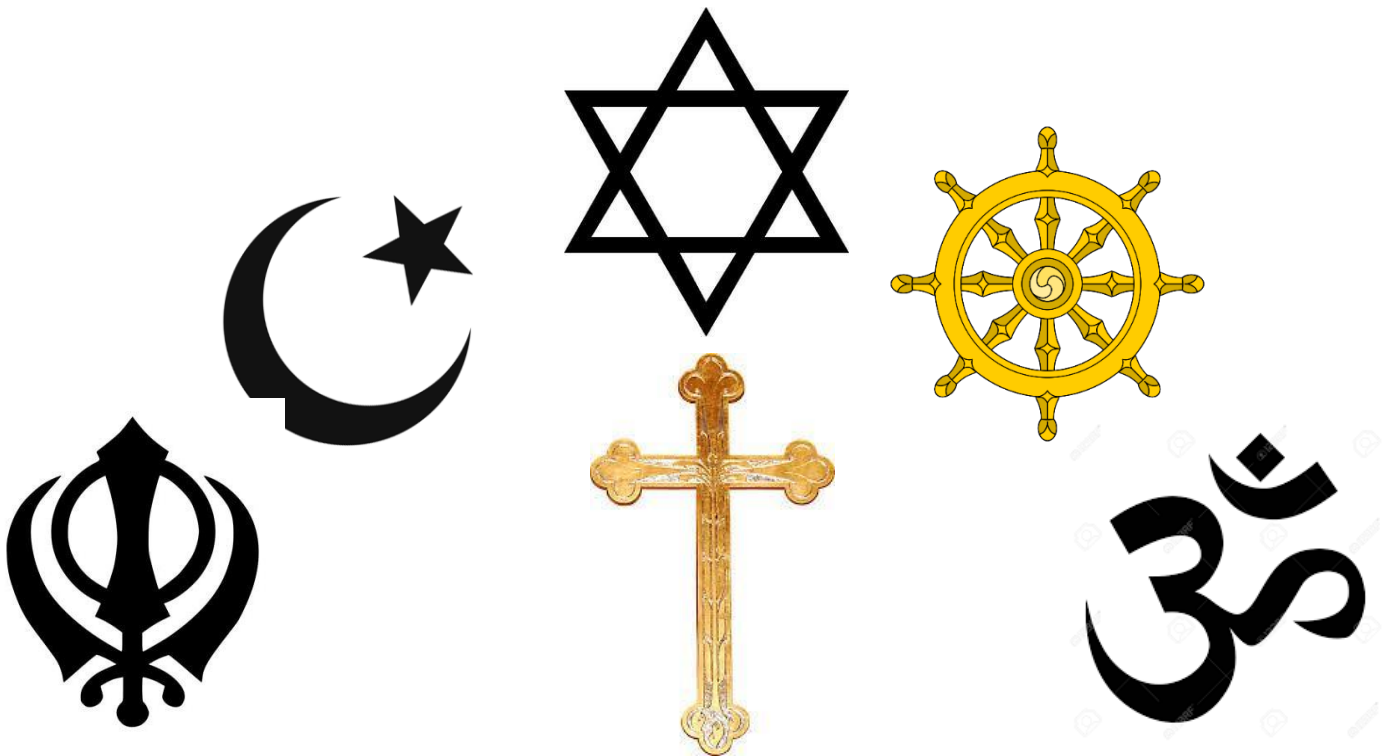


Westwood Primary School  
Grove Primary School

Religion and Worldviews Handbook



## Contents Page

Our Intent and Implementation	Page 3
Our 4 Pillars	Page 4
The Agreed Syllabus for RE in Suffolk	Page 5
Active Learning Trust Intent	Page 6
Curriculum, Knowledge, Skills and Understanding	Page 8
Long Term Plan & Curriculum Coverage	Page 10
Non-negotiables for RE	Page 11
Assessment – KS1	Page 12
Assessment – LKS2	Page 13
Assessment – UKS2	Page 14
Christianity Knowledge Organiser	Page 16
Hinduism Knowledge Organiser	Page 18
Buddhism Knowledge Organiser	Page 20
Islam Knowledge Organiser	Page 22
Judaism Knowledge Organiser	Page 24
Sikhism Knowledge Organiser	Page 26
Glossary	Page 27
Additional Resources	Page 44
Possible contacts for a visit/visitor	Page 45
Examples of work	Page 50

## **Intent**

At Westwood Primary School we have designed our Religion and Worldviews curriculum to enable pupils to become responsible citizens and effectively engage and communicate with the community and wider world around them.

Our vision is for children to be develop religious literacy, allowing them to carry out deep critical analysis of religions and beliefs. Religious literacy is the ability to hold balanced and well-informed conversations about religion and belief (Georgiou 2018). In order to achieve this, children need a secure knowledge of religions and beliefs with opportunities to reflect and ask questions.

We have personalised our Religion and Worldviews curriculum, using resources such as Discovery RE and research to inform our decisions. This allowed us to carefully design and sequence our curriculum to meet the needs of the pupils in our school. We recognise that many of the children at Westwood have limited exposure to a diverse range of religious and cultural practises. Therefore, our curriculum aims to give children knowledge beyond their immediate world and experiences. To enable the children to be responsible citizens, developing a religious literacy is fundamental as this will allow them to understand the diversity of practises within a religion and therefore, not generalise or stereotype groups of people.

We encourage our children to question, discuss and debate their opinions in order to make comparisons, identify differences and similarities and be accepting of those which are different to their own.

We are forming strong links with our wider community to enable our children to have meaningful and memorable experiences on which to pin their learning about religion and beliefs. Visitors to the school are encouraged in as many units as possible across our curriculum.

This approach to the curriculum allows children, by the time they leave the school in year 6, to have developed religious literacy and a secure knowledge of religions and beliefs. Children will have the tools to counter any extreme or stereotyped views they may encounter beyond the classroom and to access the wider world as responsible citizens.

## **Implementation**

All Religion and Worldviews units begin with a big question and children work towards answering this as the unit progresses. Children are also encouraged to develop and answer their own questions.

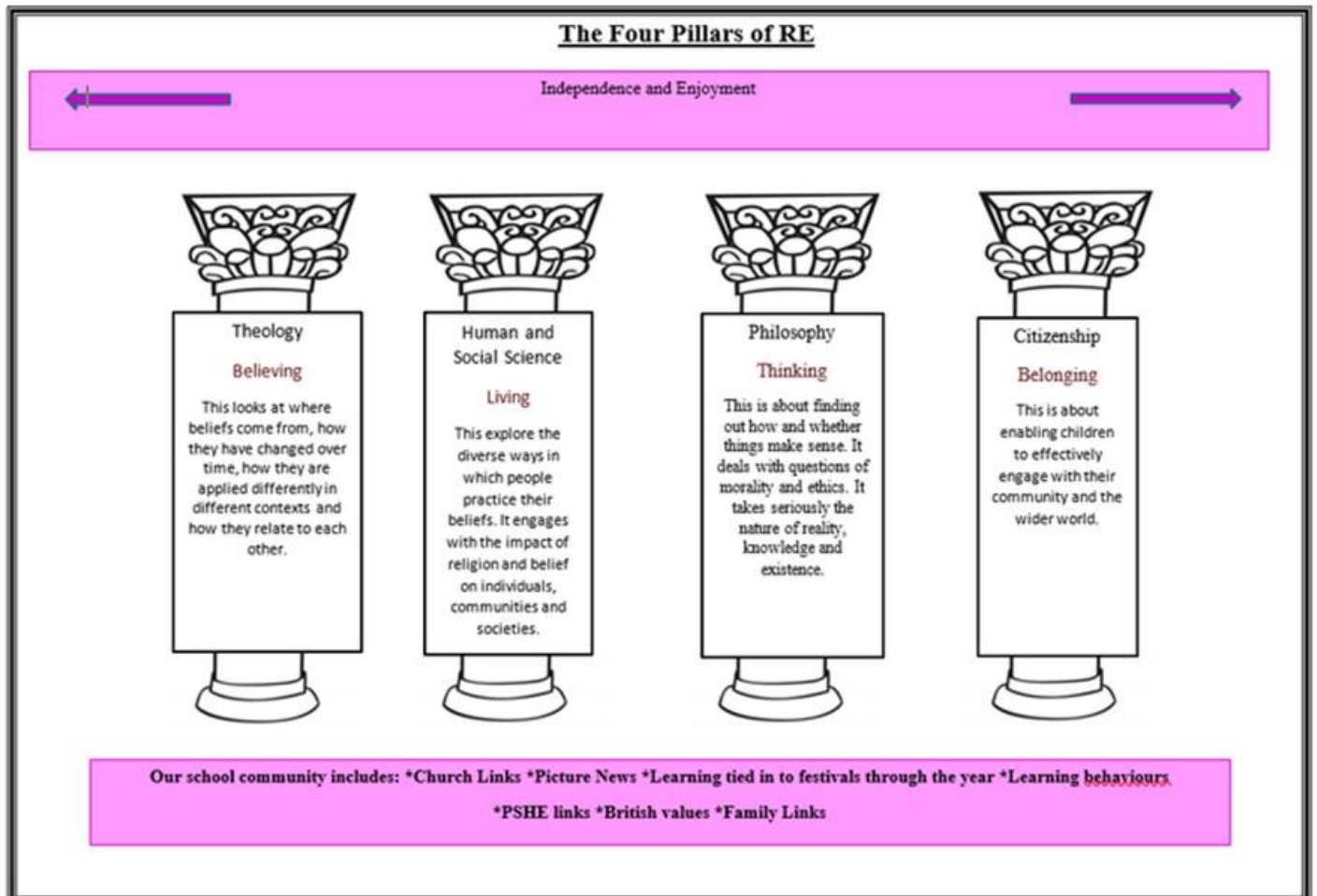
Units are structured to allow the pupils to engage, investigate, evaluate and express. This process works in providing children with opportunities to explore the disciplines of RE: theology (believing), human/social sciences (living), philosophy (thinking).

Religion and Worldviews is taught weekly for one hour as a discrete subject. Links to other curriculum areas are important in children developing their schema and understanding of the world. Consequently, links to prior and current learning are made wherever possible. Teachers plan and deliver lessons to ensure they are in line with the school's pedagogy and ethos. Lessons are active and engaging, memorable, link to real life experiences and promote children to develop their oracy skills.

From EYFS to 6, our children investigate the six main religions: Christianity, Judaism, Hinduism, Buddhism, Sikhism and Islam.

## Our 4 pillars

Religion and Worldviews is a multidisciplinary subject and our curriculum allows children to explore the key disciplines that form its foundation. These are:



## **The Agreed Syllabus for Religious Education in Suffolk.**

### Aims in Religious Education

Religious education in Suffolk should provide pupils with opportunities to:

Learn about religion and belief

- Acquiring knowledge and developing understanding of Christianity and the other principal religions represented in Great Britain.
- Developing an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, and of how religion can influence the lives of people who embrace it.
- Developing the ability to consider and reflect on religious and moral issues in order to make informed choices in the context of a growing knowledge of the teachings of the principal religions represented in Great Britain.

Learn from religion and belief

- Developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them
- Responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience.
- Reflecting on their own beliefs, values and experiences in the light of their study.

These twin aims will:

- Help pupils develop a positive attitude towards other people, respecting their right to hold beliefs different from their own, and towards living in a society of diverse religion and belief.
- Enhance their spiritual, moral, cultural and social development.

These twin aims are reflected in the attainment targets and level descriptions.

## **Active Learning Trust Curriculum Intent**

### **Religious Education\* Curriculum Statement of Intent**

#### ***Rationale – why this curriculum design?***

Our children live in a very different world to that of 1944 when the Education Act enshrined in law a duty for all schools to teach Religious Education (RE). In preparing for adult life, they need to learn to respond well to a local, national and global landscape of religion and belief diversity. In the context of today's world, we are advocating that RE should help children and young people to hold balanced and well-informed conversations about religion and belief, i.e. be religiously literate.

Pupils will access a high quality RE curriculum that engenders an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. This will enable them to develop a knowledge and acceptance of religions and worldviews, with the skill to “disagree agreeably”. Each school's curriculum should be academically rigorous and examine theology, philosophy and social science within a historical context.

The schools' curriculum for RE is a vehicle for delivering some aspects of Spiritual, Moral, Social and Cultural Education (SMSC), but SMSC should permeate across and underpin each school's wider curriculum.

\*In light of current thinking, schools may wish to retitle the subject in a way that better reflects their curriculum content. Examples?

#### ***Ambition – what do we want to achieve?***

- A balanced RE curriculum with the aim of producing religiously literate pupils that includes aspects of the following disciplines:
  - Theology (this is about believing): looking at where beliefs come from - how they have changed over time, how they are applied differently in different contexts and how they relate to each other;
  - Philosophy (this is about thinking): finding out how and whether things make sense; dealing with questions of morality and ethics; taking seriously the nature of reality, knowledge and existence;
  - Social Sciences (this is about living): exploring the diverse ways in which people practise their beliefs; engaging with the impact of beliefs on individuals, communities and societies.
- To create a safe and stimulating environment in which children are entitled to question, evaluate and express themselves through debate and discussion - “disagree agreeably”.
- Teachers who are empowered through strong subject knowledge to have the skills to challenge conceptions, preconceptions and misconceptions.

#### **Children and young people will have a knowledge and understanding of:**

- The major world religions and non-religious worldviews:
  - Theology: key texts and traditions; beliefs, teachings/doctrines and sources; practices and ways of life; forms of expression; identity and belonging;
  - Philosophy: how religion has influenced humanities' search for meaning and purpose;
  - Social Sciences: investigate and observe lived religious practices within local, national and international contexts; and consider how they have shaped and continue to shape society.
- Historical, geographical and scientific contexts.

**Children and young people will have the skills to:**

- As theologians:
  - analyse a range of primary and secondary sources;
  - understand symbolic language;
  - use technical terminology effectively.
- As philosophers:
  - interpret meaning and significance;
  - evaluate and reflect upon beliefs and ethics and how they impact upon the lives of others and themselves;
  - refine the way they think about the world and their place in it;
  - consider moral principles, including the nature of good and evil.
- As social scientists:
  - respectfully critique and value the wide range of beliefs and cultural influences that have shaped their own heritage and that of others, considering both differences and commonalities;
  - recognise bias and stereotype;
  - represent a range of views, other than one's own, with accuracy.

**The curriculum may also develop the following:**

- a moral compass - recognise the difference between right and wrong and readily apply this;
- reflection upon their own beliefs and cultural practices;
- make informed personal choices;
- empathy with and an understanding of others.

ALT Religious Education Development Group

June 2019

This document has been written using content from the following sources:

- Ofsted (May 2019) *School Inspection Handbook*
- Chipperton, Georgiou, Seymour and Wright (March 2018) *Key Principles of a Balanced Curriculum in RE*
- Hall, J (Sept 2018) *Religion and Worldviews: The way forward. A National Plan for RE.*

## Curriculum, Knowledge, Skills and Understanding

	Learning Objective	Knowledge (National Curriculum)	Skills	Technical Vocabulary
End of KS1	To understand beliefs and teachings	To know some of the main festivals, celebrations and teachings of a religion.  To know that there are similarities and differences between religions.  To name a range of religious festivals, celebrations and teachings.	Identify similarities and differences between festivals, celebrations and teachings.	Festivals Celebration Religion
	To understand practices and lifestyles	To know some common practises of different religions.	To compare those practises to my own.	
	To understand how beliefs are conveyed	To know that some symbols have religious meanings.  To know the meaning of some religious symbols	To begin to identify some religious symbols in places of worship and in simplistic art.	Worship Symbol religion
	To reflect	To know the things that are important to me in my own life.  To know how to ask relevant questions	To compare things that are important to me.  To ask a question about a puzzling aspect of life	
	To understand values	To know that people have morals which are defined by beliefs  To know that I can make my own choices in life	To explain the reasons behind some of my own choices To talk about some of the things that happen to me and talk about my feelings	Morals Choices Feelings
End of LKS2	To understand beliefs and teachings	To know the key teachings and beliefs of a religion  To know of religious figures and holy books	To show an understanding of why believers use different ways of expressing what they believe To refer to religious figures and holy books to explain answers	Beliefs Holy Books – Bible, Torah etc Religions figures – Jesus, God etc
	To understand practices and lifestyles	To know some religious artefacts  To know about and name different religious buildings	To explain how and why religious artefacts are used To describe religious buildings and know how they are used	Artefacts – cross, yad, Religions buildings – church, mosque, synagogue etc
	To understand how beliefs are conveyed	To know of religious symbolism in literature and art	To identify religious symbolism in literature and art	Symbolism Religion
	To reflect	To know that my personal experiences and feelings influence attitudes and actions  To know about how religious figures acted  To know that not all questions have universally agreed answers	To show an understanding of how my personal experiences and feelings influence my attitudes and actions To give reasons why religious figures may have acted as they did To ask questions which have no agreed answers	Attitudes Actions
	To understand values	To know the affect beliefs can have on behaviour  To know some of the values held by communities and individuals  To know some religious stories	To explain how beliefs affect people's behaviour  To describe how some of the values held by communities and individuals affect behaviour and actions To discuss and give opinions on stories involving moral dilemmas	Belief Community Value Dilemma
End of UKS2	To understand beliefs and teachings	To know how some teachings and beliefs are shared between religions	To compare and explain how some teachings and beliefs are shared between religions.	Belief Religion Community



		To know how religious beliefs shape the lives of individuals and communities	To explain how religious beliefs can shape peoples lives.	
To understand practices and lifestyles		To know the practices and lifestyles involved in different faiths.	Compare and contrast the different lifestyles of faith groups.  To give reasons why some people within the same faith may adopt different lifestyles.	Faith Lifestyle
To understand how beliefs are conveyed		To know some of the different ways that individuals show their beliefs	To name and explain about some religious symbols and identify symbolism in literature and art	Belief Religious Symbolism
To reflect		To know and express feelings about my own identity.  To ask questions about puzzling aspects of life.	To recognise feelings about their own identity.  To compare some of the things that influence other people and their beliefs.  Explain their own ideas about the answers to ultimate questions and say why these may be different to those of others.	Identity beliefs
To understand values		To identify how they have to make their own choices in life.  To explain how actions affect others.  To know what the term 'morals' means	Explain why different religious communities or individuals may have a different view of what is right or wrong.  Show an awareness of morals and right and wrong beyond rules.  To express their own values and remain respectful of those with different values.	Actions Morals Right Wrong Values

## Long Term Plan

### Religious Studies Long Term Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Cycle A Year 1/2	<b>Christianity</b> - Does God want Christians to look after the world?	<b>Christianity</b> - What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	<b>Christianity</b> - Was it always easy for Jesus to show friendship?	<b>Christianity</b> - Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	<b>Judaism</b> - Is Shabbat important to Jewish children?	<b>Judaism</b> - Are Rosh Hashanah and Yom Kippur important to Jewish children?
Year 2	Cycle B Year 1/2	<b>Christianity</b> - Is it possible to be kind to everyone all of the time?	<b>Christianity</b> - Why do Christians believe God Gave Jesus to the world?	<b>Islam</b> - Does praying at regular intervals help a Muslim in his/her everyday life?	<b>Christianity</b> - How important is it to Christians that Jesus came back to life after His crucifixion?	<b>Judaism</b> - How special is the relationship Jews have with God?	<b>Islam</b> - Does completing Hajj make a person a better Muslim?
Year 3	Cycle A Year 3/4	<b>Hinduism</b> - Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	<b>Christianity</b> - Has Christmas lost its true meaning?	<b>Sikhism</b> - Do Sikhs think it is important to share?	<b>Christianity</b> - What is 'good' about Good Friday?	<b>Hinduism</b> - How can Brahman be everywhere and everything?	<b>Christianity</b> - Could Jesus heal people? Were <u>these</u> miracles or is there some other explanation?
Year 4	Cycle B Year 3/4	<b>Buddhism</b> - Is it possible for everyone to be happy?	<b>Christianity</b> - What is the most significant part of the nativity story for Christians today?	<b>Judaism</b> - How important is it for Jewish people to do what God asks them to do?	<b>Christianity</b> - Is forgiveness always possible for Christians?	<b>Buddhism</b> - What is the best way for a Buddhist to lead a good life?	<b>Christianity</b> - Do people need to go to church to show they are Christians?
Year 5	Cycle A Year 5/6	<b>Sikhism</b> - How far would a Sikh go for his/her religion?	<b>Christianity</b> - Is the Christmas story true?	<b>Sikhism</b> - Are Sikh stories important today?	<b>Christianity</b> - How significant is it for Christians to believe God Intended Jesus to die?	<b>Hinduism</b> - Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	<b>Christianity</b> - What is the best way for Christians to show commitment to God?
Year 6	Cycle B Year 5/6	<b>Islam</b> - What is the best way for Muslims to show commitment to God?	<b>Christianity</b> - Do Christmas traditions help Christians understand who Jesus was?	<b>Christianity</b> - Is anything ever eternal?	<b>Christianity</b> - Is Christianity still a strong religion 2000 years after Jesus was on the Earth?	<b>Islam</b> - Does belief in Akhirah (life after death) help Muslims lead good lives?	

### Religion and Concept Coverage Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Christianity</b> Creation	<b>Christianity</b> Incarnation	<b>Christianity</b> Incarnation	<b>Christianity</b> Salvation	<b>Judaism</b> Beliefs and Practices	<b>Judaism</b> Beliefs and Practices
Year 2	<b>Christianity</b> Beliefs and Practices	<b>Christianity</b> Incarnation	<b>Islam</b> Prayer and Worship	<b>Christianity</b> Salvation	<b>Judaism</b> Beliefs and Practices	<b>Islam</b> Prayer and Worship
Year 3	<b>Hinduism</b> Divali	<b>Christianity</b> Incarnation	<b>Sikhism</b> Sharing and Community	<b>Christianity</b> Salvation	<b>Hinduism</b> Beliefs and Practices	<b>Christianity</b> Incarnation
Year 4	<b>Buddhism</b> Beliefs and Practices	<b>Christianity</b> Incarnation	<b>Judaism</b> Passover	<b>Christianity</b> Salvation	<b>Buddhism</b> Beliefs and Moral Values	<b>Christianity</b> Prayer and Worship
Year 5	<b>Sikhism</b> Beliefs and Practices	<b>Christianity</b> Incarnation	<b>Sikhism</b> Belief and Moral Values	<b>Christianity</b> Salvation	<b>Hinduism</b> Beliefs and Moral Values	<b>Christianity</b> Beliefs and Practices
Year 6	<b>Islam</b> Beliefs and Practices	<b>Christianity</b> Incarnation	<b>Christianity</b> Salvation	<b>Christianity</b> Gospel	<b>Islam</b> Beliefs and Moral Values	

## **Non-negotiable within RE**

### Lessons:

- RE taught be taught on a weekly basis following the RE discovery scheme.
- First lesson to introduce the over-arching question.
- By the end of the half-term, children to answer the question independently to be assessed.
- One lesson per topic to include either a visitor or a visit to support learning.

### Books:

- Front cover sheet to include over-arching question and RE skills.
- Clear learning objective.

### Environment:

- One RE display per Key Stage area.

# Assessment

## KS1

	Learning Objective	Key Indicators	Basic (Working towards Year 5) (Working below Year 6)	Advancing (Expected Year 5) (Working towards Year 6)	Deep (Exceeding Year 5) (Expected Year 6) (Exceeding Year 6 if all objectives securely met)
Milestone 1	To reflect	Identify the things that are important in one's own life and compare these to religious beliefs.	During structured discussions, important aspects of one's own life and how this compares to religious beliefs are explored.	There is a growing understanding and some good explanation of how important aspects of one's own life compares to religious beliefs.	Aspects of one's own life are chosen and compared to religious beliefs from a number of religions.
		Relate emotions to some of the experiences of religious figures studied.	With the support of a teacher, emotions are explored and links pointed out to the experiences of some of the religious figures.	There is a growing ability to explain how emotions relate to some of the experiences of religious figures.	Emotions are related very well to some of the experiences of religious figures and described in some interesting detail.
		Ask questions about puzzling aspects of life.	During structured discussions, some questions about puzzling aspects of life are explored.	During discussions, some questions are raised and opinions given about some puzzling aspects of life.	During discussions, well-considered questions are raised and opinions given and justified about some puzzling aspects of life.
	To understand values	Identify how one has to make choices in life.	During structured discussions, there is some exploration of how one must make choices in life.	There is a growing understanding that one must make choices in life and some good examples of this are described.	There is a good understanding that one must make choices in life, including some that are very difficult. Good examples are provided and described well.
		Explain how actions affect others.	There is some awareness of how actions affect others.	There is a growing understanding that actions affect others in a variety of ways, some of which can be explained.	There is a good understanding that actions affect others in a wide variety of ways, which are explained with interesting examples and details.
		Show an understanding of the term 'morals'.	During structured discussions the term 'morals' is explored.	There is a growing use of the term 'morals' when discussing behaviour and decisions.	There is a good understanding of the term 'morals' and many good examples of how it can be applied to familiar situations are provided.

		Key Indicators	Basic (Working towards Year 3) (Working below Year 4)	Advancing (Expected Year 3) (Working towards Year 4)	Deep (Exceeding Year 3) (Expected Year 4) (Exceeding Year 4 if all objectives securely met)
			<b>Milestone 2</b>	To understand beliefs and teachings.	Present the key teachings and beliefs of a religion, making reference to religious figures.
To understand practices and lifestyles.	Identify religious artefacts and buildings and explain how and why they are used.	There are some good examples of the identification and naming of religious artefacts and buildings. With encouragement there is some explanation of how and why they are used.		Generally, religious artefacts and buildings are identified and how and why they are used explaining in some detail.	Religious artefacts and buildings are identified rapidly, and detailed and interesting explanations of how and why they are used are provided.
	Explain some of the religious practices of both clerics and individuals.	When encouraged, some good examples of explanations of the religious practices of clerics and individuals given.		Generally good explanations of the religious practices of clerics and individuals are given with some interesting detail.	Well-thought out explanations, along with telling examples, of the religious practices of clerics and individuals are given.

		Key Indicators	Basic (Working towards Year 3) (Working below Year 4)	Advancing (Expected Year 3) (Working towards Year 4)	Deep (Exceeding Year 3) (Expected Year 4) (Exceeding Year 4 if all objectives securely met)
			<b>Milestone 2</b>	To understand how beliefs are conveyed.	Identify religious symbolism in literature and the arts.
To reflect	Show an understanding that personal experiences and feelings influence attitudes and actions.	During structured discussions, there is some exploration of how personal experiences and feelings influence attitudes and actions.		There is a growing awareness of, and good examples provided for, personal experiences and feelings and how they influence attitudes and actions.	Good, well-explained examples of personal experiences and feelings, and how they influence attitudes and actions, are given in a wide range of contexts.
	Give some reasons why religious figures may have acted as they did.	When encouraged, some reasons why religious figures may have acted as they did are given.		Generally, good attempts to explain why religious figures may have acted as they did, relating reasons to some of the teachings of a religion, are made.	Carefully reasoned and well-explained examples, the refer to the teachings of a religion, describe why religious figures may have acted as they did.
	Ask questions that have no universally agreed answers.	When encouraged, some questions that have no universally agreed answers are explored.		Generally, some good questions that have no universally agreed answers are asked and explored with enthusiasm.	Some well-considered questions that have no universally agreed answers are asked and explored in depth.

Milestone 2		Key Indicators	Basic (Working towards Year 3) (Working below Year 4)	Advancing (Expected Year 3) (Working towards Year 4)	Deep (Exceeding Year 3) (Expected Year 4) (Exceeding Year 4 if all objectives securely met)
	To understand values.	Explain how beliefs affect people's behaviour.	There are some good examples of explanations of how beliefs affect people's behaviour.	Generally, good explanations are provided for how beliefs affect people's behaviour in a range of contexts.	Well-considered and detailed explanations are provided for how beliefs affect people's behaviour in contexts.
		Discuss and give opinions on stories involving dilemmas.	The term 'moral dilemma' is experienced during discussions.	There is growing understanding of, and examples provided for, instances where there has been moral dilemma.	Apt, and very well-described instances provided for situations involving moral dilemmas.

## UKS2

Milestone 3	Learning Objective	Key Indicators	Basic (Working towards Year 5) (Working below Year 6)	Advancing (Expected Year 5) (Working towards Year 6)	Deep (Exceeding Year 5) (Expected Year 6) (Exceeding Year 6 if all objectives securely met)
	To understand beliefs and teachings	Explain how some teachings and beliefs are shared between religions.	With support, some good examples are provided for, how beliefs are shared between religions	Generally, beliefs that are shared between religions are identified and explained.	Beliefs that are shared between religions are identified and any variations to a general belief are analysed and explained.
		Explain how religious beliefs shape the lives of individuals and communities.	When encouraged, some examples are provided for how religious beliefs shape the lives of individuals and communities.	Good examples, with some interesting detail, are provided for, how religious beliefs shape the lives of individuals and communities.	Well-chosen and very well-explained details are provided for how a wide range of religious beliefs shape the lives of individuals and communities and how there may be some variation to practices between them.
To understand practices and lifestyles	Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.	With support, lifestyles of different faith groups are compared and contrasted.	Good examples of similarities and differences in the lifestyles of different faith groups are identified and described.	Well-chosen and detailed examples are provided for similarities and differences in the lifestyles of different faith groups.	
	Show an understanding of the role of a spiritual leader.	There is some awareness of the role of a spiritual leader.	There is some interesting exploration and recognition of aspects of the role of a spiritual leader.	There is a good understanding of, and excellent examples provided for, the wide and varied role of a spiritual leader.	
To understand how beliefs are conveyed	Explain some of the different ways that individuals show their beliefs.	There is some awareness of the different ways that individuals show their beliefs.	There is a growing awareness of, and some good examples provided for, the different ways that individuals show their beliefs.	There is a very good awareness of, and some excellent and detailed examples provided for, the different ways that individuals show their beliefs.	

	<b>Learning Objective</b>	<b>Key Indicators</b>	<b>Basic (Working towards Year 5) (Working below Year 6)</b>	<b>Advancing (Expected Year 5) (Working towards Year 6)</b>	<b>Deep (Exceeding Year 5) (Expected Year 6) (Exceeding Year 6 if all objectives securely met)</b>
<b>Milestone 3</b>	To reflect	<p>Recognise and express feelings about one's own identities. Relate these to religious beliefs or teachings.</p> <p>Explain ideas about some answers to ultimate questions and why answers may differ between individuals.</p>	<p>In structured discussions the concept of identity is explored and related to religious beliefs and teachings.</p> <p>There are some good examples of exploration of some answers to ultimate questions and why answers may differ between individuals.</p>	<p>There are some good examples of explanations of the concept of identity and how this relates to religious beliefs or teachings.</p> <p>There is a growing understanding, demonstrated with well-explained descriptions, of some answers to ultimate questions, and how answers may differ between individuals.</p>	<p>Well-chosen and apt, detailed examples are provided for the concept of identity and how this relates to religious beliefs or teachings.</p> <p>Detailed, in-depth research provides excellent examples and detailed descriptions of different answers to ultimate questions between individuals.</p>
	To understand values	<p>Explain why different religious communities or individuals may have different views of what is right and wrong.</p> <p>Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</p> <p>Express own values and remain respectful of those with different values.</p>	<p>There are some good examples that show some understanding that different religious communities may have different views of what is right and wrong.</p> <p>There is some exploration of the need to act according to a belief of right and wrong even in the absence of rules.</p> <p>With support, personal values are explored.</p>	<p>There is a growing understanding, demonstrated by good examples of, and explanations for, different views of what is right and wrong.</p> <p>There is a growing understanding of the need to act in a morally right way, even in the absence of rules or regulation.</p> <p>There are some good examples of articulation of personal values and a respect for those with different values.</p>	<p>There is an excellent understanding, demonstrated by well-chosen examples of, and detailed explanations for, different views of what is right and wrong.</p> <p>The word 'integrity' and how this applies to one's own decisions.</p> <p>Personal values are becoming well developed and explained. There is a high degree of respect for those with different values.</p>

## Christianity Knowledge Organiser

<b>Place of Origin</b>	Israel
<b>Founder</b>	<a href="#">Jesus of Nazareth</a>
<b>Sacred Text</b>	<a href="#">The Bible</a> - Old and New Testaments
<b>Sacred Building</b>	<a href="#">Church</a> , Chapel, Cathedral
<b>Holy Places</b>	Jerusalem, Bethlehem, Nazareth, Lourdes (a popular place of pilgrimage), Rome, Canterbury
<b>Major Festivals</b>	<a href="#">Easter</a> , <a href="#">Christmas</a> ,
<b>Main Branches (Denominations)</b>	<a href="#">Anglican</a> , <a href="#">Roman Catholic</a> , Free Churches, Orthodox, Reformed,

### **What do Christians believe?**

Christians believe that Jesus Christ was the Son of God and that:

- God sent his Son to earth to save humanity from the consequences of its sins
- Jesus was fully human, and experienced this world in the same way as other human beings of his time
- Jesus was tortured and gave his life on the Cross (At the Crucifixion)
- Jesus rose from the dead on the third day after his Crucifixion (the Resurrection)

Christians believe that Jesus was the Messiah promised in the Old Testament

Christians believe that there is only one God, but that this one God consists of 3 "persons"

- God the Father
- God the Son
- The Holy Spirit

Christians believe that God made the world.

### **Where do Christians pray?**

The Christian place of worship is called a Church. They are often built in the shape of a cross with the alter facing east towards the rising sun.

What is the Christian holy book called?

The Bible is the Christian holy book. It is divided into the Old and New Testaments. Parts of the writing contained in the Old Testament are also sacred to Jewish and Muslim people.

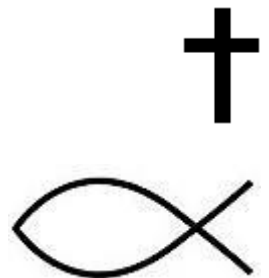
What are the Christian symbols?

The cross is the main symbol. It reminds Christians that Jesus died on the cross to save them.



The dove is the symbol of the Holy Spirit and peace.

The fish symbol was created using the Greek letters which spell out ICHTHUS: Jesus Christ God's Son Saviour.



### **What are the 10 Commandments?**

From the Holy Bible, King James version. Exodus 20:3-18 (abridged)



1. Thou shalt have no other gods before me
2. Thou shalt not make unto thee any graven image
3. Thou shalt not take the name of the LORD thy God in vain
4. Remember the Sabbath day and keep it holy
5. Honour thy father and thy mother
6. Thou shalt not kill
7. Thou shalt not commit adultery
8. Thou shalt not steal
9. Thou shalt not bear false witness against thy neighbour
10. Thou shalt not covet anything that is thy neighbour's

## Hinduism Knowledge Organiser

<b>Place of Origin</b>	India
<b>Founder</b>	Developed out of Brahminism
<b>Sacred Text</b>	<a href="#">Vedas, Upanishads</a>
<b>Sacred Building</b>	<a href="#">Mandir</a>
<b>Major Festivals</b>	<a href="#">Diwali</a>
<b>Holy Place</b>	River Ganges is one of many holy places

**Hinduism is the world's third most popular religion, with around 750 million followers.** The religion of Hinduism originated in Northern India, near the river Indus, about 4000 years ago and is the world's oldest existing religion. Hinduism is practised by more than 80% of India's population.

### What do Hindus believe?

For many Hindus, religion is a matter of practice rather than of beliefs. It's more what you do, than what you believe. Hindus believe in a universal soul or God called Brahman. Brahman takes on many forms that some Hindus worship as gods or goddesses in their own right. **Hindus believe that there is a part of Brahman in everyone and this is called the Atman.**

**Hindus believe in reincarnation** - a belief that the soul is eternal and lives many lifetimes, in one body after another. The soul is sometimes born in a human body, sometimes in an animal body and sometimes in a plant body etc.. Hindus believe that all forms of life contain a soul, and all souls have the chance to experience life in different forms.

**Samsara** means going through the cycle of repeated births and deaths (reincarnation). **Hindus believe that existence of this cycle is governed by Karma.**

### What is the Hindu way of life?

**For many Hindus there are four goals in human life** (purusharthas);

1. **Moksha** - the release of the soul (Atman) from the cycle of rebirth (How a person is reincarnated is determined by karma).
2. **Dharma** - the code for leading one's life (Respect for elders is considered important).
3. **Artha** - the pursuit of material gain by lawful means.
4. **Karma**- through pure acts, knowledge and devotion, you can reincarnate to a higher level. The opposite achieves the contrary result.

### Why are there so many Hindu Gods?

**Hindus actually only believe in one God, Brahman**, the eternal origin who is the cause and foundation of all existence. The gods of the Hindu faith represent different forms of Brahman. These gods are sent to help people find the universal God (Brahman). Most Hindus have a personal god or goddess such as Shiva, Krishna or Lakshmi to whom they pray regularly.

The three most important Hindu gods (forms of Brahman) are:



**Brahma** - known as the Creator.  
([Description](#))



**Vishnu** - Known as the Preserver  
([Description](#))



**Shiva (Siva)**- known as the Destroyer.  
([Description](#))

### What is the Hindu place of Worship?

Most Hindus worship (puja) every day at home and have a **shrine** there. A shrine can be anything from a room, a small altar or simply pictures or statues. **The Hindu building for communal worship** is called **Mandir (Hindu Temple)**.



### What is the Symbol of Hinduism?

Aum is the main symbol of Hinduism. It is the sound heard in deepest meditation and is said to be the name most suited for God.

## Buddhism Knowledge Organiser

<b>Place of Origin</b>	North East India
<b>Founder</b>	Siddhartha Gautama (The Buddha)
<b>Sacred Text</b>	Tripitaka
<b>Sacred Building</b>	Stupa
<b>Major Festivals</b>	Wesak
<b>Main Branches (Denominations)</b>	Theravada, Mahayana, Tibetan, Chinese and Japanese groups including Soto and Zen

### How is Buddhism different from other religions?

Buddhism is different from many other faiths because it is not centred on the relationship between humanity and God. Buddhists do not believe in a personal creator God.

### Who is the founder of Buddhism?

The Buddhist tradition is founded on and inspired by the teachings of Siddhartha Gautama. He was called the Buddha and lived in the 4th or 5th century B.C. in India.

### Buddhist symbols

**The wheel of life** which symbolises the cycle of life, death and rebirth.

The eight spokes remind people that the Buddha taught about eight ways of life. **The lotus flower** symbolises purity and divine birth.



### What is Enlightenment and Nirvana / Nibbana?

Buddhists believe that there is a cycle of birth, life and death and rebirth. This goes on and on. They believe that unless someone gains Enlightenment, when they die they will be reborn. If a person can gain Enlightenment, they can break out of this cycle.

### What do Buddhists believe?

**The Three Jewels** - There are three Buddhist central beliefs. These are known as the three jewels as they are felt to be so precious.

1. Belief in Buddha
2. Dharma - The teaching of Buddha
3. The Sangha - the Buddhist community made up of ordinary people as well as the monks and nuns. The purpose is to help others and by doing so to cease to become selfish and to move on the way towards enlightenment.

### The Four Noble Truths

**Dukkha:** *Suffering exists:*

The first truth is that life is suffering i.e. life includes pain, getting old, disease, and ultimately death. We also endure psychological suffering like loneliness, frustration, boredom, fear, embarrassment, disappointment and anger.

**Samudaya:** *There is a cause for suffering.*

The second truth is that suffering is caused by craving and the needing to control things. It can take many forms: the desire for fame; the desire to avoid unpleasant sensations, like fear, anger or jealousy.

**Nirodha:** *There is an end to suffering.*

The third truth is that suffering can be overcome and happiness can be attained; that true happiness and contentment are possible. If let go of our craving and learn to live each day at a time (not dwelling in the past or the imagined future) then we can become happy and free. We then have more time and energy to help others. This is Nirvana.

**Magga:** *In order to end suffering, you must follow the Eightfold Path.*

The fourth truth is that the Noble 8-fold Path is the path which leads to the end of suffering.

### **What are the 5 Precepts (morals)?**

These are rules to live by. The main five are:

- Do not take the life of anything living. (Do not kill)
- Do not take anything not freely given. (Do not steal)
- Abstain from sexual misconduct and sensual overindulgence.
- Refrain from untrue speech, (Do not lie)
- Do not consume alcohol or other drugs. The main concern here is that intoxicants cloud the mind.

## Islam Knowledge Organiser

<b><u>Place of Origin</u></b>	Saudi Arabia
<b><u>Founder</u></b>	Muslims believe in a chain of prophets starting with Adam.
<b><u>Sacred Text</u></b>	<a href="#">The Qur'an</a>
<b><u>Sacred Building</u></b>	<a href="#">Mosque</a>
<b><u>Holy Places</u></b>	<a href="#">Mecca</a> , Medina, Jerusalem
<b><u>Major Festivals</u></b>	<a href="#">Ramadan</a> , <a href="#">Eid-ul-Fitr</a> , <a href="#">Eid-ul-Adha</a>

### **What do Muslims believe?**

The basic belief of Islam is that there is only one God, whose name in the Arabic language is Allah, and who is the sole and sovereign ruler of the universe.

#### **Muslims have 6 main beliefs**

1. Belief in Allah as the one and only God.
2. Belief in angels.
3. Belief in the holy books.
4. Belief in the Prophets (special messengers)
5. Belief in the Day of Judgement.
6. Belief in Predestination (That Allah has already decided what will happen. Muslims believe that this doesn't stop human beings making free choices).

### **Who or what is Allah?**

Allah is the name Muslims use for the supreme and unique God, who created and rules everything. The heart of faith for all Muslims is obedience to Allah's will.

#### **What is so special about how Muslims pray?**

Muslims are required to:

- pray five times a day (prayer times are fixed by the sun and change daily),
- wash themselves before prayer and
- face in the direction of Mecca (Mekkah) while praying.

#### **When do Muslims pray?**

Each period for prayer has a special name and each time is separated by two hours.

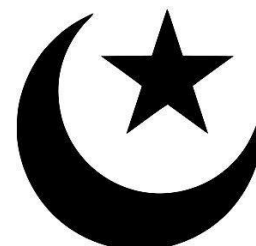
These essential times are:

1. After first light and before sunrise ( Fajr )
2. Between the sun reaching its height and mid-afternoon ( Dhuhr )
3. Between mid-afternoon and sunset ( Asr )
4. After the sun has finished setting ( Maghrib )
5. In the dark of the night ( Isha )

### **What is the religious symbol?**

Although **Islam** has no symbol doctrinally associated with it, the symbol of the **crescent moon and star** (hلال in Arabic) is now widely used to symbolize **Islam**.

The **crescent** represents progress and the five pointed **star**, light and knowledge.



## What are the five Pillars of Islam?

These are five duties that every Muslim is obliged to perform. The *five pillars of Islam* help Muslims put their faith into action.

- **Shahadah:** declaration of faith  
"I bear witness that there is no god, but God; I bear witness that Muhammad is the prophet of God." By reciting this, one enters Islamic faith.
- **Salah:** prayer  
Muslims are required to pray five times a day, washing themselves before prayer and facing in the direction of Mecca while praying.
- **Zakat:** giving a fixed proportion to charity  
Muslims are required to give away a percentage of their earnings to those less fortunate, regardless of their religion.
- **Saum:** fasting during the month of [Ramadan](#)  
Muslims fast for one lunar month each year, a period called Ramadan. During this time, Muslims reflect on their behaviour and strive to purify their thoughts.
- **Hajj:** pilgrimage to Mecca  
If it is financially possible, Muslims are required to travel to Mecca once in their lifetime.

## Judaism Knowledge Organiser

<b>Place of Origin</b>	Israel
<b>Founder</b>	<a href="#">Abraham</a>
<b>Sacred Text</b>	<a href="#">The TeNaCh</a> (Torah, Nevi'im, Ketuvim)
<b>Sacred Building</b>	<a href="#">Synagogue</a>
<b>Holy Place</b>	Jerusalem
<b>Major Festivals</b>	<a href="#">Rosh Hashanah and Yom Kippur, Pesach (Passover), Shavuot (Pentecost), Sukkot (Tabernacles)</a>

### What do Jews believe?

Jews believe that there is a single God who not only created the universe, but with whom every Jew can have an individual and personal relationship.

- There is only one God
- God can't be subdivided into different persons (unlike the [Christian view of God](#))
- God is Transcendent (God is above and beyond all earthly things).
- God doesn't have a body (Which means that God is neither female nor male).
- God created the universe without help
- God is omnipresent (God is everywhere, all the time).
- God is omnipotent (God can do anything at all).
- God is beyond time (God has always existed, God will always exist).
- God is just, but God is also merciful (God punishes the bad, God rewards the good, God is forgiving towards those who mess things up).
- God is personal and accessible (God is interested in each individual, God listens to each individual, God sometimes speaks to individuals, but in unexpected ways).

### What is the Symbol of Judaism?

The symbol or emblem of the Jewish people is the Magen David (Shield of David), also known as the Star of David.



### What is a Menorah?

The Menorah is one of the oldest symbols of the Jewish faith. It is a candelabrum with seven candle holders displayed in Jewish synagogues. It symbolises the burning bush as seen by Moses on Mount Sinai. The two most common menorahs have seven and nine candle-holders. The term *hanukiah* or *chanukiah*, refers to the nine-canded holder used during the Jewish festival of Hanukkah.





### **What is a Mezuzah?**

A mezuzah is found on doorposts in Jewish homes. It is a little case, containing a tiny scroll. The writing on the scroll is from the bible. It is in Hebrew and is called the Shema. It says that Jewish people should love God and keep his rules.



### **What is the most important day of the week for Jews?**

The most important day of the week is the Sabbath (Shabbat), which is a day made holy by refraining from weekday work.

#### **When does the Sabbath start and end?**

The Jewish holy day, or Sabbath, starts at sunset on Friday and continues until sunset on Saturday. During the Sabbath, observant Jews will do nothing that might be counted as work. Among the things that they can't do are driving and cooking.

#### **What happens on the Shabbat in a Jewish family?**

At the beginning of Shabbat Jewish families share a meal. They eat special bread called hallah. On the Sabbath, Jews attend services at the synagogue, often led by a Rabbi.

## Sikhism Knowledge Organiser

<b>Place of Origin</b>	The Punjab (Panjab or Panj), an area of Northern India
<b>Founder</b>	Guru Nanak
<b>Sacred Text</b>	Guru Granth Sahib
<b>Sacred Building</b>	Gurdwara
<b>Holy Place</b>	Nankana Sahib, where the founder of the Sikh religion, Guru Nanak Dev was born.
<b>Major Festivals</b>	<p><b>Hola Mohalla</b> - February/March - a time for contests when Sikhs show their skills at athletics, horsemanship and martial arts.</p> <p><b>Baisakhi</b> - March/April - New Year's Day in the Punjab.</p> <p><b>Diwali</b> - October - a festival when the story of Hargobind, the sixth Guru, is told.</p> <p><b>Guru Nanak's Birthday</b> - October/November- The Guru Granth Sahib is carried through the streets by five men.</p>

### What do Sikhs believe?

Sikhism teaches that all human beings are equal and can realise the divine within them through devotion to God, truthful living and service to humanity.

### The Core Beliefs

- **One God**
- **All Are Equal** -Men and Women have the same rights/responsibilities
- **Meditation** - Remember God
- **Live Honestly** -Sikhs are supposed to work hard and live honestly
- **Share with Others** - Give to the needy

### Sikhs do not believe in the following:

Fasting, superstitions, ritualism, caste system, alcohol, smoking and drugs.

### What is the Symbol of Sikhism?

The symbol or emblem of Sikhism is known as the **Khanda**.

It is made up of:



- **The Khanda** - a double edged sword.  
This represents the belief in one God.
- **The Chakkar**, like the Kara it is a circle representing God without beginning or end and reminding Sikhs to remain within the rule of God.
- **Two crossed kirpans** (swords) representing spiritual authority and political power.

## Glossary

EYFS			
Enquiry Theme and Question	Religion	Vocabulary	Meaning
<b>Special People</b> What makes people special?	Christianity	Jesus	The central figure of Christian devotion. The second person of the Trinity.
	Judaism	Moses	A prophet who became a religious leader, to whom the authorship of the Torah is traditionally attributed.
<b>Christmas</b> What is Christmas?	Christianity	Mary	The Mother of Jesus, also referred to as Mother of God (as Christians believe Jesus was God incarnate).
		Joseph	Mary's husband, Jesus' earthly father.
		Frankincense	An aromatic resin used in incense and perfumes.
<b>Celebrations</b> How do people celebrate?	Hinduism	Myrrh	An anointing oil.
		Nowruz	Persian New Year.
		Holi	The festival of colours, celebrated in the Spring.
<b>Easter</b> What is Easter?	Christianity	Vishnu	A Hindu aspect of God who with Brahma and Shiva forms the Trimurti.
		Jesus	The central figure of Christian devotion. The second person of the Trinity.
		Palm Sunday	The Sunday before Easter: it commemorates Jesus' triumphal entry into Jerusalem.
		The Last Supper	The Passover meal that Jesus shared with his 12 disciples, commemorated on the Thursday before Easter. This meal is commemorated in Communion or Eucharist.
<b>Cross</b>		Cross	The shape of wood that Jesus was nailed to when he was crucified on Good Friday.
		Tomb	The cave where Jesus was laid after his crucifixion - dug out of the ground with a stone rolled in front of it.

<p><b>Story Time</b> What can we learn from stories?</p>	<p>Christianity Islam Hinduism Sikhism</p>	<p>Parable Allah Brahmin Sadhana Guru Nanak</p>	<p>Story with a moral or meaning about everyday life told by Jesus. The Islamic name for God in the Arabic language. Member of the social grouping from which priests are drawn. Sikh spiritual practice to remember God - may be praying or meditating. The first Guru and founder of the Sikh faith [1469-1539].</p>
<p><b>Special Places</b> What makes places special?</p>	<p>Christianity Islam Judaism</p>	<p>Church Font Altar Lectern Mosque Minaret Musalla Mihrab Minbar Qur'an Synagogue Ark Torah Prayer Shawls Kippah</p>	<p>Christian place of worship. Receptacle to hold water during a Baptism. Table used for the celebration of Eucharist. Stand supporting the Bible for reading from in church. Islamic place of worship. Slim tower used as a high point from which to make the call to prayer. Prayer hall. An ornamental indentation in the wall of a mosque, which marks the direction of the qiblah. Raised platform in the front area of a mosque, from which sermons or speeches are given. The Islamic Holy book revealed to the Prophet Muhammad. Jewish place of worship used for public prayer, study and meeting. The focal point of the synagogue containing Torah scrolls. Jewish Law/Teaching. The five books of Moses. Tallit: a four-cornered garment with fringes. Head covering worn during prayers or Torah study.</p>

Year 1			
Enquiry Theme and Question	Religion	Vocabulary	Meaning
<b>Creation Story</b> Does God want Christians to look after the world?	Christianity	Creation Story  Adam Eve	Found in Genesis Chapter 1, the first book of the Bible (the Christian sacred text). The first man. The first woman.
<b>Christmas Story</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity	Mary  Joseph Frankincense  Myrrh	The Mother of Jesus, also referred to as Mother of God (as Christians believe Jesus was God incarnate) Mary's husband, Jesus' earthly father. An aromatic resin used in incense and perfumes. An anointing oil.
<b>Jesus as a Friend</b> Was it always easy for Jesus to show friendship?	Christianity	Zacchaeus  Mary, Martha and Lazarus	An unpopular tax-collector whom Jesus befriended. Siblings who were friends of Jesus. Christians believe Jesus brought Lazarus back from the dead.
<b>Easter - Palm Sunday</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Christianity	Palm Sunday  Palm cross	The Sunday before Easter: it commemorates Jesus' triumphal entry into Jerusalem. A cross made out of a palm, given to Christians who go to church on Palm Sunday.
<b>Shabbat</b> Is Shabbat important to Jewish children?	Judaism	Shabbat  Challah	Day of spiritual renewal and rest beginning at sunset on a Friday and finishing at nightfall on Saturday. Bread eaten on Shabbat, usually plaited.
<b>Rosh Hashanah and Yom Kippur</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism	Rosh Hashanah  Yom Kippur  Shofar	'beginning of the year' Jewish New Year. Feast of Trumpets. Day of Atonement. The holiest day of the year. Day to ask forgiveness and reflect. Ancient musical horn made of ram's horn (or other Kosher animal).



Year 2			
Enquiry Theme and Question	Religion	Vocabulary	Meaning
<b>What did Jesus teach?</b> Is it possible to be kind to everyone all of the time?	Christianity	Samaritan Parable	One belonging to a race who did not normally associate with Jews. Story with a moral or meaning about everyday life.
<b>Christmas - Jesus as a gift from God</b> Why do Christians believe God gave Jesus to the world?	Christianity	Advent	The period beginning on the 4th Sunday before Christmas. Literal translation is "coming" so this is a time of preparation, waiting for Jesus' birth.
<b>Passover</b> How important is it for Jewish people to do what God asks them to do?	Judaism	Pesach Passover Seder Hagadah Matzah Charoset Zeroah Beitzah Maror Karpas Chazeret Exodus Moses Kashrut Kosher	Festival commemorating the Exodus from Egypt. Home-based ceremonial meal during Pesach. Book used at Pesach. Flat cracker-like bread. Sweet, dark-coloured paste made of apple, cinnamon, nuts etc. Roasted bone to remind Jews of the Pesach offering that was offered in the Temple in Jerusalem. Hard-boiled egg. Horseradish root: bitter herbs symbolize the harsh suffering and bitter times endured when Jews were slaves in Egypt. Green vegetables or herbs which are dipped in salt water, representing the tears cried as slaves. Romaine lettuce: eaten with the Maror. The departure of the Israelites from Egypt under the leadership of Moses. A prophet who became a religious leader, to whom the authorship of the Torah is traditionally attributed. Laws relating to keeping a kosher home and lifestyle. Fit and proper. Also refers to foods allowed by Jewish law.
<b>Prayer at home</b> Does praying at regular intervals help a Muslim in his/her everyday life?	Islam	Salah Allah Qur'an Makkah/ Makkah Ka'bah	Islamic prayer and worship of Allah. Carried out five times a day at set times. The name for God in the Arabic language. The Holy book of Islam revealed to the Prophet Muhammad. City where the Prophet Muhammad was born and where the Ka'bah is located. A cube-shaped structure in the centre of the Grand Mosque in Makkah.
<b>Easter - Resurrection</b> How important is it to Christians that Jesus came back to life after His crucifixion?	Christianity	Easter Egg Hot cross bun Resurrection	Symbol of new life. Symbolic of the shape of the stone across the front of Jesus' tomb. Cross representing crucifixion. The Christian belief of the rising from the dead of Jesus on the third day after crucifixion. Celebrated on Easter Sunday.

<p><b>The Covenant</b> How special is the relationship Jews have with God?</p>	<p>Judaism</p>	<p>Covenant Abraham Isaac Ten Commandments Mezuzah Shema</p>	<p>Agreement or promise between God and Abraham, and God and the Jews. Regarded as the first Patriarch of the Jewish people. Abraham's son. Laws or rules handed down to Moses by God on Mount Sinai. Small container placed on the doorposts of Jewish homes containing the Shema on a scroll of parchment. Jewish prayer affirming belief in one God.</p>
<p><b>Community and Belonging</b> Does going to a mosque give Muslims as sense of belonging?</p>	<p>Islam</p>	<p>Mosque Minaret Musalla Mihrab Minbar Qur'an Wudu Prayer mats Hajj</p>	<p>Place of worship for Muslims. Slim tower used as a high point from which to make the call to prayer. Prayer hall. An ornamental indentation in the wall of a mosque, which marks the direction of the qiblah. Raised platform in the front area of a mosque, from which sermons or speeches are given. The Holy book of Islam revealed to the Prophet Muhammad. Washing/ablution before prayer. A rug or piece of fabric placed between the ground and the worshipper for cleanliness. Annual pilgrimage to Makkah that each Muslim must undertake once in their lifetime if they have adequate health and wealth.</p>
<p><b>Rites of Passage and Good Works</b> What is the best way for a Jew to show commitment to God?</p>	<p>Judaism</p>	<p>Ten Commandments Shabbat Seder Synagogue Torah Bar Mitzvah Bat Mitzvah Mitzvot Tu B'Shevat Shema</p>	<p>Laws or rules handed down to Moses by God on Mount Sinai. Day of spiritual renewal and rest beginning at sunset on a Friday and finishing at nightfall on Saturday. Home-based ceremonial meal during Pesach. Jewish place of worship used for public prayer, study and meeting. Jewish Law/Teaching. The five books of Moses i.e. the first 5 books of the Bible. A boy's coming of age at 13 years old. Usually marked by a synagogue ceremony and family celebration. A girl's coming of age at 12 years old. May be marked differently between communities. The Torah contains 613 Mitzvot, or commandments. Commonly known as good deeds. Jewish holiday occurring on the 15th day of the Hebrew month of Shevat known as the New Year for Trees. Jewish prayer affirming belief in one God.</p>

<p><b>Hajj</b> Does completing Hajj make a person a better Muslim?</p>	<p>Islam</p>	<p>Hajj</p> <p>Hajj robes</p> <p>Makkah/Mecca</p> <p>Qur'an</p> <p>Grand Mosque</p> <p>Mount Arafat</p> <p>Five Pillars</p> <p>Pilgrimage</p>	<p>Annual pilgrimage to Makkah that each Muslim must undertake once in their lifetime if they have adequate health and wealth.</p> <p>Simple white garments, commonly called ihram. The required pilgrimage dress for men is two white cloths, one of which covers the body from the waist down, and one that is gathered around the shoulder. Women usually wear a simple white dress and headscarf.</p> <p>The ihram is a symbol of purity and equality, and signifies that the pilgrim is in a state of devotion.</p> <p>City where the Prophet Muhammad was born and where the Ka'bah is located.</p> <p>The Holy book of Islam revealed to the Prophet Muhammad.</p> <p>Largest mosque in the world and surrounds Islam's holiest place, in the city of Makkah/Makkah, Saudi Arabia.</p> <p>Granite hill east of Makkah in the plain of Arafat.</p> <p>The framework of the Muslim life. They are the testimony of faith, prayer, giving zakat (support of the needy), fasting during the month of Ramadan, and the pilgrimage to Makkah once in a lifetime for those who are able.</p> <p>Journey of spiritual significance.</p>
--	--------------	---	--



Year 3			
Enquiry Theme and Question	Religion	Vocabulary	Meaning
<b>Diwali</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Hinduism	Diwali	Festival of Lights at the end of one year to mark the beginning of the next in the Hindu calendar.
		Ramayana	The Hindu epic tale which relates the story of Rama and Sita.
		Rama	The incarnation of the Lord and hero of the Ramayana.
		Sita	The divine consort of Rama.
		Lakshmi	The goddess of fortune, an aspect of Brahman.
		Rangoli patterns	Patterns created on the floor in living rooms or courtyards using materials such as coloured rice, dry flour, coloured sand or flower petals.
		Diya lamp	Oil lamp usually made from clay, with a cotton wick dipped in ghee or vegetable oils.
		Puja tray	Puja means worship. Puja tray contains items used in worship namely a bell, a pot of water, a diya lamp, an incense burner, a pot of kum powder, and a spoon. Puja involves offering light, incense, flowers and food to the deities (the gods). During Puja the worshippers will chant mantras, which are prayers and verses from the Hindu holy books.
<b>The Amrit Ceremony and the Khalsa</b> Does joining the Khalsa make a person a better Sikh?	Sikhism	Mandir	Mandir: Hindu place of worship (Temple).
		Guru	Teacher: used in Sikhism to refer to the ten human Gurus and the Guru Granth Sahib (Holy Book).
		Amrit	The Sikh rite of initiation into the Khalsa.
		Khalsa	"The community of the pure". The initiated Sikh community.
		Karah Prashad	Sanctified food distributed at Sikh ceremonies.
		5 Ks	The symbols of Sikhism worn by Sikhs.
		Kirpan	Sword: one of the 5 Ks, which signifies protection.
		Kesh	Uncut hair: one of the 5Ks, which signifies spirituality.
		Kara	Steel band worn on the right wrist: one of the 5Ks which signifies good deeds.
		Kangha	Comb worn in the hair: one of the 5Ks which signifies cleanliness.
		Kachera	Traditional underwear/shorts: one of the 5Ks which signifies self-discipline.
Khanda	Double-edged sword used at the initiation ceremony: also on the Sikh flag.		
<b>Christmas</b> Has Christmas lost its true meaning?	Christianity	Advent	The period beginning on the 4th Sunday before Christmas. Literal translation is "coming" so this is a time of preparation.
		Incarnation	The Christian belief that God took human form in Jesus Christ.
<b>Jesus' miracles</b> Could Jesus really heal people? Were these miracles or is there some other explanation?	Christianity	Miracle	An event not explicable by natural or scientific laws.

<p><b>Easter - Forgiveness</b> What is "good" about Good Friday?</p>	<p>Christianity</p>	<p>Jesus  Palm Sunday  The Last Supper  Cross  Tomb  Bread and Wine  Maundy Thursday  Good Friday  Disciples  Judas</p>	<p>The central figure of Christian devotion. The second person of the Trinity.  The Sunday before Easter: it commemorates Jesus' triumphal entry into Jerusalem.  The Passover meal that Jesus shared with his 12 disciples: commemorated on the Thursday before Easter. This meal is commemorated in Communion or Eucharist.  The shape of wood that Jesus was nailed to when he was crucified on Good Friday.  The cave where Jesus was laid after his crucifixion. It was dug out of the ground with a stone rolled in front of it.  Eaten and drunk at the Last Supper: Jesus told his disciples it was to symbolise his body and blood and that they should repeat these actions in memory of him. This has become Communion or Eucharist.  Thursday before Easter Sunday, traditionally when the Last Supper and Jesus' arrest in the Garden of Gethsemane are remembered.  Day after Maundy Thursday: day to commemorate Jesus' crucifixion.  Jesus' 12 special friends and followers who shared the Last Supper with him.  Disciple who led guards to Jesus and caused his arrest.</p>
<p><b>Hindu Beliefs</b> How can Brahman be everywhere and in everything?</p>	<p>Hinduism</p>	<p>Brahman  Trimurti  Brahma  Shiva  Vishnu  Ganesha  Lakshmi  Puja Omnipresent</p>	<p>The ultimate reality or all-pervading reality, from which everything emanates.  The three deities or aspects of Brahman - Brahma, Vishnu and Shiva - representing the three functions of creation, preservation and destruction.  Hindu deity an aspect of Brahman, one of the Trimurti, in charge of creative power.  Hindu deity an aspect of Brahman: name means "kindly" - the destroyer function.  Hindu deity an aspect of Brahman: member of the Trimurti - the preserver.  Hindu deity portrayed with an elephant's head as a sign of strength, the deity who removes obstacles.  The goddess of fortune, an aspect of Brahman.  Worship.  Everywhere: Hindus believe Brahman is omnipresent/everywhere.</p>

<p><b>Sharing and Community</b> Do Sikhs think it is important to share?</p>	Sikhism	<p>Guru</p> <p>Vaisakhi Festival</p> <p>Gurdwara</p> <p>Diwali</p> <p>Guru Hargobind</p> <p>Guru Granth Sahib</p> <p>Langar</p> <p>Karah Parshad</p>	<p>Teacher: used in Sikhism to refer to the ten human Gurus and the Guru Granth Sahib.</p> <p>A major Sikh festival celebrating the formation of the Khalsa and new year.</p> <p>Sikh place of worship: literally means the doorway to the Guru.</p> <p>For Sikhs, it celebrates the release from prison of the sixth guru, Guru Hargobind, and 52 other princes with him, in 1619.</p> <p>6th Sikh Guru.</p> <p>Sikh Holy Book.</p> <p>Gurdwara dining hall and the food served in it.</p> <p>Sanctified food distributed at Sikh ceremonies.</p>
<p><b>Pilgrimage to the River Ganges</b> Would visiting the River Ganges be special to a non-Hindu?</p>	Hinduism	<p>Ganga</p> <p>Varanasi</p> <p>Brahman</p> <p>Pilgrimage</p>	<p>The Ganges: most sacred river in India.</p> <p>City in the Indian state of Uttar Pradesh, regarded as the spiritual capital of India.</p> <p>The ultimate reality or all-pervading reality, from which everything emanates (so present in the water of the Ganges).</p> <p>Journey of spiritual significance.</p>



Year 4			
Enquiry Theme and Question	Religion	Vocabulary	Meaning
<b>Beliefs and Practices</b> How special is the relationship Jews have with God?	Judaism	Covenant	Agreement or promise between God and Abraham, and God and the Jews.
		Abraham	Regarded as the first Patriarch of the Jewish people.
		Isaac	Abraham's son.
		Moses	A prophet who became a religious leader, to whom the authorship of the Torah is traditionally attributed.
		Ten Commandments	Laws or rules handed down to Moses by God on Mount Sinai.
		Torah	Jewish Law/Teaching. The five books of Moses/first 5 books of the Bible.
		Ner Tamid	The eternal light above the Holy Ark in the synagogue.
		Synagogue	Jewish place of worship used for public prayer, study and meeting.
		Rabbi	Ordained Jewish teacher.
		Tallit	Four cornered Prayer Shawl with fringes.
Mezuzah	Small container placed on the doorposts of Jewish homes containing the Shema.		
Shema	Jewish prayer affirming belief in one God.		
<b>Life of Buddha</b> Is it possible for everyone to be happy?	Buddhism	Buddha	Awakened or enlightened one.
		Bodhi	Tree under which Buddha reached enlightenment: known as the tree of wisdom.
		8-fold path	The eightfold path is Right Understanding, Right Intent, Right Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness, and Right Concentration.
<b>Christmas</b> What is the most significant part of the Christmas story for Christians today?	Christianity	Prince Siddhattha	Prince who became Buddha
		Gautama Yasodhara	Siddhattha's wife.
		Frankincense	An aromatic resin used in incense and perfumes.
		Myrrh	An anointing oil.
		Christingle	Means 'Christ Light' and is used to celebrate Jesus Christ as the "Light of the World".

<p><b>Passover</b> How important is it for Jewish people to do what God asks them to do?</p>	<p>Judaism</p>	<p>Pesach Passover Seder  Hagadah Matzah Charoset  Zeroah  Beitzah Maror  Karpas  Chazeret  Exodus Moses  Kashrut  Kosher</p>	<p>Festival commemorating the Exodus from Egypt. Home-based ceremonial meal during Pesach.  A book used at Pesach. Flat cracker-like bread. Sweet, dark-coloured paste made of apples, nuts and cinnamon. Roasted bone to remind Jews of the Pesach offering that was offered in the Temple in Jerusalem. Hard-boiled egg. Horseradish root: bitter herbs symbolize the harsh suffering and bitter times endured when Jews were slaves in Egypt. Green vegetables or herbs which are dipped in salt water, representing the tears cried as slaves. Romaine lettuce: eaten with the Maror. The departure of the Israelites from Egypt under the leadership of Moses. A prophet who became a religious leader, to whom the authorship of the Torah is traditionally attributed. Laws relating to keeping a kosher home and lifestyle. Fit and proper. Also refers to foods allowed by Jewish law.</p>
<p><b>Buddha's teachings</b> Could Buddha's teachings make the world a better place?</p>	<p>Buddhism</p>	<p>Buddha Bodhi  8-fold path</p>	<p>Awakened or enlightened one. Tree under which Buddha reached enlightenment: known as the tree of wisdom.  The eightfold path is Right Understanding, Right Intent, Right Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness, and Right Concentration.</p>
<p><b>Easter</b> Is forgiveness always possible for Christians?</p>	<p>Christianity</p>	<p>The Lord's Prayer The Last Supper  Peter</p>	<p>Also known as "The Our Father": prayer Jesus taught the disciples. The Passover meal that Jesus shared with his 12 disciples: commemorated on the Thursday before Easter. This meal is commemorated in Communion or Eucharist. Disciple who denied knowing Jesus 3 times.</p>

<p><b>Rites of Passage and Good Works</b> What is the best way for a Jew to show commitment to God?</p>	<p>Judaism</p>	<p>Ten Commandments Shabbat  Seder  Synagogue  Torah  Bar Mitzvah  Bat Mitzvah  Mitzvot  Tu B'Shevat  Shema</p>	<p>Laws or rules handed down to Moses by God on Mount Sinai. Day of spiritual renewal and rest beginning at sunset on a Friday and finishing at nightfall on Saturday. Home-based ceremonial meal during Pesach. Jewish place of worship used for public prayer, study and meeting. Jewish Law/Teaching. The five books of Moses/first 5 books of the Bible. A boy's coming of age at 13 years old. Usually marked by a synagogue ceremony and family celebration. A girl's coming of age at 12 years old. May be marked differently between communities. The Torah contains 613 Mitzvot or commandments. Commonly known as good deeds. Jewish holiday occurring on the 15th day of the Hebrew month of Shevat known as the New Year for Trees. Jewish prayer affirming belief in one God.</p>
<p><b>Belief into Practice</b> What is the best way for a Buddhist to lead a good life?</p>	<p>Buddhism</p>	<p>Buddha 8-fold path</p>	<p>Awakened or enlightened one. The eightfold path is Right Understanding, Right Intent, Right Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness, and Right Concentration.</p>
<p><b>Prayer and Worship</b> Do people need to go to church to show they are Christians?</p>	<p>Christianity</p>	<p>Church Baptism  John the Baptist Eucharist/Holy Communion</p>	<p>Christian place of worship. Rite of initiation involving sprinkling with or immersion in water. Jesus' cousin and person who baptised Jesus in the River Jordan. A sacrament instituted by Jesus during his Last Supper. Giving his disciples bread and wine during the Passover meal, Jesus commanded his followers to "do this in memory of me," while referring to the bread as "my body" and the wine as "my blood." Through the Eucharistic celebration Christians remember Jesus' sacrifice.</p>



Year 5			
Enquiry Theme and Question	Religion	Vocabulary	Meaning
<b>Belief into action</b> How far would a Sikh go for his/her religion?	Sikhism	Guru	Teacher: used in Sikhism to refer to the ten human Gurus and the Guru Granth Sahib.
		Amrit	The Sikh rite of initiation into the Khalsa.
		Khalsa	"The community of the pure". The initiated Sikh community.
		Karah Prashad	Sanctified food distributed at Sikh ceremonies.
		5 Ks	The symbols of Sikhism worn by Sikhs.
		Kirpan	Sword: one of the 5 Ks, which signifies protection.
		Kesh	Uncut hair: one of the 5Ks, which signifies spirituality.
		Kara	Steel band worn on the right wrist: one of the 5Ks which signifies good deeds.
		Kangha	Comb worn in the hair: one of the 5Ks which signifies cleanliness.
		Kachera	Traditional underwear/shorts: one of the 5Ks which signifies self-discipline.
		Guru Granth Sahib	Sikh Holy Book.
		Langar	Gurdwara dining hall and the food served in it.
		Golden Temple of Amritsar Guru Nanak	The holiest Sikh gurdwara located in the city of Amritsar, Punjab, India. The first Guru and founder of the Sikh faith [1469-1539].
<b>Prayer and Worship</b> What is the best way for a Hindu to show commitment to God?	Hinduism	Puja Tray	Puja means worship: puja tray contains items used in worship namely a bell, a pot of water, a diva lamp, an incense burner, a pot of kum kum powder, and a spoon. Puja involves offering light, incense, flowers and food to the deities (the gods). During Puja the worshippers will chant mantras, which are prayers and verses from the Hindu holy books.
		Mantra	Short prayer, often recited and repeated many times.
		Brahman	The ultimate reality or all-pervading reality, from which everything emanates.
		Vedas	Four collections forming the earliest body of Indian scripture, consisting of the Rig Veda, Sama Veda, Yajur Veda, and Atharva Veda.
		Purusharthas Dharma	Goals/aims of human life in Hinduism. Usually translated as religious duty but literally means "the intrinsic quality of the self".
		Karma	The action of cause and effect.

<p><b>Christmas</b> Is the Christmas story true?</p>	<p>Christianity</p>	<p>Advent  Incarnation</p>	<p>The period beginning on the 4th Sunday before Christmas. Literal translation is "coming" so this is a time of preparation.  The Christian belief that God took human form in Jesus Christ.</p>
<p><b>Belief and Moral Values</b> Are Sikh stories important today?</p>	<p>Sikhism</p>	<p>Guru  Guru Granth Sahib Guru Nanak  Khalsa</p>	<p>Teacher: used in Sikhism to refer to the ten human Gurus and the Guru Granth Sahib. Sikh Holy Book.  The first Guru and founder of the Sikh faith [1469-1539]. "The community of the pure". The initiated Sikh community.</p>
<p><b>Hindu Beliefs</b> How can Brahman be everywhere and in everything?</p>	<p>Hinduism</p>	<p>Brahman  Trimurti  Brahma  Shiva  Vishnu  Ganesha  Lakshmi Puja Atman Krishna  Avatar Chadogya Upanishad</p>	<p>The ultimate reality or all-pervading reality, from which everything emanates.  The three deities or aspects of Brahman - Brahma, Vishnu and Shiva - representing the three functions of creation, preservation and destruction.  Hindu deity an aspect of Brahman, one of the Trimurti, in charge of creative power.  Hindu deity an aspect of Brahman: name means "kindly" - the destroyer function.  Hindu deity an aspect of Brahman: member of the Trimurti - the preserver.  Hindu deity portrayed with an elephant's head as a sign of strength, the deity who removes obstacles.  Goddess of fortune.  Worship.  The real self/soul.  Avatar of Vishnu: a popular aspect of Brahman.  Descent of a deity to Earth.  Sacred text.</p>



<p><b>Easter</b> How significant is it for Christians to believe God intended Jesus to die?</p>	<p>Christianity</p>	<p>Holy Week  Pilate  Herod  Mount of Olives Garden of Gethsemane</p>	<p>The week from Palm Sunday to Easter Sunday.  He convicted Jesus of treason and declared that Jesus thought himself King of the Jews, and had Jesus crucified.  Roman King at the time of Jesus' crucifixion.  Site of the Garden of Gethsemane. Place where Jesus went to pray and was arrested.</p>
<p><b>Prayer and Worship</b> What is the best way for a Sikh to show commitment to God?</p>	<p>Sikhism</p>	<p>Guru  Amrit  Khalsa  Karah Parshad  5 Ks  Kirpan  Kesh  Kara  Kangha  Kachera  Guru Granth Sahib Langar  Golden Temple of Amritsar Guru Nanak  Sewa  Gurdwara</p>	<p>Teacher: used in Sikhism to refer to the ten human Gurus and the Guru Granth Sahib.  The Sikh rite of initiation into the Khalsa.  "The community of the pure". The initiated Sikh community.  Sanctified food distributed at Sikh ceremonies.  The symbols of Sikhism worn by Sikhs.  Sword: one of the 5 Ks, which signifies protection.  Uncut hair: one of the 5Ks, which signifies spirituality.  Steel band worn on the right wrist: one of the 5Ks which signifies good deeds.  Comb worn in the hair: one of the 5Ks which signifies cleanliness.  Traditional underwear/shorts: one of the 5Ks which signifies self-discipline.  Sikh Holy Book.  Gurdwara dining hall and the food served in it.  The holiest Sikh gurdwara located in the city of Amritsar, Punjab, India.  The first Guru and founder of the Sikh faith [1469-1539].  To provide a service to the community, including the Sikh community (Khalsa) and others.  Sikh place of worship: literally means the doorway to the Guru.</p>

Year 6			
Enquiry Theme and Question	Religion	Vocabulary	Meaning
<b>Beliefs and Practices</b> What is the best way for a Muslim to show commitment to God?	Islam	Five Pillars  Zakah Sawm Qu'ran Hajj	The framework of the Muslim life. They are the testimony of faith, prayer, giving zakah (support of the needy), fasting during the month of Ramadan, and the pilgrimage to Makkah once in a lifetime for those who are able.  Giving money to charity. Fasting during the month of Ramadan. The Holy book of Islam revealed to the Prophet Muhammad. Pilgrimage to Makkah.
<b>Christmas</b> How significant is it that Mary is Jesus' mother?	Christianity	Mary  Virgin Birth  Incarnation Holy Spirit	The Mother of Jesus, also referred to as the Mother of God (as Jesus was God incarnate).  The doctrine of the miraculous conception of Jesus by the Virgin Mary through the power of the Holy Spirit without a human father.  God taking human form in Jesus. God in spirit form: the 3rd person of the Trinity.
<b>Alternative Christmas Enquiry 4</b> Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity	Incarnation  Crib  Carols	The Christian belief that God took human form in Jesus Christ.  The place where Jesus was laid as a baby but sometimes refers to whole nativity scene.  Songs about Christmas and the birth of Jesus.
<b>Beliefs and Meaning</b> Is anything every eternal?	Christianity	Agape  Ten Commandments	(Pronounced a-ga-pay) Unconditional love.  Laws or rules handed down to Moses by God on Mount Sinai.
<b>Easter</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Christianity	Lent Ash Wednesday  Shrove Tuesday  Fish symbol  CAFOD  Ten Commandments	40 days leading up to Easter.  First day of Lent: Christians can receive the sign of the cross in ash on their foreheads (the ash is made from burning the previous year's palm crosses from Palm Sunday).  The day before Ash Wednesday: typically a time to finish up rich food ready for fasting in Lent; traditionally called Pancake Day in UK.  Known as ichthys: means fish in Greek, but the letters are also the initials of five Greek words that mean "Jesus Christ, Son of God, Saviour".  Catholic Agency for Overseas Development.  Laws or rules handed down to Moses by God on Mount Sinai.

<p><b>Beliefs and Moral Values</b> Does belief in Akirah (life after death) help Muslims lead good lives?</p>	<p>Islam</p>	<p>Akhirah Muhammad Qu'ran  Five Pillars   Jihad  Ummah</p>	<p>Muslim belief in life after death. The final prophet. The Holy book of Islam revealed to the Prophet Muhammad. The framework of the Muslim life. They are the testimony of faith, prayer, giving zakah (support of the needy), fasting during the month of Ramadan, and the pilgrimage to Makkah once in a lifetime for those who are able. Personal individual struggle against evil / making effort. World-wide community of Muslims the nation of Islam.</p>
---	--------------	---	--

## **Additional Resources**

### **Links with churches:**

Westwood – St Marks Church, Oulton Broad

Lis (ElisabethJane1960@hotmail.com)

Grove – St Marks Church, Carlton Colville

Angela Colbridge (angelaj46@icloud.com)

### **Websites:**

Discovery RE website - <https://discoveryschemeofwork.com/>

(Login – discoveryre / Password – weloveowls)

Faith Visitors - [http://www.eefa.net/index\\_b.htm](http://www.eefa.net/index_b.htm)

Faith Enhancement Boxes - <http://www.eefa.net/schlib/otb.htm>

General Knowledge of Religions - <http://www.primaryhomeworkhelp.co.uk/religion/>

Teaching video clips - <https://www.bbc.co.uk/bitesize/subjects/z7hs34j>

## Possible contacts for a visit/visitor

### Buddhism

#### Norwich Buddhist Centre-



The Norwich Buddhist Centre welcomes booked visits from educational and community groups of all ages, from primary and secondary schools to universities, colleges and teacher training groups. We are also happy to visit your school or college and aim to tailor visits to the particular learning needs and interests of your children and students.

There is a charge, for visits to the Buddhist Centre or to your school, of £70 plus any travelling expenses incurred. (And a charge of £140 plus travel if we're visiting your school for the whole day).

#### Great Yarmouth, Lowestoft and Gorleston does have a group but to be contacted through Norwich details.

Contact details:

Norwich Buddhist Centre

14 Bank Street

Norwich

NR2 4SE

01603 627034

info@norwichbuddhistcentre.com

www.norwichbuddhistcentre.com

#### Ipswich Buddhist Centre

4 Friars Bridge Road

Ipswich,

IP1 1RR

01473 211516 enquiries@ipswichbuddhistcentre.org.uk





## Ipswich mosque



We are able to organise group visits for up to a maximum of 30 people at a time and normally last around an hour.

The aim of the tour is to provide you with the following information:

- A tour of the Mosque and Centre
- The history and the role of the Mosque and Centre
- The purpose of the Imam
- A basic understanding of Islam
- Questions & Answers

If you are interested in scheduling a visit to the Centre or if you have any questions, please contact the Mosque via Email



Contact details:

32-36 Bond Street

Ipswich,

IP4 1JB

01473 226879

info@ipswichmosque.org

## The Hindu Temple- Acle

The temple is located on the outside of the “Halvergate turn” on the A47 from Acle to Yarmouth.

Mandir,

The Hindu Temple,

Acle New Road,

Tunstall

NR13 3Q

## Sikhism



Gurdwara Sri Guru Ramdas Prakash

14 Old Palace Road

Norwich

NR2 4JF

07905878779 - Popinder Singh Landa

Website

Link:[https://l.facebook.com/l.php?u=https%3A%2F%2Fm.me%2Fnorwichgurdwara%3Ffbclid%3DIwAR34syNysdyuZMrzzTUNrGcZS5ZYJSznG\\_bniF5yUjgj38uSgO5x\\_fEnLY&h=AT2XOa7U9isUlJxjcBdKfQ0CA2\\_quyiNSm967J1Liyz1o9PNaug6SjyDxLhM-gcvOAOAX3CzRgUXMaPxbsrWpnnLyo3swjyvbJh-iH7TTGP\\_uz9aJu-dKpCVxTL1lGd-Uua2h-FYCKaetyWevT4hL\\_xO](https://l.facebook.com/l.php?u=https%3A%2F%2Fm.me%2Fnorwichgurdwara%3Ffbclid%3DIwAR34syNysdyuZMrzzTUNrGcZS5ZYJSznG_bniF5yUjgj38uSgO5x_fEnLY&h=AT2XOa7U9isUlJxjcBdKfQ0CA2_quyiNSm967J1Liyz1o9PNaug6SjyDxLhM-gcvOAOAX3CzRgUXMaPxbsrWpnnLyo3swjyvbJh-iH7TTGP_uz9aJu-dKpCVxTL1lGd-Uua2h-FYCKaetyWevT4hL_xO)



### Guru Nanak Gurdwara Ipswich

Contact:

719 Bramford Rd,

Ipswich

IP1 5BD



Website Link:



[https://l.facebook.com/l.php?u=https%3A%2F%2Fm.me%2Fngipswich%3Ffbclid%3DIwAR2jPOwMIqtoApX8-jX4y0A4I92bOuY86vNKzajfMJ5NjZHpnj2UXk160k&h=AT0avRELu0dkDoy50i0iJQapqbooNgOJwpUzCSFf7P9hv7TPCXV8javy0e1JMok8opX100Lpg2HPkflNoXOR4kD3YoEuzp9\\_pAfkGJYlrhAGTaTV4zrllI6e2SYSe51PIOX8d1gJ445QUaplVa07oie](https://l.facebook.com/l.php?u=https%3A%2F%2Fm.me%2Fngipswich%3Ffbclid%3DIwAR2jPOwMIqtoApX8-jX4y0A4I92bOuY86vNKzajfMJ5NjZHpnj2UXk160k&h=AT0avRELu0dkDoy50i0iJQapqbooNgOJwpUzCSFf7P9hv7TPCXV8javy0e1JMok8opX100Lpg2HPkflNoXOR4kD3YoEuzp9_pAfkGJYlrhAGTaTV4zrllI6e2SYSe51PIOX8d1gJ445QUaplVa07oie)

### Islam

### The Ihsan Mosque and Islamic Centre

17 Chapelfield East

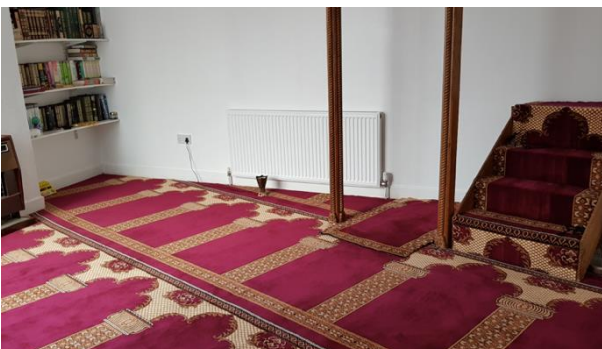
Norwich

NR2 1SF

01603 622941

info@muslimsofnorwich.org.uk

### Masjid At-Tauwheed & The Norfolk and Suffolk Islamic Mission



39 Northgate St,

Great Yarmouth

NR30 1BH

info@masjidtauwheed.co.uk

## Shahjalal Islamic Centre and Masjid



15 Argyle Street,  
Ipswich,  
Suffolk.  
IP4 2NE  
Education secretary: 07944 578576  
info@shahjalalmasjidipswich.co.uk

## Judaism



The Norwich Hebrew Congregation and Norwich Liberal Congregation have an education programme for schools, youth groups and other interested organisations.

**We prefer to work with groups of 30 children. Wherever we work we provide an interactive session. We visit schools and ask for a donation of £150 a half day, £250 a whole day. Synagogue Visit £40**



Schools programme enhances the Norfolk RE Syllabus, SMSC, Underpinning the promotion of British values

Learning through enquiry  
Jewish Festivals, Holy Day  
Jewish Values, Life Cycle  
What happens? Why?  
Hands on experience, Customs  
Music, Sound, Artefacts  
Resources and ideas for all Key Stages.  
To organise visits: [visits@norwichsynagogue.org.uk](mailto:visits@norwichsynagogue.org.uk)



## Christianity



### St Peter's church

angelaj46@icloud.com  
01502 511072.  
38 Rectory Rd,  
Carlton Colville,  
Lowestoft  
NR33 8BB



### Trinity Methodist Lowestoft

High Street  
Lowestoft  
Suffolk  
NR32 1HU  
01502 573048  
trinitymethodistlowestoft@gmail.com



### St Marks Church, Oulton Broad

Bridge Road,  
Oulton Broad,  
Lowestoft  
NR33 9JX  
01502 514774  
ElisabethJane1960@hotmail.com