

RELIGIOUS EDUCATION

Concepts, Knowledge and Skills

Intent:

At Longthorpe, we believe that a high quality religious education should inspire pupils' curiosity to know more about different faiths, and to develop a genuine passion for and enjoyment of Religious Education. Our curriculum provides pupils with a coherent knowledge and understanding of a variety of faiths and of moral questions. Teaching equips pupils to ask perceptive questions, to think critically, weigh evidence, sift arguments, and develop perspective and judgement. Religious education helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We enable children to draw upon and develop their own social and cultural awareness, using their personal experiences and knowledge to do so. Children are encouraged to ask questions about the world around them and question why we have the experiences we do today, in the society we live in.

We recognise that in our local context, the elements of the Cambridgeshire Agreed Syllabus for RE are vital for our children, in order to give them a successful start in their subject learning and in the acquisition of pertinent cultural capital. For our children we also believe it is important to learn about Islam in particular, due to Muslim children making up 40% of our school intake, in line with the Cambridgeshire Agreed Syllabus for RE's purpose that the study will help them to learn about their own identity. As 38% of children in school are also Christian, a focus on the Christian religion is also important for the children of our school. There is also a significant number of Hindu and Sikh children in the school and so these are two other two religions taught in the school. Judaism is taught in Year 6 alongside children learning about the holocaust and WWII. Learning about their own identities as well as a variety of other religions is important for our children living in a multicultural city.

Implementation:

The skills and knowledge have been adapted to reflect the interests and cultures of our students. Pupils will dive deeper into the Key Concepts (Beliefs and key figures, Books, Worship, Ways of Life, Citizenship), focusing on the key skills and knowledge that is essential for shaping young theologians.

Longthorpe aims to teach Religious Education to all children. Pupils with SEND and other additional needs are supported in accessing the religious education curriculum by having an inclusive approach to our teaching through differentiated resources (e.g. pictures, sentence stems) and objectives and support from teaching assistants where available. We ensure that they, along with their peers, are gaining an understanding of their identity and an understanding of other cultures and religions.

Religious education will be taught every term, either weekly or as a block of lessons. Teachers use this curriculum map as a working document. In keeping with the school's Learning to Learn approach, teachers have the freedom to follow different cohort's needs and interests by choosing their own topics, using this Curriculum Map to plan how and where they teach the essential skills and knowledge within their chosen topic. This document also provides teachers with key vocabulary for each phase, which will feature across different topics.

Intended Impact:

- Children will have a secure knowledge of what religious education is and why it is taught in schools
- Children will succeed in acquiring and applying key religious education skills and knowledge
- Children will be taught to use and build upon their prior religious education skills and knowledge to deepen and progress their understanding
- Children will have a good knowledge of the key concepts covered across the school
- Children will be confident in applying their knowledge of specific religious terms through an exposure of rich, relevant vocabulary
- All children will be provided with the opportunity to challenge their religious understandings, as well as given support where necessary
- Children will apply their religious education knowledge within writing which is for a range of different purposes, contexts and audiences
- Religious education will broaden discussions in other areas of the curriculum including but not limited to geography, science and philosophy.

Lesson Expectations:

- Always start with children’s own experiences e.g. of forgiveness before exploring the religious view.
- Key Vocabulary will be discussed, with examples where needed.
- Respect for the beliefs of others should be expected and taught as part of British Values
- The RE symbol should be used to let children know the subject area.
- The appropriate symbol or symbols for the religion being taught should be visible during lessons to help children connect the symbol to their learning.
- Examples of religious art should be used where possible as it gives insight to people’s beliefs.
- There should be time for reflection or quiet moments, for example when lighting a candle.
- Ensure children are given the opportunity to consider what they can learn from religion as well as learning stories and facts.
- RE lessons should take a variety of forms, e.g. art or drama and should not always require writing.
- Particular effort should be made to immerse children e.g. with props, videos or visits where possible as other people’s religions may well be outside of their personal experience.

Key Concepts

Beliefs and Key Figures

Books

Worship

Ways of Life

Citizenship

Celebrations

EYFS	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills
	Understand that some places are special to members of their community.	Name and explain the purpose of places of worship and places of local importance to the community to the children, drawing on their own experiences where possible. Invite visitors from different religious and cultural communities to share their experiences with the children.		Visit local places of worship.
	Recognise that people have different beliefs			
	Recognise that people celebrate special times in different ways	Weave opportunities for children to engage with religious and cultural		

		communities and their practices at the appropriate time of the year.		
	Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Help children to build a rich bank of vocabulary to describe their own lives and the lives of others.		
Key Vocabulary	Church, mosque, Bible, Quran, celebration, belief, symbol, religion.			
Key Stage 1	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills
Christianity	<p>Become familiar with the main features of a church building: find out what happens there and why (worship, baptisms, weddings) and what children do (choir, Sunday school, holiday clubs etc.)</p> <p>Know that the Bible is a special book for Christians because of its message about God and Jesus.</p> <p>Know that Jesus was an historical person, a 1st century Jew. Know that he is important to Christians who try to follow his teaching and example. Know that stories about him can be found in the Bible.</p> <p>Know some stories about Jesus and some stories he told. (e.g. baptism of Jesus, children brought to Jesus, calling the disciples, feeding 5000, lost sheep, lost son, Good Samaritan)</p> <p>Know the stories about Jesus connected with Christmas and Easter and the importance of these for Christians.</p> <p>Christianity: Festivals – at the appropriate times, find out how the Christians celebrate the festivals of Harvest, Christmas, and Easter</p>	<p>Find out when Christians read the Bible in church and at home. Know that reading the Bible can help Christians think about their behaviour e.g. being thankful, saying sorry, forgiveness</p> <p>Explore practice you would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals)</p> <p>Explore special times for Christians (welcoming new babies – including baptism)</p>	<p>Know what the vicar/minister/priest does.</p> <p>Know that the Bible comes in two parts (Testaments) and that one part is also special to Jews.</p> <p>Hear some stories from the Bible (Creation, Moses, David and Goliath, Daniel in the lion's den, Jonah)</p>	<p>Explore stories connected with the church (e.g. its dedication, stained glass window showing Bible stories)</p> <p>Explore some stories about Christians e.g. historical figures such as Mary Jones or well-known current figures from Christians in Sport.</p>

<p>Islam</p>	<p>Know the main features of a mosque - Dome, Minaret, prayer room, washing area for prayers.</p> <p>Know that Muhammad is a Prophet in Islam. He is the final messenger from Allah. He is important to Muslims who try to follow his teaching and example. Know that the Qur'an was sent to him as a guide for the people.</p> <p>Know that the Qur'an is a special book for Muslims. Know that it has 114 chapters.</p> <p>Know the Qur'an was sent to Prophet Muhammad as a guide to humanity.</p> <p>Know some stories about Prophet Muhammad and how the society was before he announced his Prophethood.</p>	<p>Find out what happens in the mosque (prayers, lectures, weddings, funerals, reading the Qur'an) and what children do.</p> <p>Explore what life was like for Prophet Muhammad as a child (he was an orphan also had a wet nurse as was the custom at the time.)</p> <p>Explore likely feature of a Muslim family (Mosque, Qur'an, daily prayers)</p> <p>Explore Special times for Muslims (e.g. welcoming new babies)</p> <p>Explore Festivals – getting ready for Ramadan and Eid ul Fitr. What can you give up?</p>	<p>Hear some stories from the Qur'an. A chapter is named after Mary, the mother of Jesus, Qur'an tells Muslims what to do and is therefore a guide for them.</p>	<p>Explore stories connected with the mosque and customs such as calling the adhan.</p> <p>Meet the people who go to the mosque.</p> <p>Explore some stories about Muslims e.g. going for Hajj</p>
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<p>Key Vocabulary</p>	<p><u>Christianity</u>: Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship.</p> <p><u>Islam</u>: Allah, Islam, Mosque, Muslim, Prophet, Quran.</p>
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<p>Lower Key Stage 2</p>	<p>Essential Knowledge</p>	<p>Essential Skills</p>	<p>Additional Knowledge</p>	<p>Additional Skills</p>
<p>Christianity</p>	<p>Know that there is variety in Christianity by visiting at least two different churches and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank).</p> <p>Know the significance of the BC/AD dating system, while understanding that this is not applicable to all faiths or in all contexts</p> <p>Know that the Bible is a 'library' of books. Know it contains different 'genres' – and explore some examples of poetry e.g. (Psalm 23), proverbs, laws (e.g. the Ten Commandments), letters as well as stories. Understand that the different books all</p>	<p>Christianity: Investigate why and how people pray. Hear and talk about some famous prayers.</p> <p>Hear stories of people who have tried to follow Jesus (e.g. St Francis, local saints). If possible, engage with Christians from your locality who will answer questions about their faith and life.</p> <p>Festivals – at the appropriate times, find out (experience where possible) how the Christians celebrate some festivals such as Harvest, Remembrance Sunday, Advent, Christmas, Lent, Easter, Ascension Day Pentecost.</p>	<p>Christianity: Know the cycle of the Christian year, the meanings of the major festivals and how they are celebrated including the use of symbolic colours and special hymns.</p> <p>Know major aspects of teachings of Jesus; the "Two Great Commandments", some parables and sayings, Kingdom of God</p>	<p>Know how to find a reference in a Bible using chapters and verses.</p>

	<p>teach something about God and His relationship with humankind.</p> <p>Know an outline of the ministry of Jesus, with some significant events using the Gospels of Matthew, Mark and Luke. Explore how he related to the marginalised of society (women, children, the sick)</p>			
Islam	<p>Know the main features of a mosque and understand the use of it. What is their significance? (mihrab, Qiblah, mimbar, any patterns or calligraphy in the mosque.</p> <p>Understand the significance of Makkah, also the place for pilgrimage, the place where Prophet was born and also the direction towards which Muslims face when praying.</p> <p>Know that the Qur'an is a 'divine' book. It was revealed to the Prophet on the Night of Power. Know that it is written in Arabic. Most Muslims have to learn in order to read it in its original text.</p> <p>Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers.</p>	<p>Understand why Muslims show respect for the Qur'an and its significance as a guide today in their lives.</p>	<p>Prayer – why and how people pray. Understand some of the actions that form a prayer.</p> <p>Prayers can be offered at the mosque or at home or wherever a Muslim is. How does prayer help a Muslim?</p>	<p>Design your own prayer mat considering the symbols of Islam and rules such as not drawing animals or people.</p> <p>Know how to find a reference in a Qur'an. Listen to a Qur'an verse or chapter in Arabic. Find its meaning.</p>
Hinduism	<p>Know the main features of a mandir, including one or more sacred areas dedicated to particular deities. Understand that it is not compulsory for Hindus to worship at a mandir.</p>	<p>Explore, possibly using a virtual platform, or visit a Hindu mandir / temple and see photographs of other mandirs in India and elsewhere.</p>	<p>Find out what worshippers do when they enter the mandir (include removal of shoes, ringing bell, circumambulating the shrine, making an offering, singing bhajans and the Arti ceremony ending with the blessings and sharing of prashad. Discover how a mandir also acts as a community centre.</p>	<p>Explore how there are particular times at the day when puja or arti may be offered.</p>

	<p>Understand how most Hindus believe in the Supreme Spirit Brahman who is unlimited, all-knowing and the source of all life and that the different deities reflect different aspects of God.</p> <p>Understand what is meant by karma and how this influences the way Hindus live their lives.</p> <p>Find out what happens at the Hindu naming ceremony, Namakarana, especially how and why the Jatakarma is performed (putting some honey in the child's mouth and whispering the chosen name of God in the child's ear).</p> <p>Know that Hinduism is an ancient religion and as such has many Holy Books. The oldest are the Vedas and are written in Sanskrit. Veda means knowledge.</p>	<p>Explore the symbolism of selected murtis (embodiments or manifestations of God) and the stories associated with them; (e.g. Ganesha, Brahma, Vishnu, Shiva, Parvati, Durga, Sarasvati, Rama, Krishna) and what these tell about the nature of God.</p> <p>Explore how the idea of ahimsa (nonviolence) also means that most Hindus are vegetarian, out of respect for all forms of life.</p> <p>Ask a Hindu believer about this ceremony and how they choose the child's name.</p> <p>Find out about some of the different Scriptures and which Hindus consider the most important. Retell significant or most popular stories.</p>	<p>Understand that it is possible for the soul to break free of this cycle and return to a state of bliss in a liberation known as moksha.</p>	<p>Find out about the use of 'istadevas' - people's chosen favourite manifestation of God.</p> <p>Explore how karma and reincarnation are related.</p> <p>Explore the link between shaving a baby's head and reincarnation.</p> <p>Explore the timeline of Hinduism to appreciate its age.</p>
Sikhism	<p>Explore Sikh belief about God expressed in the Mool Mantar. Eg Creator, Sustainer etc</p> <p>How did the Guru Granth Sahib come into being and what is the significance of the Living Guru ?</p> <p>Know the key features of the Gurdwara</p>	<p>Investigate how Sikhs meditate and serve in Gurdwaras and in their own homes?</p> <p>Understand how the Guru Granth Sahib is respected in the Gurdwara?</p>	<p>Know what the Guru Granth Sahib teach about ones relationship with the Creator, the world and life – how does reincarnation work?</p>	<p>Find out how the gurdwara differs in different parts of the world (eg Harmandir Sahib or Golden Temple in India, compared to a local Gurdwara in the UK).</p>

	<p>What happens in Sikh celebrations and ceremonies in the Gurdwara?</p> <p>Know why Seva (Selfless Service) is such an important aspect of human life? What influences the ways people behave, and what is expected of an individual choosing the Sikh way of Life?</p> <p>Find out what the 5 K's symbolise?</p>	<p>Understand how does music and meditation play an important part in Sikh ceremonies.</p> <p>Find out In what ways do Sikhs make a difference in the local community?</p> <p>Consider how the Five 5K's assist a Sikh to practice their purpose in life. Why do they call them Articles of Faith and not symbols?</p>		<p>Explore how music and meditation can make you feel</p> <p>Consider how can Meditation, honest living and serving humanity help us become better people? (L2L?)</p>
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Key Vocabulary	<p>Christianity: Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Ten Commandments, Vicar, Worship.</p> <p>Islam: Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada</p> <p>Hinduism: Aum or Om, Bahaman, Diwali, Ganesh, Hindu, Hinduism, Mandir, Offering, Rama, Shiva, Shrine, Sita, Vishnu, Worship</p> <p>Sikhism: Acceptance, Amrit Ceremony, Equality, Five K's, Gurdwara, Guru Granth Sahib,, Kaur, Khalsa, Kirtan, Langar, Meditation, Mool Mantar, Sahib, Singh, One Creator (Ek Oankar), Seva, Sikh, Sikhism (Sikhi), Ten Gurus, Turban.</p>
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Upper Key Stage 2	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills
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Christianity	<p>Compare Matthew and Luke's versions of the birth of Jesus, the different messages / theology that they convey and how they are now seen as one story (e.g. in a nativity play).</p> <p>Explore stories told during Christmas, Holy Week, Easter, Ascension and Pentecost. Understand how these relate to Christians' beliefs about God, Jesus Christ and the Holy Spirit (Trinity)</p> <p>Investigate the Biblical Creation stories alongside scientific theories about the origins of the universe. Understand how the Biblical stories are written in a</p>	<p>Find out about how the Holy Communion is celebrated in church and why it is important to many Christians.</p> <p>Explore the origin and meaning of the Lord's Prayer and how it is used in worship today.</p> <p>Explore Jesus' teaching as a foundation for Christian living: Personal life – baptism, confirmation etc. Making moral decisions and lifestyle choices Public life – individuals and churches active in charities e.g. Christian Aid,, foodbanks, Fair Trade The ministry of chaplains in hospitals and prisons</p>	<p>Understand that the Bible is the most translated book in the world and discover the work of the Bible Society or other mission groups.</p> <p>Read some of Jesus' miracle stories and find out what is a miracle. Ask why these miracle stories are important.</p> <p>Explore how Jesus is portrayed in art from different ages and cultures and how this can send a message about different beliefs relating to him.</p> <p>Beliefs about death and life after death and how these may affect Christian living (exploring the message of Christian funerals)</p>	<p>Read / listen to / sing some favourite Christian hymns and songs to discover what they tell us about Christian beliefs.</p> <p>Find out about some of the different ministries in the Church e.g. bishop, priest, elder, organist, teacher, cleaner etc.</p> <p>Explore New Testament teachings on living a Christian life e.g. "The Fruits of the Spirit" in Galatians 5 and I Corinthians 13 on love and consider their relevance for today's world.</p> <p>Explore Christian life and practice in another country</p>
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	different, and ancient, genre yet can still be seen as conveying truths for today.	Explore how the belief in God the creator influences Christian views on environment and climate justice.	Explore what Christians mean by/experience as the Holy Spirit in their lives.	
Islam	<p>Know major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty.</p> <p>Know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) of Worship (make students aware)</p> <p>Know that there is diversity in Islam by visiting at least two different mosques and explore different practice and beliefs behind them.</p>	<p>Consider and discuss how the Prophet is a role model for Muslims.</p> <p>Have an opportunity to question believers. Learn about the life of Prophet Muhammad. Muslims try to follow his example in everything they do. Link to the Shahada – declaration of faith: Muslims express- Oneness of God and the Prophethood of Muhammad.</p> <p>Listen to and discuss stories e.g. Prophet & the woman who used to throw rubbish. Prophet and how he was given the title of the 'truthful'.</p> <p>Look at major mosques in different countries. How are they similar/different?</p>		<p>Discuss the birthdate of the Prophet Milad un Nabi. What do Muslims do in celebration?</p> <p>Think about what it means to be a muslim and how it impacts upon your personal life, e.g. zakat, khums and fasting.</p> <p>Look at the Muslim calendar how is it different?</p>
Judaism	<p>Know that a Synagogue is a meeting place and a studying place but also a place where Jewish people celebrate most of their Festivals.</p> <p>Recognise some Jewish symbols: Star of David, Menorah and some ceremonial clothing like Kippah and Tallit.</p> <p>Know that there are different groups of the Jewish people, understand the basic</p>	<p>Locate all important features of the Synagogue: Mezuzah, Bimah, Eternal Light and the Ark with the Torah scrolls.</p> <p>Find out about Jewish Communities constructing special booths for the Festival</p>	<p>Know the Jewish calendar (New Year starting in Autumn, days starting with</p>	<p>Meet a rabbi, have an opportunity to ask him questions about his work. If not possible: "ask a rabbi" by e-mail. Find out about King David and his story. Interpretation of Psalms.</p> <p>Find out more about Rosh Hashanah and Yom Kippur and the 10-day period</p>

difference between Traditional and Progressive Judaism, e.g. differences in separation or lack of separation of space for men and women and differences in clothing.

Know that Shabbat is the most important Jewish Festival and that it starts on Friday evening and finishes on Saturday evening. Know that it has been celebrated by the Jewish people in memory of God's resting day during the creation of the world. Know that Jewish people are supposed to rest on Shabbat and that there are many activities that some choose not to perform on that day.

Know that the start of Shabbat is marked with the lighting of two candles and blessing over wine and bread and finishes with Havdalah – which means separation. Havdalah candles are plaited to symbolise a liaison between Shabbat and the everyday, between sacred and profane, God and people

Know that Torah is the holiest document for every Jewish person. Know that it is traditionally regarded as having been given to the Jewish people by their leader and greatest prophet: Moses on Mount Sinai, many centuries ago.

Know that it includes the 10 Commandments (also regarded as important by Christians) (among many

of Sukkot in memory of wandering in the desert after leaving Egypt. If possible visit one local Sukkah during the festival, shake a lulav or observe Jewish people performing this tradition.

“Shabbat Shalom” - Understand the importance of Shalom – Peace as a space for spirituality, for God and goodness, time shared with family and friends, time for reflection about the meaning of life. The concept of Shabbat as a day dedicated to God through celebrating his creations and respecting them.

Reflect upon the significance of Torah stories for Jewish people these days.

sunsets, some festivals being related to particular seasons).

Know some differences between the ways Traditional and Progressive Jews celebrate Shabbat. (using light, driving cars)

Know that Torah scrolls are made of special pieces of parchment and every word written in them has to be absolutely perfect and is usually written by a professional scribe.

Know that in Jewish tradition there exists the Written Torah (24 books) and the Oral Torah (interpretations and traditions passed down from generation to generation) and that through the Oral

between them when Jewish people try to ask forgiveness for all their wrong doings in the previous year. Link this with the concepts of sin and forgiveness. Know that in Judaism there are sins that cannot be forgiven by God.

Listen to the sound of the Shofar

Discuss why a Traditional Jewish child has to write G-d instead of God in her school books.

Find out about the spiritual meaning of the Hebrew alphabet („letters of fire”), numerical value of letters and words.

	<p>other commandments kept by Jewish people).</p> <p>Know that Torah scrolls consist of the 5 books of Moses which can also be read as a printed book. Know that there are 613 commandments in the Torah for Jewish people to follow.</p> <p>Know that the first book starts with a description of the creation of the world and the last one finishes with the death of Moses.</p> <p>Bar/Bat Mitzvah ceremony – becoming son or daughter of the commandments. It means to be responsible for one's actions and for the whole community?</p>	<p>Find out what happens at a Bar Mitzvah sermon.</p>	<p>Torah Jewish people are given guidance on the meaning of the words of the Written Torah.</p> <p>Hear some Shabbat blessings and songs, know that they are recited and sung in Hebrew.</p> <p>Know that apart from the 5 Books of Moses (in the Torah Scrolls) there are more books in the Jewish Bible (24 altogether) and that the majority of them are shared with Christians, for example Book of Psalms.</p>	
<p>Buddhism</p>	<p>Know that Buddha means 'one who is fully awake to the truth' or Enlightened and that Buddhists believe that the Buddha overcame greed, hatred and ignorance and so achieved enlightenment through his own efforts.</p> <p>Know that the Temple's Buddhist Community (sangha) is made up of both lay people and ordained</p> <p>Recognise features of Buddhist Centres including temples, shrines, artefacts and offerings</p>	<p>Retell stories told about and by the Buddha, Jataka Tales</p> <p>Understand why Buddha taught that possessions can't give us lasting happiness; in the end they break, grow old or let us down, making us unhappy. Do we agree?</p> <p>Consider what we need and what we want and whether possessions can really make us happy.</p>	<p>Know that the Bodhi tree at Bodh Gaya is where the Buddha became enlightened</p> <p>Look at works of sacred art (thankas), mandalas and images of the Buddha (rupas) - standing, sitting and lying down, with a third eye showing he is enlightened and understand the symbolism of the different poses.</p>	<p>Understand what is meant by Samsara - continual cycle of birth and death. Why might rebirth be good or not be good? Discuss!</p>

	<p>Recognise symbols – lotus flower, prayer wheel</p> <p>Know that Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives</p> <p>Know that Buddhists aspire to fearlessness, contentment, kindness, meditation</p> <p>Become familiar with the Four Noble Truths:</p> <ul style="list-style-type: none"> • Being greedy and wanting things can't make you happy; • You can be content without having everything you want; • You have to learn this through practice; • Peace of mind comes when you are content with having just enough – not too much, not too little. 	<p>Experience mindfulness which is an aspect of meditation. Consider how it might be helpful.</p>	<p>Know what happens at the Key festivals:</p> <ul style="list-style-type: none"> • Wesak - Buddha's birthday • Dharma Day Sacred place of pilgrimage 	
<p>Humanism</p>	<p>Find out how Humanists decide what to believe.</p> <ul style="list-style-type: none"> • The material world as the only one we can know exists • Rejection of sacred texts and divine authority; mistrust of faith and revelation • Science as the best method to understand the universe; evidence for the universe being billions of years old; evidence that 	<p>Consider what humanist celebrations tell us about the things humanists value?</p> <ul style="list-style-type: none"> • Celebrating human life; marking key moments in people's lives such as births, weddings, and deaths • The importance of human relationships • The need for love and support from other people in our lives (particularly given the absence of 	<p>Find out what Humanists' views are on happiness.</p> <ul style="list-style-type: none"> • Happiness as a worthwhile goal; living a flourishing and fulfilling life; • Diverse ways of finding happiness; respecting different people's ways of finding happiness as long as they cause no harm to others 	<p>Consider what humanists value in life.</p> <ul style="list-style-type: none"> • Humanity, the human spirit and human attributes, including our ability to question and reason. • Human creativity and achievement: intellectual, technological and artistic. • The natural world and other living things; the environment in which we all live

	<p>all life on earth, including humans, evolved from a common ancestor</p> <ul style="list-style-type: none"> • Humanist responses to claims of pseudoscience: astrology, mediums, alternative medicine, etc. • Willingness to adapt or change beliefs when faced with new evidence 	<p>belief in a god or gods); the need to offer support as well as accept it</p> <ul style="list-style-type: none"> • Humanist weddings: celebrating when two people, of any sex, agree to spend the rest of their lives together; making a wedding personal and meaningful to the couple 	<ul style="list-style-type: none"> • The absence of the need for religion or the belief in a god or gods to be happy • The absence of any belief in an afterlife means 'the time to be happy is now', while we are alive Human beings' responsibility for their own destiny 	<ul style="list-style-type: none"> • Human relationships and companionship; our ability to empathise with other humans and animals. • Our shared human moral values: kindness, compassion, fairness, justice, honesty
<p>Key Vocabulary</p>	<p>Christianity: Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship</p> <p>Islam: Allah, Ashura, Eid, Hajj, Imam, Islam, Khums, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada, Shia, Sunni, Zakat.</p> <p>Judaism: Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad. Besamim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine, 5 Books of Moses(Chumash), 24 Books of the written Torah, 613 Commandments, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Purim, Rosh Hashanah, Shofar, Sukkah (Booth), Yom Kippur.</p> <p>Buddhism: Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation, Enlightenment, delusions, Buddha, Dharma and Sangha ('Three Precious Jewels'), ordained and lay, Temple, offerings, Jataka Tales, impermanence, vows, moral discipline, contentment, samsara, nirvana, symbols, pilgrimage</p> <p>Humanism: Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule.</p>			