-band) - Kachera (shorts) - Kirpan (sword) <p>Festivals & worship: Stories, symbols and celebrations associated with key festivals, including the birthdays of Guru Nanak and Guru Gobind Singh, Baisakhi and Diwali. Traditions for worship in the Gurdwara, including removing shoes; covering heads; singing, playing music and praying; reading, listening and showing respect to the Guru Granth Sahib.</p>
<p style="text-align: center;">Year 3</p>	<p>Ideas of God: Illustrations of the nature of God, from psalms, songs and prayers in the siddur (prayer book). The love of God, illustrated through stories in the Tenakh. Stories showing God's oneness, love, care, goodness and power.</p> <p>How ideas of God are expressed: Mezuzah, tallit, tefillin and kippah. The first four of the Ten Commandments. Psalms, songs and prayers. Stories from the Torah.</p>	<p>Ideas of God: Brahman (God) is one but can be worshipped in many forms:</p> <ul style="list-style-type: none"> - Vishnu - Shiva - Krishna - Rama - Hanuman - Lakshmi - Ganesh - Kali - Durga - The concept of avatar (incarnations of Vishnu) <p>Important Hindu Stories of the Gods: Rama's exile and return (Ramayana), the childhood of Krishna (Puranas) and the descent of Ganga.</p>	<p>Ideas of God: Christian idea of God as Father, Son, Holy Spirit and as Creator, Saviour, Comforter and Almighty, as shown in stories, songs, pictures and prayers. Christian story of salvation (creation, fall, separation from God, salvation through Jesus Christ, the coming of the Holy Spirit).</p> <p>Jesus: Aspects of Jesus' life as told in the Gospel stories, including baptism and temptations; teaching and the Kingdom of God; his friends, disciples and enemies; events of the last week of his life; resurrection stories; Jesus as a Jew (he is god made man – the Son of God, Messiah, Christ).</p>	<p>The Buddha: Stories about Gotama Buddha and how he found an answer to all suffering, including his birth and upbringing; the four signs and the renunciation; his years spent in the forest; his enlightenment, teaching and passing away.</p> <p>The stories, symbols & celebrations associated with Wesak: Celebrating the birth, enlightenment and death of Buddha.</p>	<p>Ideas of God: Muslims believe that Allah is the One True God. He has no partners, provides all things, gives guidance through messages and books, cannot be compared to anything else, and has 99 names.</p> <p>Allah as the Creator: Muslims believe that human beings are the best of His creation, angels are created by Allah and it is forbidden to regard anything as being equal to, or a partner to, Allah.</p>	<p>Sikh Ideas: The way God is described in the Mool Mantra as Creator and sustainer; truth, one and only; without fear. The belief in karma (reincarnation and the law of cause and effect). All human beings are equal in the eyes of God and people should therefore treat each other as equals.</p> <p>The Gurus: Importance of the Guru Granth Sahib, which contains the teachings of Guru Nanak and other Gurus and saints from all over India. Its guidance is treated as that of a living Guru. At festivals and special occasions there is a complete unbroken reading (Akhand Path).</p>

<p>Year 4</p>	<p>Torah: Importance of the Torah in Jewish life, including Sefer Torah; first five books of the Tenakh; contents (rules and laws, saying and stories); stories about God giving the Torah on Mount Sinai.</p> <p>How the importance of the Torah is expressed: The Sefer Torah and the work of the scribe, reading of the weekly portion, the annual cycle of readings, regular Torah study and the festival of Simchat Torah.</p>	<p>Religious symbols: The significance in meaning of important symbols:</p> <ul style="list-style-type: none"> - Aum (the sacred sound of the universe) - The lotus flower (purity emerging from impurity) - The swastika (representing well-being and good fortune). <p>The Hindu community: The diversity within Hinduism, including how different communities dedicate their mandir (temple) to different deities and celebrate festivals in different ways.</p>	<p>The Bible: The nature, importance and significance of the Bible for Christians as a source of Christian belief and teaching. It includes many books and is divided into the Old and New Testaments. The Old Testament originates from Jewish tradition. The Bible includes different types of literature – history, law, poetry, story.</p> <p>Christian values: The main sources of teaching about values, including the Ten Commandments, Two Great Commandments and the Sermon on the Mount.</p>	<p>Buddhist teaching: Stories that illustrate Buddhist values, including the Monkey King and Kisagotami.</p> <p>Buddhist teaching: Aspects of Buddhist dhamma (teachings): all Buddhists try to develop loving, kindness and compassion; the four noble truths which include the noble eightfold path; Buddhism does not involve a belief in any God(s).</p>	<p>The Qur'an & guidance: The Qur'an is the revealed book for Muslims. How the Qur'an was revealed, stories from the life and traditions of Prophet Muhammad (the final prophet and recipient of the final revelation), stories from the Sunnah and Hadith and stories of other Prophets associated with written revelation.</p>	<p>The Gurus: Key stories about the ten Gurus:</p> <ul style="list-style-type: none"> - Guru Nanak, the first Guru - Guru Arjan, the first martyr - Guru Gobind Singh - Guru Teg Bahadur <p>Sikh Values: Importance of key values:</p> <ul style="list-style-type: none"> - Sewa (service to all) - Kirat Karma (working honestly to earn a one's living) - Vand chhakna (sharing with others) - All human beings are equal - Respect for all creation - Respect for all beliefs and religions.
<p>Year 5</p>	<p>Jewish values: Importance of the key values set out in the Torah, including love of stranger and hospitality; "Love thy neighbour as thyself"; Ten Commandments.</p> <p>Jewish family life: Important features of Jewish family life, including the mezuzah identifies the Jewish home, Shabbat and the Friday night meal, the importance of gratitude expressed in blessings before and after meals, and Kashrut/kosher (food laws) and the kitchen.</p>	<p>Respect for life: Importance of respect for life; respect for God, other people, the cow and all forms of life; Ahimsa (non-violence) and its implications (e.g. vegetarianism).</p> <p>The Cycle of Life: The ideas associated with the cycle of life; Atman (the idea of the individual soul); endless cycle of creation, preservation and destruction; Samsara (reincarnation - the cycle of birth and death).</p>	<p>Christian values: Teaching about the importance of specific values, such as love, forgiveness, self-sacrifice, justice and commitment. Specific stories which teach these specific values and how to uncover these meanings.</p> <p>Festivals & celebrations: Holy Week and Easter; Christmas, including the stories celebrations, symbols and associated meanings. How other key events in Jesus' life and the history of the church are celebrated and remembered (e.g. Advent, Epiphany, Lent, Pentecost, Harvest).</p>	<p>The Buddhist community: The distinctive features of the Buddhist sangha (community) and how it is made up of ordained and lay people; the lives of monks, nuns, priests (teaching and leading by example); symbols of the community (the robe, bowl, shaven head); importance of self-discipline and meditation. How Buddhists involve themselves in the community – e.g., supporting the monastic sangha.</p>	<p>Islamic values: Importance of key values, including aspects of family life, such as home life for children; leadership; role of parents; respect for elders and the wise. Social life and the role of the mosque in this. The importance of honesty and good manners and the unity of the umma (Muslim community).</p> <p>The Five Pillars of Islam: The pattern, meaning and symbolism associated with the Five Pillars of Faith:</p> <ul style="list-style-type: none"> - Shahadah (declaration of faith) - Salat (prayer) - Sawm (fasting) and Id-ul-Fitr - Zakah (purification of wealth by obligatory contributions) - Hajj (pilgrimage) to Makkah and Id-ul-Adha 	<p>Worship, holy days and ceremonies: The pattern and importance of worship in the Gurdwara, consisting of kirtan (hymns), ardas (prayer) and Langar (a shared meal). How respect is shown to the Guru Granth Sahib.</p> <p>Stories, symbols and celebrations; meaning associated with important holy days: Birthdays of Guru Nanak, Guru Gobind Singh; the Gurburbs (key anniversaries); the pattern and significance of important ceremonies (e.g. naming, turban tying, Amrit ceremony, marriage, death).</p>

Year 6

Festivals & celebrations:

Stories, symbols and celebrations associated with important festivals:

- Rosh Hashanah and Yom Kippur
- Pesach (exodus and freedom – the miraculous crossing of the Red Sea)
- Shavuot (giving of the Torah) – the Story of Ruth
- Purim and Hanukah
- Sukkot (festival of God's protection)

Worship & community:

The place and significance of the Ark; Synagogue as a community centre and place of prayer and study; role of the Rabbi; Bar and Bat Mitzvah.

Worship: Puja at home and in the Mandir, including the family shrine; Arti ceremony; role of murtis (divine images) in worship; Havan (fire ceremony); yoga, meditation and mantras.

Festivals & celebrations:

Stories and symbols associated with festivals, including the birthdays of Rama and Krishna, Divali, Raksha Bandhan, the Nine Nights festival and the Night of Shiva.

Worship & rites of passage:

Examples of worship in at least two contrasting denominations, from or including Anglican Eucharist, Catholic Mass, Lord's Supper, Pentecostal Worship, Quaker Meetings, Orthodox Worship, Reformed Worship.

How buildings, artefacts, rituals and symbols play a part in worship, including icons, stations of the cross, baptistery, rosary, chalice and the pulpit.

The importance & place of prayer for Christians:

Some prayers and their meanings, including the Lord's Prayer. The ways in which different Christians pray and any artefacts or means they use.

Rites of passage in different churches (e.g. birth, initiation, marriage, death).

Festivals & symbols:

Stories, symbols, celebrations and significance of the festival of the Wesak, the celebration of the birth, enlightenment and death of Buddha.

Festivals & symbols:

The symbolism and meaning of images within Buddhism, including the lotus flower, wheel of life, Bodhi Tree, the Jataka Tales and Kathina ceremony.

Family & Social Life:

Aspects of life within a Muslim home and mosque, including birth and naming of children, greetings, Halal food laws, Dhikr (the reciting of the names of Allah) and the use of the subhah (the beads used in worship).

The Mosque (or masjid):

Significance, use, artefacts and symbolism of the mosque. The role of the Imam; importance of the Qiblah (direction of the Ka'bah in Makkah); main features of the mosque (Mihrab, minbar, ablution area); significance of Jumu'ah (Friday congregational prayers); role of the mosque as a welfare, social and religious centre.

Gurdwara: A place of worship which extends a welcome to men and women of all races and creeds. Its features include

- Sangat (congregation/ community)
- Langar (common shared meal)
- The Granthi, who reads the Guru Granth Sahib and explains the text

The significance & meaning of:

- Ik Onkar (there is one God) which appears and the beginning of each major composition in the scriptures
- Khanda, the symbol of the Khalsa (the community)
- The Five Ks (representing the Khalsa): Kesh, Kangha, Kara, Kachera, Kirpan.