****

**Key Stage Two**

Learning should be focused around developing pupils’ understanding of Christianity, Islam and non- religious perspectives, extending to Judaism and Sikhism at KS2. Systematic teaching of Buddhism and Hinduism should be reserved for KS3 in order to ensure effective progression. However, the curriculum at KS2 may include aspects of other faiths and world views.

Pupils should extend their knowledge and understanding of religions, beliefs and values, recognising personal, local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask and discuss increasingly challenging questions about beliefs, values and human life, drawing on the insights of religions and other world views. Pupils should respond with their own ideas, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

At key stage 2, teaching and learning should build on the KS1 focus around Christianity and Islam, and be extended to the study of Judaism and Sikhism, alongside developing understanding of non- religious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about a specific concept, festival or practice.

As part of investigating the **beliefs and practices of religions and other world views**, pupils should be taught to:

* Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to beliefs and teachings that arise from them;
* Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.

**Examples (non-statutory)**

These could include:

* The concept and content of sacred writings and teachings, such as the Bible, Guru Granth

Sahib, Torah and Qur’an, including the interpretation of a range of religious texts

* How beliefs are expressed through the arts in different ways
* Examples of prayers, ceremonies and festivals and what they tell us about beliefs
* How special occasions are celebrated, especially ceremonies connected to growing up
* An introduction to key narratives, beliefs and practices for Sikhs and Jews
* Examples of religious and secular leaders
* The importance and effect of special places and journeys, including pilgrimage
* Cross curricular work on family and relationships

As part of investigating how religions and other world views address **questions of meaning, purpose and value,** pupils should be taught to:

* Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities;
* Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

**Examples (non-statutory)**

These could include:

* How and why some people believe in God and others do not
* Beliefs and theories about the origin and nature of the world, including creation stories and

scientific understanding about the universe

* The importance of prayer and worship in religion
* Non-religious systems of belief such as Humanism
* Beliefs about what might happen after death
* Whether and how religion is important in the world today
* Cross curricular work on freedom and slavery

As part of investigating how religions and other world views influence **morality, identity and diversity,** pupils should be taught to:

* Discuss and respond to ethical questions, including what is right, wrong, just and fair, and the complexity of these questions;
* Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

**Examples (non-statutory)**

These could include:

* The key beliefs and practices for Christians, Jews and Muslims and how these affect lifestyle choices and everyday decisions
* The pattern and practices of local religious communities, including ecumenical and interfaith work
* An example of a smaller community such as Quakers, Unitarians or Baha’is
* Beliefs and teachings about tolerance, understanding and co-operation
* A range of moral choices and ethical dilemmas and how religious and secular teachings

may help to inform these

* Teachings on forgiveness and compassion
* The teachings of faiths and other beliefs on how to live a happy and meaningful life
* The work and effect of charities and the links to faiths, beliefs and principles
* Cross curricular work on fair trade and caring for the world

**Coverage of Specified Religions**

To ensure progression and rigour, this syllabus defines the core religions through which RE should be taught at each key stage. This requirement does not preclude study of aspects of other faiths and world views. Schools are encouraged to respond to local needs and circumstances by including teaching through other faiths as appropriate.

Learning should be focused around developing pupils’ understanding of Christianity, Islam and non- religious perspectives, extending to Judaism and Sikhism at KS2. Systematic teaching of Buddhism and Hinduism should be reserved for KS3 in order to ensure effective progression. However, the curriculum at KS2 may include aspects of other faiths and world views.

**Knowledge and Understanding of Buddhism.**

Schools are required to include a comprehensive study of Buddhism at KS3. At KS2 pupils may be introduced to Buddhism as part of their overall study of RE or themes within it. They may study topics such as those below.

|  |  |
| --- | --- |
| **General skill development**  In Y4 pupils should be able to: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples. In Y6 pupils should also be able to: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas. | |
| **Beliefs and Authority**  Including: core beliefs and concepts; sources of authority; writings and leaders. | **Worship and Spirituality**  Including: prayer and worship; festivals; making decisions. |
| **By the end of KS2 might be able to:**  Understand that Buddhism is the religion based on the teachings of **Siddattha Gotama,** known as Buddha.  Understand that **The Buddha** often taught through telling stories and make links to other leaders who did this.  Read and understand the story of ‘The Buddha and the wounded swan’ and explore Buddhist views on **animal rights issues.**  Explain that there are **many traditions** in Buddhism and that **Theravadin** Buddhism is one tradition. | **By the end of KS2 pupils might be able to:**  Give reasons why Buddhists meditate and spend time thinking deeply and being peaceful.  Give examples of how a **shrine** - a holy or sacred place is used.  Explain why Buddhists believe **in animal rights.** Why do they respect all living things and how do they show this in their daily lives?  Give reasons why some Buddhists become **monks or nuns**. Explain how the **Sangha (community)** supports the monks and nuns in the Theravadin tradition.  Explain some of the symbolism used in Buddhism including the **wheel of life** and **lotus flower.** |
| page34image66969664  **Key Vocabulary**  Buddha, Enlightened, Theravadin, Shrine, meditate, Sangha, monks, nuns, wheel of life, lotus flower. | |

**Knowledge and Understanding of Hinduism**

Schools are required to include a comprehensive study of Hinduism at KS3. At KS2 pupils may be introduced to Hinduism as part of their overall study of RE or themes within it. They may study topics such as those below.

|  |  |
| --- | --- |
| **General skill development**  In Y4 pupils should be able to: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples. In Y6 pupils should also be able to: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas. | |
| **Beliefs and Authority**  Including: core beliefs and concepts; sources of authority; writings and leaders. | **Worship and Spirituality**  Including: prayer and worship; festivals; making decisions. |
| **By the end of KS2 might be able to:**  Show understanding the Hindus believe there are 3 main aspects of **God (Trimurti**) and these are Brahma, Vishnu and Shiva.  Understand that Hinduism has many books as **sources of authority** including the **Vedas.**  Know some of the **avatars of God** including Ganesh, Krishna, Shiva and Lakshmi. | **By the end of KS2 pupils might be able to:**  Explain some of the artefacts and symbolism of **puja** at home.  Understand that a person’s actions **(karma)** affects how they are reincarnated.  Give reasons why Hindus follow **Ahimsa** (the law of non-injury)  Know that **Raksha Bandhan** is a Hindu festival for brothers and sisters and why family life is important to Hindus.  Understand some of the symbols used in Hinduism including **Aum** and **lotus flower.** |
| page43image66930176  **Key Vocabulary**  Trimurti, Vedas, Avatar, Puja, Karma, Ahimsa, Aum, Lotus Flower | |

**Knowledge and Understanding of Non-Religious World Views**

Schools are required to include study of non-religious worldviews throughout all key stages. This may be covered by including a non-religious dimension in a specific area of study, such as celebrations or tackling an ethical question. At KS2 and KS3 the curriculum should also include discrete coverage of Humanism or another non-religious approach to understanding life and belief.

|  |  |
| --- | --- |
| **General skill development**  In Y4 pupils should be able to: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples. In Y6 pupils should also be able to: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas. | |
| **Beliefs and Meaning**  Including: Knowledge and belief; Atheism and agnosticism; Meaning and purpose. | **Values and Society**  Including: Celebration and ceremonies; Humanist values; Non-religious ethics; |
| **By the end of KS2 pupils should be able to:**  Describe and explain how Humanists believe that the **material world** is the only one that exists and that there is no supernatural cause for its existence  Explain how Humanists believe that **human beings have evolved**, as other animals, contrasting this with a belief in divine creation.  Show understanding of how humanists believe that **human reason and evidence** rather than sacred texts and revelation are the key sources of knowledge.  Describe what is meant by **atheism and agnosticism** and how humanists believe that humanism is a positive philosophy enabling people to live good and happy lives without the need for a god or gods.  Weigh up the humanist principle of **respecting different ways of finding happiness** if they cause no harm to others.  Explore the **absence of belief in an afterlife** and the implication that the time to seek happiness | **By the end of KS2 pupils should be able to:**  Compare and contrast how non-religious people mark **key moments** in people’s lives such as namings, weddings and funerals.  Explain and show understanding of Humanist beliefs in **shared human moral values**: kindness, compassion, fairness, justice, honesty.  Weigh up the belief that human beings alone can make the world a better place for everyone  Summarise some **principles of non-religious ethics** including: individual responsibility, the use of reason, empathy, compassion, and respect for the dignity of all. Give reasons for why the absence of religious texts may affect decisions.  Explore how the **Golden Rule** is a shared ethical principle, present in a wide variety of cultures throughout history and is a result of human evolution as a social animal . |

|  |  |
| --- | --- |
| and meaning is in this life.  Consider how **human beings are responsible** for their own personal and communal destiny. |  |
| **Key Vocabulary**  Humanist, Humanism, Atheist, Agnostic, Afterlife, Secular, Compassion, Respect, Dignity, Ethics, Evolution, Human Rights | |

**Knowledge and Understanding of Sikhism**

Schools are required to include a comprehensive study of Sikhism at KS2. Many of the topics below are best covered in a discrete study of the Sikh faith; others may be included in more generic or comparative units.

|  |  |
| --- | --- |
| **General skill development**  In Y4 pupils should be able to: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples.  In Y6 pupils should also be able to: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas. | |
| **Beliefs and Authority**  Including: core beliefs and concepts; sources of authority; writings and leaders. | page62image66258048  **Worship and Spirituality**  Including: prayer and worship; festivals; making decisions. |
| **By the end of KS2 pupils should be able to:**  Know that Guru Nanak taught there is **one God,** and that God is eternal, non-corporeal and omni- present. Give some reasons how the **Mool Mantar** is the statement of faith for Sikhs.  Know that Panjab is a region in north India and be able to explain that **Panjab is special** to all Sikh people because Guru Nanak and the Sikh gurus lived and taught there.  Understand that **Guru Nanak** is very important to Sikhs because his teachings and example are the foundation of Sikhism. Summarise **Guru Nanak’s teachings** as devotion to God, selflessness and equal treatment for everyone.  Summarise the story of **Guru Nanak’s** three-day disappearance and his encounter with God. Explain why this encounter makes Guru Nanak extra-special for Sikhs. Compare and contrast with stories of **divine encounter** from other religions e.g. Moses.  Understand the meaning of the word **‘guru’** (‘light’ overcoming ‘dark’, i.e. wisdom overcoming ignorance) and explain how it applies to God, Guru Nanak, the Ten Gurus and the Guru Granth Sahib. | **By the end of KS2 pupils should be able to:**  Give reasons why **Amritsar**, is a special place of **pilgrimage** for Sikhs Explain why Sikhs, from all over the world, want to visit the Harmandar (Golden Temple).  Give reasons why Sikh people use the **5 Ks as symbols of their faith.** Understand and explain the symbolism of each of the 5 Ks.  Explain the **Langa**r and how this is an expression of **sewa** and inclusivity; eg by cultivating a sense of community and everybody welcome.  Explain the **meanings of the story** of Guru Nanak’s encounter with Bhai Lalo (poor carpenter) and Malik Bhago (wealthy tax collector) and identify how these are similar to other stories they know from different religions and how these are applied to believers’ lives.  Recognise, name and explain the **Ik Onkar** symbol.  Explain why Sikhs do not make or worship statues of the Ten Gurus. |

Believing and Belonging: The Local Agreed Syllabus for RE in Calderdale, Kirklees and Leeds, 2019 62

|  |  |
| --- | --- |
| Know that the tenth guru, **Guru Gobind Singh**, nominated the Adi Granth as the final Guru, which then became known as the **Guru Granth Sahib**. Understand that the Guru Granth Sahib is the Sikh scripture. Explain how scripture is different to other types of religious writing in religions. Know that the poems in the Guru Granth Sahib are sung (known as kirtan), rather than spoken.  Know that the tenth guru, Guru Gobind Singh, instigated the **Khalsa** (means ‘pure’), also known as **Amrit**, initiation in 1699. Summarise the story of the Panj Pyare. Explain why the story is very important to Sikhs, and remembered.  Explain what each of the **5 K’s** symbolises. Reflect on how a Sikh person might decide they wanted to initiate as a **Khalsa Sikh;** and understand that not all Sikhs take initiation. | Know that the **Guru Granth Sahib** is kept at the Gurudwara. Describe the typical layout of a Gurdwara. Explain the protocols for entry. Explain, giving reasons, the treatment of the Guru Granth Sahib. Reflect on why Sikhs begin each day with a reading (vak) from the Guru Granth Sahib, which is the ‘divine command of the day’ (hukam), and how this might make them feel throughout the day.  Recognise, name and explain the different components of the **Khalsa symbol**. Describe what happens during Amrit initiation. Explain why Sikh surnames are normally Singh (meaning Lion) for men, and Kaur (meaning princess) for women.  Reflect on what it might be like to wear a **kara** (steel bangle) as a reminder of God’s presence. |
| **Key Vocabulary**  India, Panjab, Sikh, Guru Nanak, guru, eternal, non-corporeal, omnipresent, shishya (disciple), Ten Gurus, Guru Arjan, Adi Granth, Guru Granth Sahib, scripture, hukam, vak, kirtan, Guru Gobind Singh, Khalsa, Panj Pyare, 5 Ks, kara. | |

**Knowledge and Understanding of Christianity**

Schools are required to include teaching about Christianity at each key stage. They should study a comprehensive selection of the topics and examples outlined here, though it is not required that every item is covered in detail. It is essential to ensure that there is a balance between depth and breadth of study, so that all students are enabled both to develop religious literacy and serious study skills, alongside an awareness of the breadth of religious traditions evident in the UK.

Topics may be covered in thematic units which include study of a range of faiths and beliefs, or they may be studied through discrete units of work based on Christianity. The curriculum will best be delivered through a combination of thematic and discrete work, intertwining the three strands of the syllabus: religious studies, philosophy and ethics.

It is important throughout to recognise the wide range of Christian understanding on beliefs, authority and practice and to explore common ground with those of other faiths and none. Some of the topics will link directly to Jewish and Muslim beliefs and traditions as outlined in the respective knowledge and understanding tables.

|  |  |
| --- | --- |
| **General skill development**  Pupils should be able to apply these skills to content: By Y4: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples. By Y6 also: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas. | |
| **Beliefs and Authority**  Including: core beliefs and concepts; sources of authority; writings and leaders. | **Worship and Spirituality**  Including: prayer and worship; festivals; making decisions. |
| **By the end of KS2, pupils should be able to**:  Describe and show understanding of how Christians believe **God** to be an all-powerful Creator as well as eternal, loving and righteous. Explore how God is seen as the **Holy Trinity**, Father, Son and Holy Spirit.  Recall the stories in the **Old Testament** about Abraham and explore how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths.  Explore the narratives about Moses, the Ten Commandments and the Kingdom, including David, making links between stories and the idea of a **covenant** between God and the people.  Describe and give a considered response to accounts of **Jesus’ birth**, including his Jewish identity and family. Reflect on narratives such as: Mary, Joseph, the shepherds and angels (Luke 1:26 -38, 2:1-20; the magi (Matthew 1:18-2:12), applying ideas about their meaning. Compare traditional stories and celebrations with biblical accounts. Show understanding of the meaning of the word **incarnation**; how Jesus is seen as fully human and fully divine.  Explore and weigh up different **titles** used by and of Jesus, such as Son of Man, Servant, Rabbi, Messiah, Christ. | **By the end of KS2, pupils should be able to**:  Compare and contrast different expressions of **spirituality** including individual and collective worship, prayer and music. Explain the content and meaning of the Lord’s Prayer (Matthew 6:9 - 15). Explore how Christians use and study the **Bible** in different ways.  Describe and evaluate how Christians express spirituality in **creative ways**, such as art, music, songs, poetry, sculpture, drama and dance. Look at some of the Psalms as examples.  Describe and explain a range of **churches**, comparing and contrasting traditional and contemporary worship and exploring different denominations, such as Anglican, Roman Catholic and free churches. Notice how leadership differs in churches from bishops and clergy to leadership by lay people. Make links between the church in Yorkshire and Christian communities worldwide, responding to work for charities at home and abroad.  Make links between **symbols** and their meanings, looking at the use of artefacts and decorations. Explain the meaning of a variety of **ceremonies and rituals** including eucharist/communion, infant baptism/dedication and believer’s baptism.  Explain how **festivals and seasons** are celebrated, including Ascension and Pentecost |

|  |  |
| --- | --- |
| Compare and contrast **stories about Jesus** and explore the meaning of these, such as: the Feeding of the Five Thousand (Matthew 14: 13- 21); the healing of the Blind Man (John 9:1-12), the call of Zacchaeus (Luke 19:1-10) or the raising of Lazarus (John 11). Explore the concept of miracle and weigh up different ideas about how they might be interpreted.  Explore and summarise how Christians understand the significance of **Jesus’ death and resurrection**, considering narratives such as: Palm Sunday and the link to kingship (John12:12- 15); Maundy Thursday and the Last Supper (Mark 14:12 -26); Good Friday and the crucifixion (Luke 23:26 -56); Easter day and the empty tomb (Luke 24:1-12). Express understanding and ask questions about how Jesus’ death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today.  Describe how the **Bible** is made up of many different books with different purposes (narratives, poetry, letters, law, etc) and how there are different translations and interpretations. Show understanding of the importance of the **New Testament** (Covenant) and how it includes: gospels (stories, teachings and beliefs about Jesus); accounts of the early church including Paul (Acts of the Apostles and letters to churches) | Consider the practice and value of **pilgrimage**, giving a considered response to their value and impact for believers.  Explain how Christian teachings represent a **code for living,** derived from texts such as: the Ten Commandments (Exodus 20) and The Golden Rule (Love God, Love your neighbour). Explore how these may be applied or interpreted in different ways.  Give a considered response to **how Christians express their beliefs** through working for ideas such as: forgiveness and reconciliation; social justice and equality; charity; lifestyle choices, reflecting on local or national examples. |
| **Key Vocabulary**  All KS1 vocabulary and... Trinity, eternal, covenant, denomination, Roman Catholic, Orthodox, Protestant, charity, dedication, creation, salvation, incarnation, gospel, Messiah, Son of Man, Son of God, Kingdom of Heaven, ascension, communion, eucharist, crucifixion, reconciliation, forgiveness, sacrifice, ritual | |

**Knowledge and Understanding of Islam**

Schools are required to include teaching about Islam at each key stage. They should study a comprehensive selection of the topics and examples outlined here, though it is not required that every item is covered in detail. It is essential to ensure that there is a balance between depth and breadth of study, so that all students are enabled both to develop religious literacy and serious study skills, alongside an awareness of the breadth of religious traditions evident in the UK.

Topics may be covered in thematic units which include study of a range of faiths and beliefs, or they may be studied through discrete units of work based on Islam. The curriculum will best be delivered through a combination of thematic and discrete work, intertwining the three strands of the syllabus: religious studies, philosophy and ethics.

It is important throughout to recognise the wide range of Muslim understanding on beliefs, authority and practice and to explore common ground with those of other faiths and none. Some of the topics will link directly to Jewish and Christian beliefs and traditions as outlined in the respective knowledge and understanding tables.

|  |  |
| --- | --- |
| **General skill development**  Pupils should be able to apply these skills to content: By Y4: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples. By Y6 also: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas. | |
| **Beliefs and Authority**  Including: core beliefs and concepts; sources of authority; writings and leaders. | **Worship and Spirituality**  Including: prayer and worship; festivals; making decisions. |
| **By the end of KS2, pupils should be able to**:  Describe and show understanding of **Muslim belief in one God**, who has many attributes (the 99 Names of God). Understand that Muslims use Allah’s names to either reaffirm their belief, glorify God or nurture these traits as part of their own development.  Summarise the **five pillars of Islam**, noticing how the Shahadah (testimony of faith) is the foundation. Understand that these are basic pillars of Islam, without them, you are not considered a Muslim. These obligatory pillars are there to make a godlier, spiritual and caring citizen of the world.  Explain how the **Prophet Muhammad** is seen as the final prophet and how Muslims look to his teachings and leadership.  Consider how the **Qur’an** was revealed to the Prophet and is seen as the direct word of God. Reflect on its importance for Muslims and how it is read in Arabic. Reflect on some sayings and stories about the Prophet Muhammad and explain their meanings.  Explore some **important stories** such as the night of power, the night of ascension and the story of Eid ul Adha (Ibrahim & Isma’eel) | **By the end of KS2, pupils should be able to**:  Give a considered response why **prayer** is important to Muslims, noting why there are five daily prayers, the direction of prayer towards Mecca and the positions used in prayer.  Know that there is a range of expressions of **worship** beside ritual prayer and fasting. Among others, these include: helping the needy, giving charity, being kind and looking after the planet*.*  Compare and contrast how some Muslims show **other expressions** of love and connection with God, such as Sufi dance, Islamic songs (poetry of praise and Madeeh) and Islamic art/calligraphy.  Describe and show understanding of the key features and purposes of a **mosque**, including the Ummah (Muslim community), its place in the local community (e.g weddings, funerals, adult classes) and its role in education (madressah)  Explore how Muslims observe the Lunar month of **Ramadan** and see this as an important time for spiritual cleansing and building good habits. Explain how observance includes the recitation of the Qur’an, Qiyam or |

|  |  |
| --- | --- |
| Explore **similarities and differences** between Muslims, Christians and Jews, reflecting on how they are all Abrahamic faiths and giving reasons why Jerusalem is a holy site for all these faiths.  Give reasons why **visual representation of God** and the prophets is forbidden (haram) in Islam.  Reflect on how Muslims may express their faith in a variety of ways, exploring the **difference between culture and religious belief**, for example in wearing a head covering.  Distinguish the difference between Islamic teachings that are agreed and considered universal, and others which are open to **interpretation** or based on cultures and traditions. | night prayer, the night of destiny, iftar (breaking the fast) and charity.  Recognise that **fasting** is not solely abstaining from food but is also a journey of self- discipline and spiritual growth. Ramadan is an opportunity to refuel the heart and soul for the rest of the year.  Explore the importance of the **Hajj** pilgrimage and the celebration of Eid ul Adha with the story of Ibrahim & Isma’eel. Understand that Hajj aims to recall equality (everyone dresses in the same way), to reject worldly advantage and to appreciate that Muslims are judged by their deeds, not by their worldly status.  Give a considered response to Muslim **teachings about life and decisions**, such as forgiveness, kindness, ties of kinship, social justice, equality, the greater jihad (inner self- development) and halal (food, drink, money and conduct). |
| **Key Vocabulary**  All KS1 vocabulary and... Prophet Muhammad, Shahadah , Sawm/fasting, Jihad, Zakat, Hajj , Makkah, Night of Destiny (Laylut Al Qadr), Eid ul Adha, Qiblah, Sadaqah, Halal, Haram, Iftar, Ummah, Kabah | |

**Knowledge and Understanding of Judaism**

Schools are required to include a comprehensive study of Judaism at KS2. Many of the topics below are best covered in a discrete study of the Jewish faith; others may be included in more generic or comparative units.

*Some of the topics will link directly to Christian and Muslim beliefs and traditions as outlined in the respective content progression grids.*

|  |  |
| --- | --- |
| **General skill development**  In Y4 pupils should be able to: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples. In Y6 pupils should also be able to: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas. | |
| **Beliefs and Authority**  Including: core beliefs and concepts; sources of authority; writings and leaders. | **Worship and Spirituality**  Including: prayer and worship; festivals; making decisions. |
| **By the end of KS2 pupils should be able to:**  Name some of the **key figures** in the Torah and early Jewish history, such as **Noah, Abraham, Isaac, Jacob and Joseph**, explaining these stories and giving reasons for their importance to Jews.  **Describe** and show understanding of the meaning and **significance of Moses** as a key figure in Judaism past and present.  Suggest reasons **why the Torah is a sacred text** to most Jewish people.  Explore and show understanding of ways in which Jewish people recall the **faithfulness of God** through celebration of **Pesach** today.  Describe **other stories** in the Jewish Bible, reflecting the **Kingdom** (including David) and the **Prophets** (such as Jeremiah or Isaiah) and the messages about the covenant that Jews can find from these stories.  Reflect about **later stories** in Jewish history such as **Esther, Daniel and Jonah** and explore how | **By the end of KS2 pupils should be able to:**  Explore how the Ten Commandments help Jews to live their lives. Research and respond to other obligations and instructions such as those about eating (kosher) and also Tikkun Olam – Repairing the world. This is one of the major elements of Judaism and influences how most Jews live their Judaism.  Describe and **express ideas about festivals** and commemorations, knowing why and how they are celebrated including: **Rosh Hashanah, Yom Kippur, Hannukah, Purim and Pesach.**  Explain what happens at **the synagogue** and give reasons why the synagogue is an important **place of worship and community** in Judaism.  Describe the place of the **rabbi in guiding and supporting the Jewish community.**  Compare and contrast **worship** at home with worship in the synagogue, in particular considering **Shabbat and daily prayers.** |

|  |  |
| --- | --- |
| these are remembered today, including through festivals such as Purim.  Understand and describe how the **Shema** is an important **commandment** and how this affects daily life in prayer and the significance of the **mezuzah.** | Research how **Jewish figures today** influence people’s lives e.g. Stephen Fry, Mark Zuckerberg, Sacha Baron-Cohen, Natalie Portman. |
| **Key Vocabulary**  Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath/Shabbat, Passover/Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah, Prayer, belief, worship, Yom Kippur, Rosh Hashanah, Hannukah, Purim, tallit, kippah, scroll, shema. | |