



CORBY PRIMARY ACADEMY

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THE R.E. CURRICULUM:

A PROGRESSION

## Whole School R.E Progression Map

The intent of our Religious Education (RE) curriculum is to cultivate an understanding of diverse religious beliefs, practices, and traditions, equipping children with the skills to engage thoughtfully with the complexities of the world.

The Northamptonshire Agreed Syllabus for Religious Education serves as the foundation for Corby Primary Academy's RE scheme, which incorporates connections to British Values, while reflecting the major religions practised in Northamptonshire. Through **collaboration** and a **language** rich curriculum, we foster **inclusive** group discussions and joint projects where all voices are valued. We create engaging lessons that make learning meaningful and relevant through **memorable** experiences such as visits to places of worship, thoughtful assemblies and visitors to the school. Our **bold** curriculum encourages pupils to ask questions and form reasoned judgements about various belief systems and link religious teachings with ethical discussions to help pupils navigate moral choices.

### R.E in the Early Years

Teaching RE to 3-5s requires a multi-sensory approach, providing opportunities for pupils to learn and understand about themselves, others (personal, social and emotional development) and the world (understanding of the world) and to develop pupils' abilities to express themselves (communication and language, literacy and creative development)

3 and 4-year-olds will be learning to:

- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

## Reception to Year 1

Early Learning Goal	End of Year 1 expectation
<p><b>Personal, Social and Emotional Development</b></p> <p>* Show sensitivity to their own and to others' needs.</p>	<p>*Use the word 'inspiring' for themselves;</p> <p>*Identify and describe how Christians follow Jesus' teachings;</p> <p>*Retell stories about Jesus and identify some religious beliefs in them;</p> <p>*Retell some of the experiences of St Francis;</p> <p>*Identify what might be inspiring in the stories;</p> <p>*Respond sensitively to questions about who has inspired them, for example, to be thankful, to be generous or to be kind;</p>
<p><b>Understanding the World</b></p> <p>* Talk about the lives of the people around them and their roles in society.</p> <p>* Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>* Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>*Match up some Christian beliefs to some Christian symbols and artefacts;</p> <p>*Identify some of the main features of the sacred places they have visited;</p> <p>*Respond sensitively to the idea of a special place of their own and its importance.</p> <p>*Retell a story Jesus told and what it means to a Christian person;</p> <p>*Identify things that are important to themselves;</p> <p>*Respond sensitively to stories about people from the Christian religion.</p>

R.E.		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
N	Communication & Language	Harvest  Familiar people	Communities  RE unit – What happens at a wedding?  Thanksgiving  Christmas	Communities  Traditions			Familiar people  Communities
	Personal, Social and Emotional Development  Understanding the World	Topic: Enchanted Woodlands  RE unit – Ourselves and our Family – Where do we belong?  Harvest	Topic: Tell Me a Story  RE unit – What happens at a festival?  To know different religious venues.  To know the similarities and differences between Christmas traditions	Topic: To Infinity and Beyond  RE unit – where do we belong?  Differences between countries & cultures  Respecting other cultures	Topic: A Long, Long Time Ago	Topic: In the Garden  RE unit – What do Christians learn from the bible?	Topic: The Sea
Y1	Children should build secure knowledge of:  *Beliefs, teachings and sources;  *Practices and ways of life;	People in Christianity: <i>What can we learn from Jesus and St. Francis?</i>		Places in Christianity: <i>What makes a place special for Christian people?</i>		Books and Stories in Christianity: <i>What do Christians learn from the Bible?</i>	
Y2	*Forms of expressing meaning;  *Identity, diversity and belonging;  *Meaning, purpose and truth;	The Family in Judaism: <i>How does being Jewish make a difference to family and celebration?</i>		The Torah: <i>How does the Torah influence the lives of Jewish people?</i>		Family Ties: <i>How and why do Hindus celebrate Raksha Bandhan?</i>	

Y3	*Values and commitments.	Is Christmas a festival of light or love?	Jesus: <i>Why is Jesus an inspirational leader for some people?</i>	Islam: <i>Keeping the Five Pillars - what difference does it make?</i>
Y4		Values: <i>What matters most to Christians and Humanists?</i>	The Church Year: <i>Is Easter a festival of new life or sacrifice?</i>	Christianity in Action: <i>What difference do Christians make towards addressing some problems in the UK today?</i>
Y5		Sikhism in Britain: <i>What is important to a Sikh in Britain today?</i>	Words of Wisdom: <i>What can we learn from Christians, Sikhs and Muslims wisdom?</i>	Religions in Our Community: <i>How can we build a more respectful Northamptonshire?</i>
Y6		Hinduism: <i>What can we learn from some aspects of the Hindu religion?</i>	Beliefs and Actions in the World: <i>Can Christian Aid and Islamic Relief change the world?</i>	Stories of Faith: <i>What can we learn from stories shared by Christians, Jews and Muslims?</i>

Christianity	Judaism	Hinduism	Islam	Humanism	Sikhism
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# Progression documents

## Christianity Key Stage 1

### Key vocabulary

Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship.

Church	Jesus	Bible	Christian Life
<p>Visit a local church (more than once) become familiar with the main features of the 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 Jesus was an historical person, a 1<sup>st</sup> 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 that the Bible is a special book for Christians because of its message about God and Jesus.</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 stories connected with the church (e.g. its dedication, stained glass window showing Bible stories). If your local church uses different coloured furnishings for different Church seasons spread your visits over the year.</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 that it comes in two parts (Testaments) and that one part is also special to Jews.</p>	<p>Explore special times for Christians (welcoming new babies – including baptism)</p>
<p>Meet the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do</p>	<p>Know the stories about Jesus connected with Christmas and Easter and the importance of these for Christians.</p>	<p>Hear some stories from the Bible (Creation, Moses, David and Goliath, Daniel in the lion's den, Jonah)</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>Festivals – at the appropriate times, find out how the Christians celebrate the festivals of Harvest, Christmas, and Easter</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>

Key vocabulary

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.

Church	Jesus	Bible	Christian Life
<p>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 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 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 an outline of the ministry of Jesus, with some significant events (use mainly synoptic gospels). Explore how he related to the marginalised of society (women, children, the sick)</p> <p>Know major aspects of teachings of Jesus; the "Two Great Commandments", some parables and sayings, Kingdom of God</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 teach something about God and His relationship with humankind.</p> <p>Know that there are four gospels giving 'good news' about Jesus.</p> <p>Know how to find a reference in a Bible using chapters and verses.</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 how the Christians celebrate some festivals such as Harvest, Remembrance Sunday, Advent, Christmas, Lent, Easter, Ascension Day Pentecost.</p> <p>Investigate why and how people pray. Hear and talk about some famous prayers.</p>

**Key vocabulary**

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.

Church	Jesus	Bible	Christian Life
<p>Find out about how the Holy Communion / Eucharist / Mass / Lord's Supper 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>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>Discover the two Biblical narratives 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>Read some of Jesus' miracle stories and find out what is a miracle. Ask why these miracle stories are important.</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 different, and ancient, genre yet can still be seen as conveying truths for today.</p> <p>Explore how the belief in God the creator influences Christian views on environment and climate justice. 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 Jesus' teaching as a foundation for Christian living:</p> <ul style="list-style-type: none"> <li>• Personal life – baptism, confirmation etc.</li> <li>• Making moral decisions and lifestyle choices</li> <li>• Public life – individuals and churches active in charities e.g. Christian Aid, foodbanks, Fair Trade</li> <li>• The ministry of chaplains in hospitals and prisons</li> <li>• Beliefs about death and life after death and how these may affect Christian living (exploring the message of Christian funerals)</li> </ul>

## Hinduism Key Stage 1

### Key vocabulary

Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship

Places of worship	Deities and scriptures	Dharma	Living a Hindu life
<p>Discover how Hindus worship (puja) in their homes at home shrines, and about the different items and rituals which are normally used in puja (at least one murti or statue, bell, diya lamp, incense, water container with spoon, red kum kum powder, offerings of food and</p>	<p>Explore stories of favourite Hindu deities which are the focus of major festivals, e.g. the Rama and Sita story, from the Ramayana epic, at Diwali and how these festivals are celebrated. Explore themes in these key stories, such as the triumph of good over evil</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>If possible, have an opportunity to talk with Hindu believers.</p> <p>Explore some stories about Hindu families, e.g. going to a wedding, or the family festival of Raksha Bandan - its meaning and customs.</p>
<p>flowers). Find out about arti, and the giving back of the food to the worshipper as prasad (blessed food).</p> <p>Hear a story about the deity represented by the murti(s).</p> <p>Understand that shrines can be set up at significant places (e.g. in a shop, or under a tree regarded as sacred) and that Hindus also visit mandirs (temples) for puja.</p>	<p>and the examples given of moral duty, loyalty and devotion.</p>	<p>Discover some popular Indian recipes and the important Hindu custom of hospitality.</p>	

## Hinduism Key Stage 2

### Key vocabulary

Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship

Places of worship	Deities and scriptures	Dharma	Living a Hindu life
<p>If possible visit a Hindu mandir / temple and see photographs of other mandirs in India and elsewhere. Know the main features of a mandir, including one or more sacred areas dedicated to particular deities.</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 represented in the murtis, reflect different aspects of God.</p>	<p>Explore the idea of karma (the law of cause and effect) and how this influences the way Hindus live their lives. See how this relates to reincarnation and the belief that the soul is eternal, so that when the body perishes the soul assumes a new body</p>	<p>If possible, have an opportunity to talk with Hindu believers.  Explore the Hindu way of welcoming babies, e.g.</p>
<p>and experiences the fruits of actions in its previous life.</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>Jatakarma is performed to welcome the child into the family, by putting some honey in the child's mouth and whispering the name of God in the child's ear.</p> <p>The child naming ceremony (Namakarana) and how names are chosen</p> <p>Head shaving is connected to the removal of impurities.</p>		

## Humanism Key Stage 2

### Key vocabulary

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.

Knowledge and belief (Atheism and agnosticism)	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist ethics
<p><b>Q: How do Humanists decide what to believe?</b></p> <p>The material world as the only one we can know exists</p> <p>Rejection of sacred texts and divine authority; mistrust of faith and revelation</p> <p>Science as the best method to understand the universe; evidence for the universe being billions of years old; evidence that all life on earth, including humans, evolved from a common ancestor</p> <p>Humanist responses to claims of pseudoscience: astrology, mediums, alternative medicine, etc.</p>	<p><b>Q: What are Humanists' views on happiness?</b></p> <p>Happiness as a worthwhile goal; living a flourishing and fulfilling life;</p> <p>Diverse ways of finding happiness; respecting different people's ways of finding happiness as long as they cause no harm to others</p> <p>The absence of the need for religion or the belief in a god or gods to be happy</p> <p>The absence of any belief in an afterlife means 'the time to be happy is now', while we are alive</p> <p>Human beings' responsibility for their own destiny</p>	<p><b>Q: What do humanist celebrations tell us about the things humanists value?</b></p> <p>Celebrating human life; marking key moments in people's lives such as births, weddings, and deaths</p> <p>The importance of human relationships</p> <p>The need for love and support from other people in our lives (particularly given the absence of belief in a god or gods); the need to offer support as well as accept it</p> <p>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</p>	<p><b>Q: What do humanists value in life?</b></p> <p>Humanity, the human spirit and human attributes, including our ability to question and reason</p> <p>Human creativity and achievement: intellectual, technological and artistic</p> <p>The natural world and other living things; the environment in which we all live</p> <p>Human relationships and companionship; our ability to empathise with other humans and animals</p> <p>Our shared human moral values: kindness, compassion, fairness, justice, honesty</p>

Key Stage 2 cont/d.

Knowledge and belief (Atheism and agnosticism)	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist ethics
<p><b>Q: Why don't Humanists believe in a god or gods?</b></p> <p>Atheism: the absence of belief in a god or gods</p> <p>Agnosticism: the belief that we can't know whether a god or gods exist or not</p> <p>Absence of convincing evidence for a god or gods</p> <p>Consequences of atheism/agnosticism for how humanists live</p> <p>Humanism as a positive philosophy; living good and happy lives without the need for a god or gods</p>			<p><b>Q: How do humanists believe we can lead a morally good life?</b></p> <p>The rejection of sacred texts, divine rules, or unquestionable authorities to follow; accepting individual responsibility for our actions</p> <p>The importance of reason, empathy, compassion, and respect for the dignity of all persons</p> <p>Following the Golden Rule as a naturally evolved ethical principle, present in many cultures</p> <p>Reward and punishment as insufficient motivations to do good; thinking about the consequences of our actions on others and what would happen if everyone acted the same way</p> <p>Valuing general moral principles while considering the particular situation, the need for flexibility and the opportunity to question rule</p>

## Islam Key Stage 2

### Key vocabulary

Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada.

Mosque	Prophet Muhammad (pbuh)	Holy Qur'an	Muslim life
<p>Look at the Muslim calendar how is it different?</p> <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</p>	<p>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>Know major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty.</p>	<p>Know that the Qur'an is a 'divine' book. It was revealed to the Prophet on the Night of Power.</p> <p>Know that it is written in Arabic. Most Muslims have to learn in order to read it in its original text.</p> <p>Know how to find a reference in a Qur'an.</p> <p>Listen to a Qur'an verse or chapter in Arabic. Find its meaning.</p>	<p>Know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) of Worship (make students aware)</p> <p>Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers.</p> <p>Prayer – why and how people pray. Understand some of the actions that form a prayer.</p>

<p>direction towards which Muslims face when praying.</p>	<p>Link stories- Prophet &amp; the woman who used to throw rubbish.</p>		<p>Prayers can be offered at the mosque or at home or wherever a Muslim is.</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>Prophet and how he was given the title of the 'truthful'. Consider and discuss how Prophet is a role model for Muslims.</p>	<p>Understand why Muslims show respect for the Qur'an and its significance as a guide today in their lives.</p>	<p>How does prayer help a Muslim? Make your own prayer mats.</p>
<p>Have an opportunity to question believers.</p>	<p>Discuss the birthdate of the Prophet- MiladunNabi. What do Muslims do in celebration?</p>		

Key vocabulary

**Synagogue:** Ark, Kippah, Tallit, Torah Scrolls, Yad,

**Shabbat:** Kasher Two Candles, Challah, Wine,

**Jewish Life:** Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Shofar.

Synagogue

Visit a local Synagogue. Locate all important features of the Synagogue: Mezuzah, Bimah, Eternal Light and the Ark with the Torah scrolls.

Know that a Synagogue is a meeting place and a studying place but also a place where Jewish people celebrate most of their Festivals.

Recognise some Jewish symbols: Star of David, Menorah and some ceremonial clothing like Kippah and Tallit.

Shabbat

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 for thousands of years 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.

Hear some Shabbat blessings and songs, know that they are recited and sung in Hebrew.

Torah and Commandments

Jewish life

Key vocabulary

**Synagogue:** Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad.

**Shabbat:** Besamim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine.

**Jewish Life:** 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.

Synagogue	Shabbat	Torah and Commandments	Jewish life
Know that there are different groups of the Jewish people, understand the basic difference between Traditional and Progressive Judaism. If possible visit one Traditional and one Progressive (Liberal or Reform) Synagogue, observe differences in separation or lack of separation of space for men and women, differences in clothing extremely devout men wearing tzitzit and covering their heads with kippot all	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 liason between Shabbat and the everyday, between sacred and profane, God and people.  Know some differences between the ways Traditional and Progressive Jews	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.  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.	Know the Jewish calendar (New Year starting in Autumn, days starting with sunsets, some festivals being related to particular seasons).  Find out more about Rosh Hashanah and Yom Kippur and the 10-day period between them when Jewish people try to ask forgiveness for all their wrong doings in the previous year.

the time, devout married women covering heads, complete equality in Progressive Synagogues).

Listen to the sound of the Shofar.

Find out about Jewish Communities constructing special booths for the Festival 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.

Meet a rabbi, have an opportunity to ask him questions about his work. If not possible: „ask a rabbi” by e-mail.

celebrate Shabbat. (using light, driving cars)

“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.

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.

Find out about King David and his story. Interpretation of Psalms.

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 Torah Jewish people are given guidance on the meaning of the words of the Written Torah.

Link this with the concepts of sin and forgiveness. Know that in Judaism there are sins that cannot be forgiven by God.

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?

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

Bar Mitzvah sermon – reflection on Torah stories – what do these stories mean to a boy/girl in XXI century Britain.

**Key vocabulary**

Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban.

Knowledge and belief	Meaning and purpose (belonging)	Celebrations and ceremonies	The Sikh way of life
<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>What does the Guru Granth Sahib teach about ones relationship with the</p>	<p>How do Sikhs meditate and serve in Gurdwaras and in their own homes?</p> <p>What are the key features of the Gurdwara, and how may they differ 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>How does music and meditation play an important part in Sikh ceremonies.</p> <p>Explore how music and meditation can make you feel</p>	<p>Why is Seva (Selfless Service) such an important aspect of human life?</p> <p>What influences the ways people behave, and what is expected of an individual choosing the Sikh way of Life?</p> <p>In what ways do Sikhs make a difference in the local community?</p>
<p>Creator, the world and life – how does reincarnation work?</p>		<p>How is the Guru Granth Sahib respected in the Gurdwara?</p>	<p>How do the Five 5K's assist a Sikh practice their purpose in life – ie to connect with the Creator?</p>