



## The agreed syllabus for religious education in the London Borough of Hammersmith & Fulham

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## Foreword

I am delighted to be able to commend this, the Agreed Syllabus for Religious Education, produced by the Standing Conference and widely consulted upon in the borough.

The Standing Conference brought together representatives of all major world faiths as well as Humanists. By sharing our beliefs and knowledge, we were able to write an accessible and full account of different religious beliefs so that this syllabus can be used as a basis for teaching children and young people of all abilities.

In our multi-faith and multi-cultural community it is essential that we understand the different values and cultures to be seen and experienced. In this way we develop knowledge, tolerance and respect for each other.

I would like to thank the Standing Conference members and the many teachers from borough schools who gave their time freely and generously to share their knowledge and experiences to enable the syllabus to be produced.

I am confident that this will be a useful resource with which many aspects of religion and belief can be learned and appreciated.

Finally, I hope that pupils, teachers and parents enjoy the materials which I am sure will flow from the agreed syllabus.



**Councillor David Williams**  
Deputy for education





## Part one The agreed syllabus

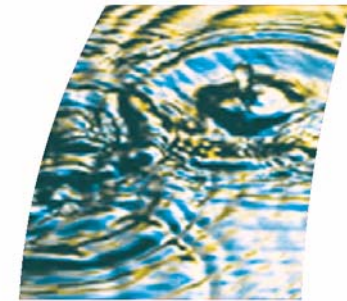
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Part one

## **The agreed syllabus**

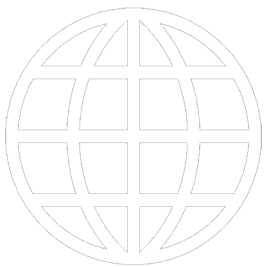


## The aims of religious education

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Religious education involves both learning about and learning from religion. Through religious education pupils will be enabled to:

- develop and extend knowledge, understanding and awareness of life stances and belief stances which include the major world faiths and ethical non-theistic traditions;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain;
- enhance their spiritual, moral, cultural and social development by:
  - a) learning to respect the rights of other people to have beliefs, values and traditions different from their own
  - b) encouraging a positive self-image
  - c) developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them
  - d) responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience
  - e) reflecting on their own beliefs, values and experiences in the light of their study.



## Attainment targets

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### Attainment target 1 – Learning about religions

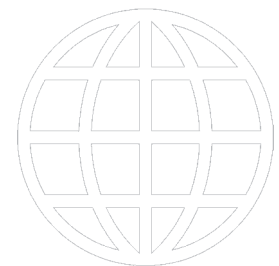
This includes the ability to:

- identify, name, describe and give account, in order to build a coherent picture of each religion;
- explain the meaning of religious language, stories and symbolism;
- explain similarities and differences between, and within, religions.

### Attainment target 2 – Learning from religion

This includes the ability to:

- give an informed and considered response to religious and moral issues;
- reflect on what might be learnt from religion in the light of one's own beliefs and experience;
- identify and respond to questions of meaning within religions.



**Expectations in religious education**

**Level 1**

**AT1** Pupils recount outlines of religious stories. They recognise features of religious life and practice, and some religious symbols and words.

**AT2** They identify aspects of their own experience and feelings, what they find interesting or puzzling and of value and concern to themselves, in the light of their learning.

**Level 2**

**AT1** Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know that some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories.

**AT2** They respond sensitively to the experiences and feelings of others and to other people's values and concerns in relation to matters of right and wrong. They realise that some questions about meaning and purpose are difficult to answer.

**Level 3**

**AT1** Pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals, practices and lifestyles.

**AT2** They consider questions about meaning and purpose in the light of their own experience and ideas. They are able to share these ideas with others.

**Level 4**

**AT1** Pupils describe the key beliefs and teachings of the religions studied, making some comparisons between religions. They show an understanding of what belonging to a religion involves. They show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using technical terminology.

**AT2** They ask questions about the significant experiences of key figures, puzzling aspects of life and moral and religious issues. They suggest answers from their own and from others' experiences, making some reference to the teaching of religions and showing understanding of why certain things are held to be right and wrong.

**Level 5**

**AT1** Pupils explain how some principal beliefs, teachings and selected features of religious life and practice are shared by different religions. They explain how these make a difference to the lives of individuals and communities, showing how individuals and communities use different ways to express their religion.

**AT2** They make informed responses to questions of identity, experience, meaning and purpose, and to people's values and commitments (including religious ones) in the light of their learning.

**Level 6**

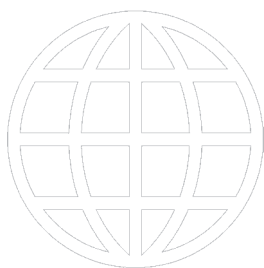
**AT1** Pupils use their knowledge and understanding of the religions studied to explain how the principal beliefs and teachings, belonging to a faith community and religious expression vary among different groupings, denominations and traditions, correctly using technical terminology.

**AT2** They respond to the teachings and experience of inspirational people, and religious perspectives on questions of meaning and purpose and on a range of contemporary moral issues by relating these to their own and others' lives.

**Level 7**

**AT1** Pupils relate religious beliefs, teachings, practices, lifestyles and the forms of religious expression, including texts, figurative language and symbolism, to their historical and cultural contexts.

**AT2** They evaluate religious and other views on human identity and experience, on questions of meaning and purpose and on values and commitments, using appropriate evidence and examples.



## Level 8

**AT1** Pupils analyse and account for the varying influence of religious beliefs and teachings on individuals, communities and society, different views of religious practices and lifestyles and different interpretations of religious expression in texts, figurative language and symbolism, using appropriate evidence and examples.

**AT2** They give an informed and well-argued account of their own and others' views, values and commitments regarding identity and experience, questions of meaning and purpose and contemporary moral issues in the light of different religious views and other views and feelings.

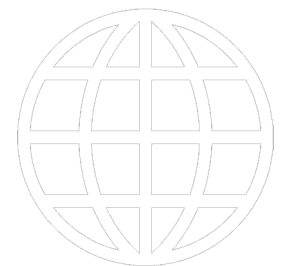
### Exceptional performance

**AT1** Pupils distinguish and investigate different interpretations of: the nature of religious belief and teaching, giving a balanced analysis of their sources, validity and significance; the importance for believers of religious practices and lifestyles and of the issues raised by their diversity within a plural society; the meaning of language in religion in the light of philosophical questions about its status and function.

**AT2** Pupils place religious, non-religious and their own views of human identity and experience, the nature of reality, and religious and ethical theories concerning contemporary moral issues, within a comprehensive religious and philosophical context, and make independent, well-informed and reasoned judgements about their significance.

AT1 Attainment target 1

AT2 Attainment target 2



## Skills and processes in religious education

Progress in religious education is dependent upon the application of general educational skills and processes, which in turn will themselves be strengthened through this application. The following skills are central to RE and should be reflected in attainment targets and in learning opportunities:

### a) Investigation

this includes:

- asking relevant questions;
- knowing how to use different types of sources as a way of gathering information;
- knowing what may constitute evidence for understanding religion(s).

### b) Interpretation

this includes:

- the ability to draw meaning from artefacts, works of art, poetry and symbolism;
- the ability to interpret religious language;
- the ability to suggest meanings of religious texts.

### c) Reflection

this includes:

- the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.

### d) Empathy

this includes:

- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- the ability to see the world through the eyes of others, and to see issues from their point of view.

### e) Evaluation

this includes:

- the ability to debate issues of religious significance with reference to evidence and argument;
- weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

### f) Analysis

this includes:

- distinguishing between opinion, belief and fact;
- distinguishing between the features of different religions.

### g) Synthesis

this includes:

- linking significant features of religion together in a coherent pattern;
- connecting different aspects of life into a meaningful whole.

### h) Application

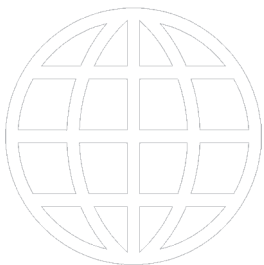
this includes:

- making the association between religions and individual community, national and international life;
- identifying key religious values and their interplay with secular ones.

### i) Expression

this includes:

- the ability to explain concepts, rituals and practices;
- the ability to identify and articulate matters of deep conviction and concern, and respond to religious questions through a variety of media.



## Attitudes in religious education

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Attitudes such as respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions, and learning from that experience. The following should be included:

### Commitment

this includes:

- understanding the importance of commitment to a set of values by which to live one's life;
- willingness to develop a positive approach to life;
- the ability to learn while living with certainty.

### Fairness

this includes:

- listening to the views of others without pre-judging one's response;
- considering other views carefully;
- willingness to consider evidence and argument;
- readiness to look beyond surface impressions.

### Respect

this includes:

- respecting those who have different beliefs and customs to one's own;
- recognising the rights of others to hold their own views;
- avoidance of ridicule;
- discerning between what is worthy of respect and what is not;
- appreciating that people's religious convictions are often deeply felt;
- recognising the needs and concerns of others.

### Self-understanding

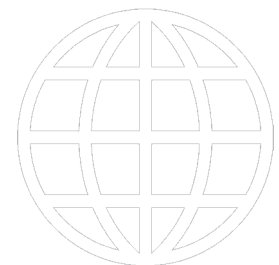
this includes:

- developing a mature sense of self-worth and value;
- developing the capacity to discern the personal relevance of religious questions.

### Enquiry

this includes:

- curiosity and a desire to seek the truth;
- developing a personal interest in metaphysical questions;
- an ability to live with ambiguities and paradox;
- the desire to search for meaning of life;
- being prepared to acknowledge bias and prejudice in oneself;
- willingness to value insight and imagination as ways of perceiving reality.



## Planning the RE curriculum

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It is the intention of the syllabus to allow schools the opportunity to develop religious education in the most flexible and appropriate way possible. It is important that schools produce curriculum plans based on the requirements of the agreed syllabus. The syllabus has been written in the expectation that schools allocate the following amount of time to religious education:

**KS1** 36 hours per year

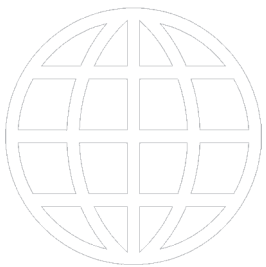
**KS2** 45 hours per year

**KS3** 45 hours per year

**KS4** 40 hours per year

This time can be used creatively. Some schools may prefer to timetable RE weekly, others may like to develop blocks of time, such as RE focused days or even RE weeks.

All schools should develop and provide schemes of work, which refer directly to the requirements of the agreed syllabus.



## The foundation stage

Religious education at the foundation stage needs to link in with the whole experience of an early years setting. It should use the full range of experiences in enabling children to achieve the Early Learning Goals, particularly in respect to their knowledge of the wider world.

Whilst it is recognised that children are not legally required to take part in the religious education curriculum until they are of statutory school age, it is acknowledged that early learning is essential to the development of good religious education. Religious education plays an important part in developing many of the areas of learning of the foundation stage curriculum.

By the end of the foundation stage in religious education it is expected that children will:

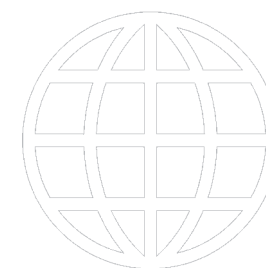
- begin to listen and respond to and follow familiar religious stories, poems and music and make their own contribution to celebrations and festivals
- begin to respond to and ask questions of/explore a variety of new religious practices
- take part in ritualised actions in familiar circumstances
- begin to ask 'meaning of life' questions
- begin to recognise the significance of religious artefacts, symbols and places
- demonstrate a basic understanding of what is right and wrong
- be able to engage in moments of individual and group reflection in moments of stillness and quietness
- be able to share their own religious activities with others.

The foundation stage should provide a broad and balanced series of opportunities, which should include:

- listening to stories from the major religious traditions and stories which explore life experiences and questions of meaning and purpose
- inviting visitors from a range of religious groups to share religious practices
- visiting local places of worship and cultural centres (see faith directory on page 84)
- celebrating festivals from a variety of different traditions
- opportunities for children to handle artefacts from a range of different faiths

- opportunities in home and role-play corner to develop an understanding and awareness of the different faiths
- interactive displays which provide children opportunities to develop an awareness of different faiths.

The foundations stage planning should take account of skills, processes and attitudes. Planning should ensure that the key principles of religious education are incorporated into the development of the Early Learning Goals



## Developing religious education

A key part of the development of religious education in key stages 1-3 is the further development of knowledge, understanding, skills, processes and attitudes. Planning should ensure that these areas are developed.

Religious education in each of these stages includes a study of the six major world religions and Humanism:

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism
- Sikhism
- Humanism

In order to conform with the law, planning must reflect the fact that religious traditions are in the main Christian, whilst taking account of other principal religious traditions.

Schools must ensure that there is a breadth of coverage of each of the world religions and Humanism.

Schools are able to decide on the best way to develop the religious education curriculum. They may choose to teach it systematically or thematically or a combination of both.

It is important that both planning and teaching takes full account of appropriate level expectations for RE and that planning differentiates accordingly.

There are two core content lists in the agreed syllabus:

### Primary Phase

Planning the curriculum for key stages 1 and 2 should ensure that all of Christianity and the majority of the other areas of core content specified are covered by the end of key stage 2.

Each school should have a curriculum map for RE and schemes of work which clearly identify how the agreed syllabus is covered throughout the school.

### Secondary Phase

#### Key Stage 3

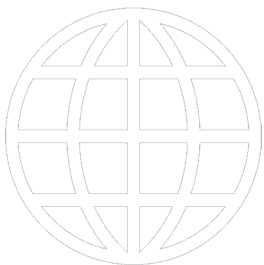
Planning the curriculum for key stage 3 should ensure that the majority of the areas of core content specified are covered by the end of key stage 3. The material is designed to be taught thematically or systematically. In each of the key learning experiences, examples must be drawn from Christianity and two or three other religions. In planning, schools should ensure that over the period of key stage 3 the examples chosen present a coherent picture of each of the six world religions and Humanism.

#### Key Stage 4

The syllabus recognises the fact that the majority of schools follow the GCSE or GCSE (short course).

This is acceptable providing that the selected syllabus "reflects the fact that the religious traditions are in the main Christian, whilst taking account of the principal religious traditions represented in Great Britain." (Education Reform Act 1988)

If schools wish to follow courses other than the GCSE or GCSE (short course) they should present their course to SACRE for approval.



### Religious education 16-19

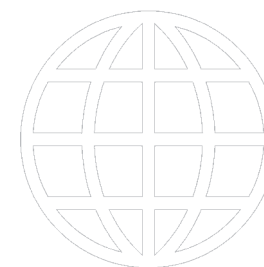
The aim of religious education in the 16-19 year old age range is to consolidate, develop and enrich the experience of earlier key stages. Courses developed should be flexible and stimulating allowing students to explore areas of religious interest and increase their understanding. A key focus for religious education at this phase is to work alongside students in their own search for meaning and purpose in life. Curriculum plans should support them in that aim. It is recognised that much of the religious education that takes place at this phase is integrated into the different courses that students choose.

### Religious education in special schools

We recognise the diversity of needs within special schools. Schools are able to plan religious education within the framework of the agreed syllabus. They will need to adapt it as appropriate to the individual needs of the pupils in their schools.

The legal provision regarding RE in special schools requires that '.....so far as is practicable, every pupils should attend religious worship and receive religious education or will be withdrawn from receiving such education, in accordance with the wishes of the pupil's parent.' S12(4) Education Act 1981 (as amended by the 1988 Education Reform Act)

For some pupils where attainment is assessed as pre level 1 in religious education, the P levels may prove helpful in assessing their progress. These are available from QCA. Whilst they are not part of the statutory agreed syllabus, they are recommended as significant in providing descriptions of performance pre level 1.





Primary core content  
**Key stages 1 & 2**

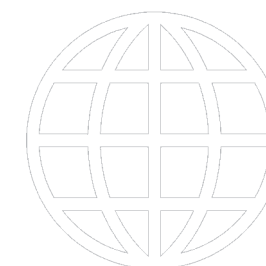


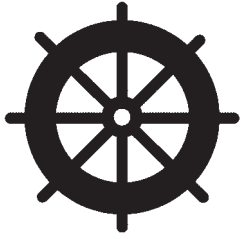


	<b>Learning about religion</b>	<b>Learning from religion</b>
<b>Beliefs and values</b>	<ul style="list-style-type: none"> <li>■ Christians believe in one God, understood as Father, Creator, Son, Holy Spirit</li> <li>■ Christians are commanded to love others as Jesus loved them</li> <li>■ Christians try to follow Jesus' example</li> </ul>	<ul style="list-style-type: none"> <li>■ Being loved and cared for by parents/carers</li> <li>■ Each of us has different ways of being perceived e.g. sister, aunt, daughter = the same person</li> <li>■ Parents can love, care and have authority</li> <li>■ Responsibility for the environment</li> <li>■ Respect for others</li> </ul>
<b>Origins and key texts</b>	<ul style="list-style-type: none"> <li>■ The Bible is the Holy Book for Christians</li> <li>■ The New Testament tells stories of Jesus' life</li> <li>■ Christians use the Bible as a guide and inspiration</li> <li>■ The Bible is a collection of books which contains the Old Testament and New Testament</li> <li>■ Different types of literature</li> <li>■ 'Revelation'</li> <li>■ Parts of the Bible are shared with other faiths</li> </ul>	<ul style="list-style-type: none"> <li>■ Special things in people's lives that influence them</li> <li>■ Christians talk of the Bible as 'Good News'</li> <li>■ Jesus told stories to teach people</li> <li>■ Individual sources of guidance</li> <li>■ How rules and laws are made</li> <li>■ How people have recorded matters of importance</li> <li>■ Stories convey meaning</li> </ul>
<b>Key figures</b>	<ul style="list-style-type: none"> <li>■ Jesus Christ: birth, baptism, and temptation. Life and teaching, death and resurrection</li> <li>■ How Jesus is viewed today/images of Jesus</li> <li>■ Disciples/Apostles</li> <li>■ Parables</li> </ul>	<ul style="list-style-type: none"> <li>■ The need for care and nurture of babies/celebrating birth</li> <li>■ Life Cycle - important points in life and how we mark them</li> <li>■ Self-image</li> <li>■ People whose lives are changed and motivated by their beliefs. Historical and contemporary examples</li> </ul>
<b>Practices</b>	<ul style="list-style-type: none"> <li>■ Contemporary Christian figures</li> <li>■ Advent/Lent/Christmas/Easter/Pentecost (Whitsun)</li> <li>■ The Church as a building and a community</li> <li>■ Worship: The Lord's Prayer/Communion</li> <li>■ Role of Christian leaders</li> </ul>	<ul style="list-style-type: none"> <li>■ Preparing/anticipation/loneliness/solitude and temptation</li> <li>■ Places that are special</li> <li>■ Moments that change your life</li> </ul>



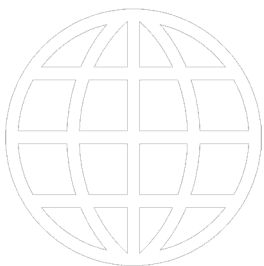
Christianity





Buddhism

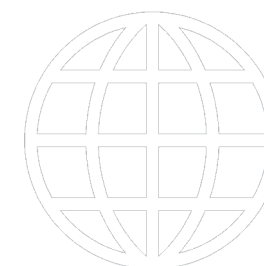
	Learning about religion	Learning from religion
<b>Beliefs and values</b>	<ul style="list-style-type: none"> <li>■ The Buddha was a human being</li> <li>■ Buddhist teachings on compassion, generosity, truthfulness and patience - respect for all life</li> </ul>	<ul style="list-style-type: none"> <li>■ What it would be like to give up all our possessions</li> <li>■ The importance of compassion, generosity, truthfulness, patience and self control</li> </ul>
<b>Origins and key texts</b>	<ul style="list-style-type: none"> <li>■ Stories of the Buddha and his life</li> <li>■ Stories which illustrate Buddhist values e.g. The Monkey King</li> </ul>	<ul style="list-style-type: none"> <li>■ Moral stories which reflect the teachings of Buddhism</li> </ul>
<b>Key figures</b>	<p>Stories about the Gotama Buddha and how he found answers to suffering, especially:</p> <ul style="list-style-type: none"> <li>■ His birth and upbringing</li> <li>■ The four signs and his great renunciation</li> <li>■ Years in the forest</li> <li>■ Enlightenment, teaching and passing away</li> </ul>	<ul style="list-style-type: none"> <li>■ People who are 'wise'</li> <li>■ Ideas of the 'perfect person'</li> <li>■ Marking points in the children's lives</li> <li>■ The importance of quiet and time to reflect</li> </ul>
<b>Practices</b>	<ul style="list-style-type: none"> <li>■ The Buddhist community</li> <li>■ Sangha</li> <li>■ The life of a monk/nun including the symbols of the robe, bowl, shaven head</li> <li>■ Celebrations in Buddhism - Wesak</li> </ul>	<ul style="list-style-type: none"> <li>■ Groups and communities the children belong to</li> <li>■ What is most important in life?</li> <li>■ What makes them happy and fulfilled?</li> <li>■ What would it be like to choose to live in a monastic community?</li> </ul>



	<b>Learning about religion</b>	<b>Learning from religion</b>
<b>Beliefs and values</b>	<ul style="list-style-type: none"> <li>■ There is one God present in many forms, particularly: <ul style="list-style-type: none"> <li>■ Brahma, Shiva and Vishnu</li> </ul> </li> <li>■ Respect for all creation and the environment – Ahimsa</li> <li>■ Reincarnation</li> <li>■ Dharma</li> </ul>	<ul style="list-style-type: none"> <li>■ Things you can't describe or explain</li> <li>■ Non-violence as a way of life</li> <li>■ How people have different sides to their character</li> <li>■ How people are responsible for their actions</li> </ul>
<b>Origins and key texts</b>	<ul style="list-style-type: none"> <li>■ Selected stories from the Hindu Scriptures, particularly The Puranas and the Ramayana, including the story of Rama and Sita</li> </ul>	<ul style="list-style-type: none"> <li>■ Heroines and heroes from the children's own experience</li> <li>■ The importance of good behaviour and respecting others</li> </ul>
<b>Key figures</b>	<ul style="list-style-type: none"> <li>■ The lives of different Hindu Deities, Brahma, Shiva, Vishnu and others, e.g. Krishna, Rama/ Sita, Ganesh</li> </ul>	<ul style="list-style-type: none"> <li>■ Examples we live by</li> <li>■ Family trees</li> </ul>
<b>Practices</b>	<ul style="list-style-type: none"> <li>■ The Temple/the Shrine/Puja and Devotion</li> <li>Key festivals in the community: <ul style="list-style-type: none"> <li>■ Diwali/ Navratri</li> <li>■ Ganesh Chaturti</li> <li>■ Janamashtami</li> <li>■ Holi</li> <li>■ Raksha Bandhan</li> </ul> </li> <li>■ Rituals of birth, marriage and death</li> </ul>	<ul style="list-style-type: none"> <li>■ The importance of devotion</li> <li>■ The importance of dance to express ourselves</li> <li>■ Celebrating brothers/sisters, extended family</li> <li>■ The significance of marking points in the children's lives</li> </ul>



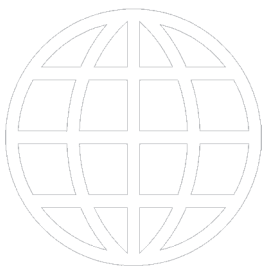
*Hinduism*





Islam

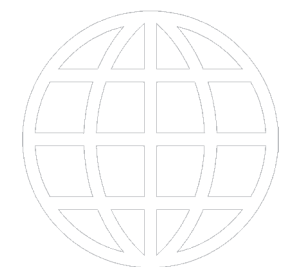
	Learning about religion	Learning from religion
<b>Beliefs and values</b>	<ul style="list-style-type: none"> <li>■ Allah is the Islamic name for God</li> </ul> <p>Muslims believe that Allah:</p> <ul style="list-style-type: none"> <li>■ is the One True God</li> <li>■ has no partners</li> <li>■ is the Creator who provides all good things</li> </ul> <ul style="list-style-type: none"> <li>■ Islam means peace attained through willing obedience to Allah's divine guidance</li> <li>■ Respect for each other</li> <li>■ The importance of good values and family life</li> <li>■ Honesty and good manners</li> </ul>	<ul style="list-style-type: none"> <li>■ Using special names for special people e.g. Mum, Nan etc.</li> <li>■ How groups and families care for new members</li> <li>■ How people show respect</li> <li>■ The importance of values and respect</li> </ul>
<b>Origins and key texts</b>	<p>The Qur'an</p> <ul style="list-style-type: none"> <li>■ The source of guidance</li> <li>■ The way it is treated with respect</li> <li>■ The Arabic language of the Qur'an</li> </ul>	<ul style="list-style-type: none"> <li>■ How we get advice and information from books</li> <li>■ Why some books are special</li> <li>■ How we treat special books and objects</li> <li>■ The importance of different languages</li> </ul>
<b>Key figures</b>	<ul style="list-style-type: none"> <li>■ Stories from the life of the Prophet Muhammad*</li> <li>■ Stories of other prophets e.g. Ibrahim, Nuh, Musa, Isa**</li> </ul> <p>(*<i>"Peace and Blessings of Allah be upon him"</i>)</p> <p>(**<i>"Peace be upon them all"</i>)</p>	<ul style="list-style-type: none"> <li>■ How we copy people we like</li> <li>■ People who are special to us</li> <li>■ People who speak with authority</li> </ul>
<b>Practices</b>	<ul style="list-style-type: none"> <li>■ Muslims serve Allah in many ways including their good actions</li> <li>■ The '5 pillars': Shahadah, Salah, Zakah, Saum, Hajj</li> <li>■ Birth and naming ceremonies</li> <li>■ The Mosque</li> </ul>	<p>The importance of:</p> <ul style="list-style-type: none"> <li>■ Being prepared, being clean</li> <li>■ Routines</li> <li>■ Self discipline</li> <li>■ Special occasions in the child's own experience</li> <li>■ Giving to others: the importance of charity and generosity to the poor and needy</li> </ul>



	<b>Learning about religion</b>	<b>Learning from religion</b>
<b>Beliefs and values</b>	<ul style="list-style-type: none"> <li>■ One God, the Creator</li> <li>■ Responsibility to God <ul style="list-style-type: none"> <li>■ The Shema</li> <li>■ The Ten commandments</li> <li>■ Love the stranger and hospitality</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ The beauty of the natural world/caring for the world</li> <li>■ Rules for living</li> <li>■ What values are and why they are important</li> </ul>
<b>Origins and key texts</b>	<p>Torah</p> <ul style="list-style-type: none"> <li>■ The writing and formation</li> <li>■ The use of the Torah in the Synagogue</li> </ul>	<ul style="list-style-type: none"> <li>■ Books that are significant</li> <li>■ Respect for special books/objects</li> </ul>
<b>Key figures</b>	<ul style="list-style-type: none"> <li>■ Abraham - as founder of a nation and the first covenant (Abraham and the sacrifice of Isaac)</li> <li>■ Moses - stories of his life and in particular, the giving of the law</li> </ul>	<ul style="list-style-type: none"> <li>■ The importance of our 'roots'</li> <li>■ The concept of responsibility</li> <li>■ The importance of leadership</li> </ul>
<b>Practices</b>	<ul style="list-style-type: none"> <li>■ Special occasions in Jewish life, particularly: <ul style="list-style-type: none"> <li>■ Shabbat/Pesach/Sukkot/Hannukah/Rosh Hashanah/Purim</li> </ul> </li> <li>■ Bar/Bat Mitzvah</li> <li>■ The Jewish home</li> <li>■ Kashrut</li> </ul>	<ul style="list-style-type: none"> <li>■ Special occasions in family life <ul style="list-style-type: none"> <li>■ weekly with family</li> <li>■ annual e.g. birthdays</li> <li>■ the rules of home</li> <li>■ the day of rest</li> </ul> </li> </ul>



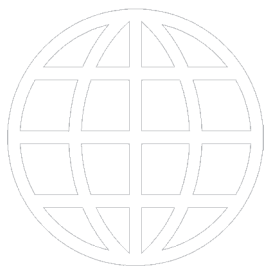
*Judaism*





Sikhism

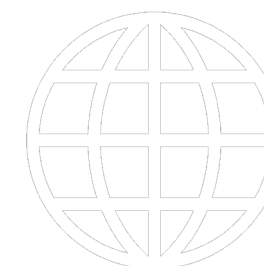
	Learning about religion	Learning from religion
<b>Beliefs and values</b>	<ul style="list-style-type: none"> <li>■ There is one God who is Creator of All</li> <li>■ All people are equal before God</li> <li>■ This is shown by the way in which Sikhs:                             <ul style="list-style-type: none"> <li>■ sit, eat and worship together in the Gurdwara</li> <li>■ welcome people of all races and religions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ The wonder of the natural world</li> <li>■ Treating people equally</li> <li>■ Sharing with each other</li> <li>■ How we welcome visitors to our home or school</li> </ul>
<b>Origins and key texts</b>	<ul style="list-style-type: none"> <li>■ Sikhs believe the truth is revealed in the Guru Granth Sahib – a living Guru</li> <li>■ How the Guru Granth Sahib is cared for in the Gurdwara</li> </ul>	<ul style="list-style-type: none"> <li>■ The importance of caring for special things/people</li> <li>■ Showing concern</li> </ul>
<b>Key figures</b>	<ul style="list-style-type: none"> <li>■ Stories from the lives of the Gurus, particularly:                             <ul style="list-style-type: none"> <li>■ Guru Nanak</li> <li>■ Guru Gobind Singh and the founding of the Khalsa</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ People who are special to us</li> <li>■ People who need our help</li> <li>■ How we show concern for one another</li> <li>■ People who influence how we behave and live</li> </ul>
<b>Practices</b>	<ul style="list-style-type: none"> <li>■ The Gurdwara – as a focus for the Sikh community</li> <li>■ Baisakhi</li> <li>■ The Langar</li> <li>■ The Five 'Ks' as a symbol of belonging</li> <li>■ Names and naming</li> <li>■ Birth, marriage and death customs</li> </ul>	<ul style="list-style-type: none"> <li>■ Places that are special</li> <li>■ Sharing and caring in the community</li> <li>■ Symbols that show you belong</li> <li>■ Celebrating and naming babies</li> </ul>



	<b>Learning about religion</b>	<b>Learning from religion</b>
<b>Beliefs and values</b>	<ul style="list-style-type: none"> <li>■ The importance of shared human values</li> <li>■ 'The Golden Rule'</li> <li>■ Human rights and personal rights</li> <li>■ A naturalistic view of the universe</li> <li>■ Morality based on human experience, not revelation</li> </ul>	<ul style="list-style-type: none"> <li>■ Importance of values in children's lives</li> <li>■ The importance of rational thinking</li> </ul>
<b>Origins and key texts</b>	<ul style="list-style-type: none"> <li>■ Moral stories with no theistic reference, e.g. Aesop's Fables as well as contemporary children's fiction</li> </ul>	<ul style="list-style-type: none"> <li>■ Morals and values drawn from the selected stories</li> </ul>
<b>Key figures</b>	<ul style="list-style-type: none"> <li>■ There are many eminent thinkers, writers, scientists and public thinkers who are recognised as key contributors to the development of Humanism</li> <li>■ Greek and Roman key figures' thoughts</li> </ul>	<ul style="list-style-type: none"> <li>■ Importance of people in the children's own lives</li> <li>■ Times in school when shared values are celebrated</li> </ul>
<b>Practices</b>	<ul style="list-style-type: none"> <li>■ Naming ceremonies</li> <li>■ Humanist weddings and funerals</li> <li>■ Celebration of shared values</li> </ul>	<ul style="list-style-type: none"> <li>■ The importance of marking points in children's lives</li> <li>■ Times in school when shared values are celebrated</li> </ul>

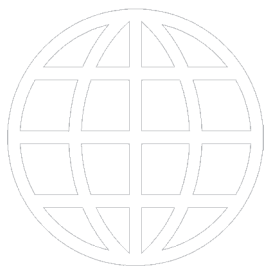


*Humanism*



This material is optional and designed to be used with more able pupils, including the gifted and talented

	<b>Learning about religion</b>	<b>Learning from religion</b>
<b>Christianity</b>	<ul style="list-style-type: none"> <li>■ Denominations and belief stances</li> <li>■ The use of the Bible in different Christian traditions</li> <li>■ Questions Christians 'struggle' with</li> </ul>	<ul style="list-style-type: none"> <li>■ Diversity of belief within a faith</li> <li>■ Different ways of interpretation</li> <li>■ Asking difficult questions</li> </ul>
<b>Buddhism</b>	<ul style="list-style-type: none"> <li>■ Buddhist self-discipline</li> <li>■ The four noble truths</li> <li>■ Images of the Buddha and how they communicate values of tranquillity and compassion</li> <li>■ Different types of Buddhists</li> </ul>	<ul style="list-style-type: none"> <li>■ The need for rules</li> <li>■ Consequences</li> <li>■ Questions of suffering and solutions</li> </ul>
<b>Hinduism</b>	<ul style="list-style-type: none"> <li>■ The Hindu life cycle</li> <li>■ Caste</li> <li>■ Dharma and its impact on lifestyles</li> <li>■ How Hinduism developed</li> <li>■ Symbolism of the deities</li> <li>■ Hinduism and its Indian origins</li> </ul>	<ul style="list-style-type: none"> <li>■ The significance of India</li> <li>■ Symbols of power and nature in the environment</li> <li>■ The concept of Aum</li> </ul>
<b>Islam</b>	<ul style="list-style-type: none"> <li>■ The life and teaching of the Prophet Muhammad (PBUH)</li> <li>■ The influence of the Qur'an on everyday life</li> <li>■ The language of the Qur'an</li> <li>■ Stories of the major prophets</li> </ul>	<ul style="list-style-type: none"> <li>■ Because humans are of highest worth it is their responsibility to care for the world</li> <li>■ Sources of guidance</li> <li>■ Why some people are chosen for special tasks</li> <li>■ Qualities of leaders</li> </ul>
<b>Judaism</b>	<ul style="list-style-type: none"> <li>■ Responsibility to God shown through the commandments (mitzvot)</li> <li>■ Significant stories from the Tenakh</li> <li>■ The Synagogue through the Jewish Year</li> <li>■ Some major festivals (such as Shavuot) and some minor festivals (such as Tu b'Shvat)</li> </ul>	<ul style="list-style-type: none"> <li>■ Rules we have</li> <li>■ The importance of guides for living</li> <li>■ Justice and forgiveness</li> <li>■ Remembering</li> <li>■ Responsibility for the world</li> </ul>
<b>Sikhism</b>	<ul style="list-style-type: none"> <li>■ Mool Mantar - how Sikhs live the Mool Mantar through the Gurdwara (community) and through service (sewa)</li> <li>■ The lives of the Gurus</li> <li>■ Symbolism in Sikhism</li> <li>■ The Golden Temple at Amritsar</li> </ul>	<ul style="list-style-type: none"> <li>■ The meaning of equality</li> <li>■ Respecting others</li> <li>■ People who influence us</li> <li>■ The concept of sacrifice</li> <li>■ Marks of identity</li> </ul>



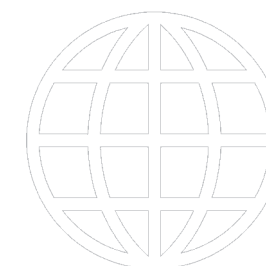
Secondary core content

**Key stage 3**





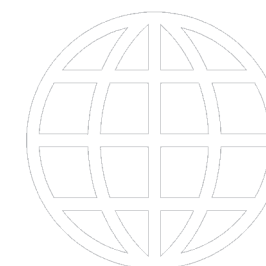
Key learning experience	Learning about religion	Learning from religion
<b>What is religion?</b> <ul style="list-style-type: none"> <li>■ Beliefs and values</li> <li>■ Origins and key texts</li> <li>■ Key figures</li> <li>■ Practices</li> </ul>	<ul style="list-style-type: none"> <li>■ Many different religions and life stances</li> <li>■ Each have their own belief patterns</li> </ul>	<ul style="list-style-type: none"> <li>■ How religion and religious beliefs have influenced individuals and communities</li> <li>■ Individual patterns of belief and personal values</li> </ul>
<b>Beginnings</b> <ul style="list-style-type: none"> <li>■ The year as a cycle</li> <li>■ New beginnings and change</li> </ul>	<ul style="list-style-type: none"> <li>■ Times of dedication and re-dedication and looking forward</li> <li>■ Lent/Easter/Advent and Christmas</li> <li>■ Rosh Hashanah/Yom Kippur</li> <li>■ Diwali</li> <li>■ Hijrah/Muharram/New Year</li> <li>■ Chinese New Year</li> <li>■ Id-ul-Fitr</li> </ul>	<ul style="list-style-type: none"> <li>■ New Year as a time of new beginnings and new affirmations</li> <li>■ The significance of ritual in everyday life</li> <li>■ Traditions and change</li> </ul>
<b>The pattern and rhythm of the year:</b> <ul style="list-style-type: none"> <li>■ Yearly rituals</li> </ul>	<ul style="list-style-type: none"> <li>■ Easter (Christian)</li> <li>■ Sukkot/Pesach (Jewish)</li> <li>■ Baisakhi (Sikh)</li> <li>■ Vesak (Buddhist)</li> <li>■ Kathina (Buddhist)</li> <li>■ Hajj/Id-ul-Adha (Islam)</li> </ul>	<ul style="list-style-type: none"> <li>■ Special times in the year, week and days</li> <li>■ Affirming identity</li> <li>■ How festivals expressing the rhythm of life are common to all</li> </ul>
<ul style="list-style-type: none"> <li>■ Weekly rituals</li> </ul>	<ul style="list-style-type: none"> <li>■ Sunday as a special day for Christians</li> <li>■ Shabbat</li> <li>■ Friday Jumu'ah Prayers</li> </ul>	<ul style="list-style-type: none"> <li>■ The need for space and times to reflect</li> </ul>
<ul style="list-style-type: none"> <li>■ Daily rituals</li> </ul>	<ul style="list-style-type: none"> <li>■ Christian daily prayers</li> <li>■ Salah in Islam</li> <li>■ Hindu puja</li> <li>■ Buddhist meditation</li> <li>■ The daily life of the Guru Granth Sahib</li> <li>■ The Jewish home</li> <li>■ Dana - generosity of giving (Buddhism)</li> </ul>	<ul style="list-style-type: none"> <li>■ Celebrating diversity</li> <li>■ Looking forward</li> </ul>



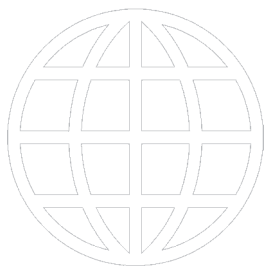


Key learning experience	Learning about religion	Learning from religion
<p><b>How life began</b></p> <ul style="list-style-type: none"> <li>■ Stories of creation and the nature of myth</li> </ul>	<ul style="list-style-type: none"> <li>■ The importance of story and myth in religious traditions</li> <li>■ Creation stories including Christian/Jewish/Muslim/Hindu (Vishnu)</li> <li>■ Humanist beliefs about the world</li> </ul>	<ul style="list-style-type: none"> <li>■ The importance of story and identity in shaping life</li> <li>■ The human need to consider ultimate questions</li> </ul>
<p><b>Key figures in the development of religions</b></p>	<ul style="list-style-type: none"> <li>■ Jesus and the early Christians</li> <li>■ Buddha</li> <li>■ Prophet Muhammad*</li> <li>■ Guru Nanak and the Sikh Gurus</li> <li>■ Abraham/Moses</li> <li>■ Continuity of Prophethood in Islam up to Prophet Muhammad*</li> </ul> <p><i>*('Peace and Blessings of Allah be upon him')</i></p>	<ul style="list-style-type: none"> <li>■ Values and examples drawn from the lives of key teachers</li> </ul>
<p><b>Belonging</b></p> <ul style="list-style-type: none"> <li>■ The importance of community in religious traditions</li> <li>■ The importance of community as a cohesive force for society</li> </ul>	<p>Types of religious communities, open and closed, e.g.:</p> <ul style="list-style-type: none"> <li>■ The Parish/Monastic life/Community Churches</li> <li>■ Synagogue/Kibbutz/ Orthodox/and traditional Judaism/progressive Judaism</li> <li>■ Buddhist monastic life (Sangha)</li> <li>■ The Mosque as a focal point for learning (Madrasah)</li> <li>■ The Hindu Mandir as a focal point</li> <li>■ The Sikh Gurdwara as a focal point for the community</li> </ul>	<ul style="list-style-type: none"> <li>■ The need for identity as a basis for humanity</li> <li>■ How religions and life stances have influenced the social fabric</li> <li>■ Individual patterns and rituals</li> <li>■ Individual and family customs and traditions</li> <li>■ Change in traditions</li> <li>■ The need to pass on religious tradition and beliefs within the community</li> <li>■ How we define our own identity</li> <li>■ Generosity of giving (Dana)</li> </ul>
<p><b>Ritual in communities</b></p>	<p>Practices in religious traditions e.g.</p> <ul style="list-style-type: none"> <li>■ Christian Worship:                             <ul style="list-style-type: none"> <li>■ The Holy Communion (Eucharist/ Mass/Lord's Supper/Liturgy)</li> </ul> </li> <li>■ Buddhist meditation and chanting</li> <li>■ Jumu'ah/Id/Hajj in Islam</li> <li>■ Shabbat</li> <li>■ Aarti in Hinduism</li> <li>■ Worship in the Gurdwara</li> </ul>	<ul style="list-style-type: none"> <li>■ Concept of worship</li> <li>■ Unity and diversity of practice</li> <li>■ The significance of symbols</li> <li>■ Reinforcing identity</li> <li>■ Understanding more clearly</li> </ul>

Key learning experience	Learning about religion	Learning from religion
<b>Celebrating community</b>	<ul style="list-style-type: none"> <li>■ Birth and initiation rites</li> <li>■ Baptism/dedication</li> <li>■ Infant/adult confirmation</li> <li>■ Becoming a monk/nun</li> <li>■ Hindu naming/samsara</li> <li>■ Sacred thread ceremony</li> <li>■ Islamic birth and naming</li> <li>■ Brit Milah/baby blessing</li> <li>■ Bar/Bat Mitzvah</li> <li>■ Amrit ceremony</li> <li>■ Blessing ceremony (Buddhism)</li> <li>■ Hajj/Ramadan</li> <li>■ Humanist naming ceremonies</li> <li>■ Marriage in religious traditions and Humanist weddings</li> </ul>	<ul style="list-style-type: none"> <li>■ Reinforcement of identity</li> <li>■ Concept and importance of belonging to community</li> <li>■ Reaffirming roots</li> </ul>
<b>Rules and guidance for religious and secular communities</b>	<ul style="list-style-type: none"> <li>■ The Bible as a source of guidance for Christians</li> <li>■ The Monastic Rule in Buddhism: 4 Noble Truths, Eightfold Path, The 5 moral precepts</li> <li>■ Hinduism: ways of devotion - yoga</li> <li>■ Islam: The Qur'an, Hadith and Sunnah as sources of authority</li> <li>■ Shariah – Islamic law</li> <li>■ Judaism: The Torah, Mitzvot, The Talmud</li> <li>■ Sikhism: The significance of the 5 'Ks'</li> <li>■ Humanism: The Golden Rule</li> </ul>	<ul style="list-style-type: none"> <li>■ The need for structure/sources of authority</li> <li>■ Guidance for communities and individuals</li> <li>■ Moral code</li> <li>■ Shared human values</li> </ul>
<b>Community, journey and pilgrimage</b>	<p>Life as a journey in religious belief</p> <ul style="list-style-type: none"> <li>■ Spiritual journey</li> <li>■ Contemplation/reflection/prayer</li> <li>■ Pilgrimage in different faiths</li> </ul>	<ul style="list-style-type: none"> <li>■ The significance of place</li> <li>■ Journey as a metaphor</li> <li>■ The inner journey</li> <li>■ The importance of knowledge, learning and devotion</li> </ul>



Key learning experience	Learning about religion	Learning from religion
<b>The missionary community</b>	<ul style="list-style-type: none"> <li>■ Proselytising and conversion in different religious traditions</li> </ul>	
<b>God and the ultimate</b>	<p>Beliefs about the ultimate:</p> <ul style="list-style-type: none"> <li>■ Christianity - God as Father, Son and Holy Spirit</li> <li>■ Buddhism - enlightenment, the wheel of becoming</li> <li>■ Hinduism - concepts of Aum and deities, particularly the trimurti</li> <li>■ Islam - Tawhid, oneness of Allah</li> <li>■ Judaism - understanding God, names and attributes</li> <li>■ Sikhism - God as one, truth, creator without form or enmity etc.</li> <li>■ Humanist - a naturalistic view of the universe/morality based on human experience not revelation</li> </ul>	<ul style="list-style-type: none"> <li>■ Human limitations in understanding the complexity of the universe</li> <li>■ The purpose of life</li> <li>■ The use of complex language to grapple with the complex nature of reality</li> <li>■ The nature of truth and evidence</li> <li>■ Taking responsibility for oneself</li> </ul>
<b>Death - beginning or end?</b>	<ul style="list-style-type: none"> <li>■ Religious and Humanist view of life after death and their expression through funeral customs</li> <li>■ Beliefs about good and evil/heaven and hell/Nirvana etc.</li> </ul>	<ul style="list-style-type: none"> <li>■ Religious and individual views about life after death</li> <li>■ People need support at times of bereavement</li> </ul>
<b>Justice and religion</b> <b>War and peace</b>	<ul style="list-style-type: none"> <li>■ Religious and Humanist perspectives on war and peace, e.g. Quakers/Ahimsa/Holocaust/Holy War/Martyrdom</li> <li>■ Buddhism - no just wars</li> <li>■ Talmud</li> </ul>	<ul style="list-style-type: none"> <li>■ Individual and corporate attitudes towards war, peace and justice</li> </ul>
<b>Women and religion</b>	<ul style="list-style-type: none"> <li>■ Ways in which women are traditionally perceived and treated in religions</li> <li>■ The contemporary role of women in religion and the diversity of opinions</li> </ul>	<ul style="list-style-type: none"> <li>■ Tradition and changing aspects of women's role in religion</li> </ul>
<b>Commitment to justice</b> <ul style="list-style-type: none"> <li>■ Religious and humanitarian organisations</li> <li>■ Communities striving for justice</li> </ul>	<ul style="list-style-type: none"> <li>■ Aid organisations e.g. Christian Aid/CAFOD/Muslim Aid/Jewish Care/Salvation Army</li> <li>■ Fair trade/Traidcraft</li> <li>■ Peace movements e.g. Quakers,</li> </ul>	<ul style="list-style-type: none"> <li>■ Giving of self</li> <li>■ Striving for justice</li> <li>■ People committed to peace</li> </ul>



Part two

## **Schemes of work**





# The schemes of work for religious education

## **foundation stage, key stage 1 & key stage 2**

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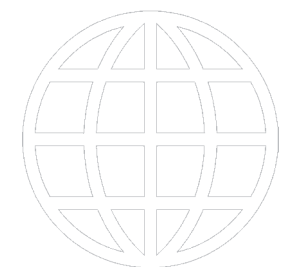
## The foundation stage





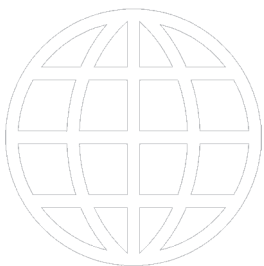
# Planning opportunities for religious education in the foundation stage - examples

Areas	What the children do	Development into RE
Personal, social and emotional development	<ul style="list-style-type: none"> <li>■ Exploring the senses – touch, sight, sound, taste, smell - using a wide variety of sensory experiences</li> <li>■ My family – your family. Share different family practices. Set up a 'family' table with artefacts such as photographs, special objects</li> <li>■ Sharing/taking turns: activities that involve taking turns and sharing, particularly with food</li> </ul>	<ul style="list-style-type: none"> <li>■ Listen to music from different religious traditions. Explore different religious artefacts, their texture, pattern, smell etc.</li> <li>■ Explore examples of religious items from people's homes e.g. cross or icon, statue of the Buddha or Hindu deities, Sabbath artefacts etc.</li> <li>■ Look at different festivals where food is shared, e.g. bread in Holy Communion, Easter eggs, food in different Jewish festivals, Barfi in Holi, sweets at Id etc. Make and share some of this food</li> </ul>
Communication, language and literacy	<ul style="list-style-type: none"> <li>■ Looking at written text/patterns</li> <li>■ Sharing stories</li> <li>■ Making stories</li> </ul>	<ul style="list-style-type: none"> <li>■ Look at text from different religious cultures, such as a Torah Scroll, a Bible, Qur'an, Tibetan Buddhist prayer wheel etc.</li> <li>■ Share stories from different religious traditions</li> <li>■ Create storybooks, using digital photos to show how we have celebrated a particular festival</li> </ul>



## Planning opportunities for religious education in the foundation stage - examples

Areas	What the children do	Development into RE
Mathematical development	<ul style="list-style-type: none"> <li>Looking at patterns and shapes, creating patterns and shapes through different media, including ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring important patterns and shapes in different religions e.g. Buddhist mandalas, Muslim art, Christian Celtic patterns.</li> </ul>
Knowledge and understanding of the world	<ul style="list-style-type: none"> <li>My story - so far. Family history/origins and roots. Photos of the children as babies and toddlers etc.</li> <li>Explore aspects of nature, leaves, shells etc. Look at pictures of sunsets/storms/snow etc.</li> <li>Explore different celebrations that children in the class are involved in, birthdays, weddings etc.</li> </ul>	<ul style="list-style-type: none"> <li>Special moments that mark their early years such as naming ceremonies. Parents can be invited in to show different artefacts from their early days.</li> <li>Explore a creation story through drama/art/music with the children</li> <li>At appropriate times in the year hold mini celebrations of selected festivals, some within the children's own experience and some that extend their experience.</li> </ul>
Physical development	<ul style="list-style-type: none"> <li>Using space and movement to express feelings, particularly through dance.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring different forms of movement in religious traditions e.g. Hindu dance and hand dancing, different prayer positions etc.</li> </ul>
Creative development	<ul style="list-style-type: none"> <li>Provide opportunities to explore feelings through art: happy, angry, amazed etc.</li> </ul>	<ul style="list-style-type: none"> <li>Take a religious story and explore it through art e.g. the Chinese story of pan gu, or St Francis' Canticle of the Sun.</li> </ul>



Key stage 1

## **Schemes of work**

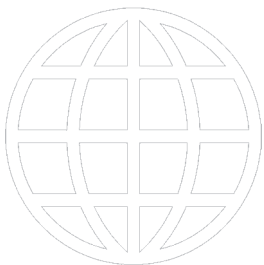


## Curriculum map for key stage 1

Y1	Belonging <i>Page 39</i>	Diwali <i>Page 40</i>	Shabbat <i>Page 41</i>	Muslim family Islamic key figures <i>Page 42/43</i>	Function of the Church <i>Page 44</i>	Christian worship <i>Page 45</i>
Y2	Holy Qur'an Id ul fitr Ramadan <i>Page 46-47</i>	The Bible and life of Jesus <i>Page 48</i>	Stories Jesus told <i>Page 49</i>	Synagogue Torah <i>Page 50</i>	The Hindu Temple <i>Page 51</i>	Buddha Life and Stories <i>Page 52</i>

The curriculum map is designed to help you find the subject listed within the schemes of work.

The page numbers shown on the map above will guide you to the specific area of work.



# Christianity: belonging/welcoming babies

Key stage 1

Year group 1

**Learning outcome:** 1. To understand the importance of belonging.  
2. To understand the significance of baptism/declaration.

**Learning about :**

The importance of welcoming babies in Christianity through:

- Baptism
- Dedication

**Learning from:**

The importance of being loved and cared for

**Activities**

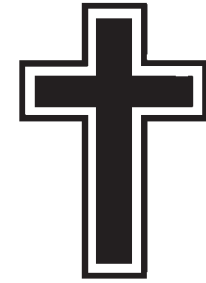
1. Invite a parent to bring his/her new baby in and talk about its needs.
2. Read stories about babies such as: 'Welcome Little Baby' by Alik.
3. Either visit a church to look at the font and ask the minister to talk about what happens in a baptism OR use a video of a baptism (see resources).
4. Talk about the importance of promises. What promises were made at the baptism? Some people make the promises without the water.
5. Set up a 'mock' baptism - either in the classroom or in a church (or set the home corner as a baptismal area in a church).
6. Organise and have a party to celebrate the baptism - making/wrapping/choosing appropriate present.
7. Create a display showing the different groups children belong to.

**Resources**

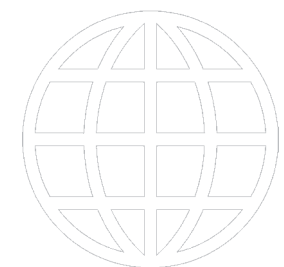
Welcome Little Baby - Alik  
New Baby - J Baskerville, A & C Black  
Open the Door - D J Taylor  
BBC Watch Festivals & Celebrations Part 1

**Cross curricular links**

English - speaking and listening  
Maths - shape, space and measure



Christianity





Hinduism

# Hinduism: Diwali/Navarati

Key stage 1

Year group 1

**Learning outcome:** To understand how Hindus celebrate particular festivals.

**Learning about:**

Key festivals in the community  
Diwali  
Navarati

**Learning from:**

Importance of dance to express ourselves  
Importance of brothers/sisters and families

**Activities**

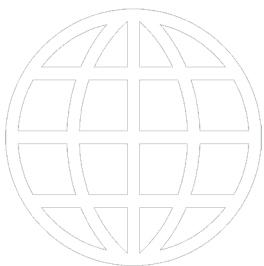
1. Tell the story of Rama and Sita. Make masks to represent the characters.
2. Act out the story - talk about good and evil.
3. Make clay divas - talk about light as a symbol.
4. Make Barfi - Diwali sweets - talk about food as something which unites people.
5. Play Indian music and respond through dance (either hand or body).
6. Make a collection of lights e.g. candle, torch, headlamp etc. Discuss uses.
7. Talk about fear of dark/hope of light.
8. What do we use our hands for? What can hands mean?
9. Tell story of Durga (from Hindu story and symbol) - J Rose.

**Resources**

Broadbent L & Logan J – A Row of Lights (RMEP)  
Hindu Story and Symbol - J Rose - BTS National RE Centre  
Diwali - Franklin Watts  
Living Religions - Hinduism  
Hinduism - Folens  
Diwali - Chris Deshpande (A & C Black)  
Lights for Gita - Rachna Gilmore (Mantra Books)  
The Owl who was afraid of the Dark - Jill Tomlinson  
Festivals - Folens

**Cross curricular links**

English  
Art  
Science  
Maths  
Music  
DT



**Learning outcome:** To understand that there are special times for Jewish people and to know and understand how these are celebrated.

**Learning about:**

Shabbat  
 Friday Night meal  
 Kashrut (Food Rules)  
 The Havdalah Ceremony  
 The Mezuzah and the Shema

**Learning from:**

Special weekly occasions/times  
 Preparation  
 Special diets  
 Remembering a special time  
 Feeling safe/feeling frightened

**Activities**

1. Talk about the preparation for special occasions.
  - How do Jewish people prepare for Shabbat?
  - How do the children prepare for a special occasion?
  - Make bread with the children.
2. Set the table for Shabbat?  
 Candles, Challah bread, cover, salt.
  - Light the Shabbat Candles.
  - Break the bread.
 Talk with children about the symbolism.
3. Why do some people eat special diets?  
 Talk about food that the children don't like and distinguish between these and foods that they are not allowed to eat.  
 Tell the children that Jewish people have certain foods they are not allowed to eat, such as pork and shellfish.  
 Cut and paste pictures of foods into categories.
4. The Havdalah Ceremony.  
 Talk about the endings of special days. Light a candle, talk about the feelings of warmth and security that these engender and then extinguish it in the wine/grape juice. How do the children feel now?  
 Show the children a Havdalah candle and spice box. Think about the use of the ceremony to mark the end of Shabbat and the beginning of the new week.
5. Show the children a Mezuzah and explain that it is found on the door of a Jewish home. It reminds Jews of God's presence. Make a model Mezuzah and fix them on the doorposts. The children could think of something special that they would like to think about, write it down and put it in the Mezuzah.
6. Talk about the 'rituals' children have when they go to bed and get up in the morning eg. taking a teddy, leaving the light on etc. Ask the children to do a sequencing activity of the rituals.  
 Talk about the Shema - teach the children to sing/say the first two lines, talk about it as a prayer to go to bed with and a prayer to get up with.

**Resources**

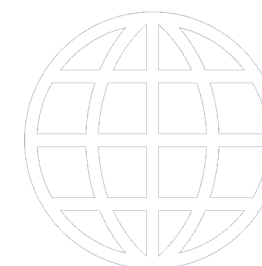
Artefacts for an occasion - J Logan - BFSS National RE Centre  
 Jewish Story & Symbol - J Rose - BFSS National RE Centre  
 Living Religions - Judaism - M Harris Thomas Nelson  
 Jewish Festivals - R Turner Wayland  
 Jewish Food and Drink - A Paraisa Wayland  
 Bridges to religions:  
 The Seventh Day is Shabbat - M Barratt Heinemann  
 I am a Jew - C Lawton & Fairclough Franklin Watts  
 A Day to Rest – The story of Shabbat – L Broadbent & J Logan (RMEP)  
 Judaism photopack - Folens  
 Artefacts: tablecloth, 2 candles, Challah bread, Challah cover, salt pot, Havdalah candle, spice box  
 Shabbat Songs (Jewish Educational Bureau)

**Cross curricular links**

Science: physical processes - light and dark  
 History: chronology to use common words and phrases relating to the passing of time e.g. old, new... days of the week  
 Music - listening and appraising  
 D & T - designing and making skills



Judaism





Islam

# Islam: special times

Key stage 1

Year group 1

**Learning outcome:** To know and understand about special occasions/places in their own family and in a Muslim family.

**Learning about:**

Mosques  
Prayer  
Extended Families

**Learning from:**

Special Places  
Special Times

**Activities**

1. Collect pictures/drawings of houses. Discuss who lives there.
2. Draw a room. What would you put in it to make it a special room? Draw special things in special room. Prepare for mosque visit.
3. Mosque visit.
4. Compare/contrast classroom and mosque. List things in class/mosque.
5. Draw family members and show families doing special things together.
6. Discuss some of the important things Muslim families do.
7. Ask pupil/parent to demonstrate postures of prayer. Discuss prayer mat and washing. Make/weave a paper/wool prayer mat.

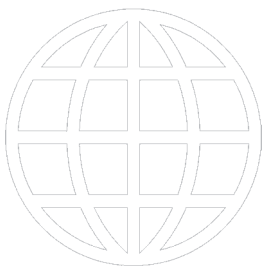
*N.B.* In order to avoid stereotyping it is important to invite a Muslim parent or member of the local Muslim Community to talk about Muslim family life and values.

**Resources**

Prayer mat  
Muslim Mosque - Umar Hegedüs, A&C Black 1997  
Curriculum Bank, B & L Gent, RE Scholastic 1997  
Where we worship – Muslim Mosque, A Wood, Watts

**Cross curricular links**

D & T



# Islam: key figures

Key stage 1

Year group 1

**Learning outcome:** To know some stories from the Islamic tradition.

## Learning about:

Stories from the life of the Prophet\*  
Stories of other Prophets\*\*

## Learning from:

People who are important to the children

## Activities

1. Read "Ibrahim rebuilds the House of God." Make a house using clay, lego, plasticine.
2. Tell the story of the birth of the Prophet Muhammad\*. Find out what your name means. Draw yourself as the meaning of your name.
3. Tell of the story of the Revelation. Decorate an Arabic letter (1st letter of first name).

## Resources

Stories from the Muslim World - MacDonald  
Islamic Story - J Rose - Folklore & Pattern BFSS National RE Centre  
A Gift to the Child - J Grove et al - Simon and Schuster

## Cross curricular links

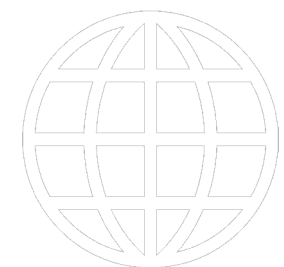
English



Islam

\* Peace be upon him

\*\* Peace be upon them all





Christianity

# Christianity: Places

Key stage 1

Year group 2

**Learning Outcome:** To develop knowledge and understanding of the function of a Church.

**Learning about :**

The Church - the significance of a place of worship  
 That the Church and its contents are special for Christians and that a special respect is shown them

**Learning from:**

Their experience of school as a special place and its functions

**Activities**

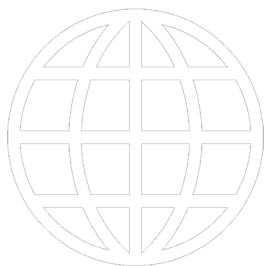
1. My special place. Why is it special? The school as a special place.
2. Visit to a church. Include observational drawings of altar, font, stained glass, cross, candles, symbolism of the cross.
3. Feelings - likes/dislikes. Senses (what pupils can see, hear, smell and touch).
4. Church furniture - altar, font, stained glass, candles, organ, pews, cross, statues, tabernacle - reasons for having them.
5. Parts of a church and their purpose (exterior/interior), materials - glass, wood, brick, stone, aisle, pulpit and vestry.

**Resources**

Peter's Place - S Grindley - Anderson Press  
 Christianity Photopack - T Nelson. 1996  
 Open the Door - D J Taylor  
 Approaches to Teaching Christianity in the Early Years - BFSS National RE Centre 1992  
 Lucy's Sunday - Warwick RE Project - Heinemann 1996  
 Stanley Thornes Infant RE Project 1997 - posters and teacher books

**Cross curricular links**

Science  
 Geography  
 Art  
 English



# Christianity: special times

Key stage 1

Year group 1

**Learning Outcome:** To recognise that there are different ways in which Christians worship God.

## Learning about:

The church - the significance of a place of worship. Priests and ministers

## Learning from:

Special people  
Special times in the week

## Activities

1. Christian's special day is Sunday. Discussion of worship - music, song, prayer. Make a prayer tree - draw or write a prayer.
2. Meaning of community - family, sharing, self worth. The Church as a community (as well as the building). Draw things that are special and important to them, e.g. family, toys and food.
3. Christian worship - generally has a leader, prayer, song, Bible reading. Look at video of Church service. Talk about loud/quiet/charismatic etc. approach. Listen to different types of Christian music - Taize, gospel, organ.
4. Consider the role of leaders in Christian Church. Who leads us in our lives? Teachers, parents, friends.
5. Children to plan their own service: a song, a prayer, a story.
6. Children lead an assembly, using some of the things they have learnt.

## Resources

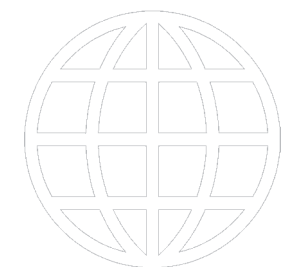
Bible  
Tape/CD of organ/bell music  
Lucy's Sunday - Warwick RE Project  
Nelson photopack  
Stanley Thomas photopack  
Songs of Praise/Morning Worship

## Cross curricular links

English  
Music



Christianity





Islam

## Islam: books and writings

Key stage: 1

Year group 2

- Learning outcome:**
1. To know that the Holy Qur'an is the Holy Book for Muslims and is treated with respect.
  2. To know that children and teachers have special books and treat them with care.

**Learning about:**

The Holy Qur'an is a special book for Muslims  
 The Holy Qur'an is treated in a special way  
 It is written in Arabic, which is different from English  
 It tells Muslims what God wants them to do

**Learning from:**

How we treat special books  
 Different people use (write/speak) different languages

**Activities**

1. A special book, collection of special books.
  - How do we take care of books?
  - Write 'rules' for looking after books.
2. Looking after the Holy Qur'an, how important it is to Muslims - talk with children about the rituals of washing and respect before handling the Holy Qur'an.  
 Invite a Muslim in to show the children his/her copy of the Holy Qur'an.
3. Language
  - Look at it and comment
  - Practise writing/patterns going right to left
  - Practise calligraphy - Arabic - numbers
  - Decorate first letter of own name; decorate Islamic patterns
  - Share own Arabic books
4. Story of the Revelation
  - Discuss the story of the revelation of the Qur'an
  - Look at particular phrases from the Qur'an and create a display.
5. Talk about the importance of a 'guidance book'.

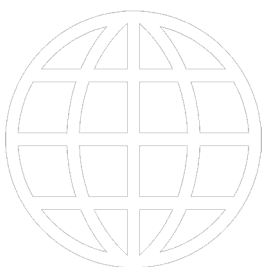
**Resources**

Islamic Story Folklore & Pattern - J Rose - BFSS National RE Centre  
 Curriculum Bank Religious Education - B&L Gent - Scholastic 1997  
 Revised Model Syllabus, IQRA Trust, 1997

**Cross curricular links**

English  
 Art

**N.B. It is disrespectful to ask Muslim children to draw pictures of the prophets.**



# Islam: special times

Key stage: 1

Year group 2

**Learning Outcome:** To know that Ramadan is a time of fasting for Muslims and understand that it shows a commitment to God.  
To know that Id ul Fitr is the celebration that marks the end of Ramadan.

## Learning about:

Fasting commitment to God  
Understand some ceremony and ritual associated with Ramadan

## Learning from:

Making a commitment  
Thinking of others

## Activities

1. Discuss how it feels to be hungry. Times of their own meals, make a book. Discuss meal times during Ramadan.
2. Discuss how children show their loyalty to a football club, school etc. Discuss how for Muslims, Ramadan shows loyalty to God through fasting.
3. Discuss how people think kind thoughts at Ramadan. Make a book of kind thoughts or why we like our friends.
4. Talk about how Muslims give to charity at Ramadan. Which charities would you choose and why?
5. Make Id cards to celebrate the end of Ramadan. Make some food for an Id party.
6. Id party.

## Resources

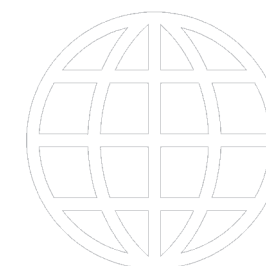
Islamic Story Folklore and Pattern - J. Rose - BFSS National RE Centre  
World Religion - Khadijah Knight - Islam Wayland 1995 (Teacher Resources)  
Ramadan and Id-ul-Fitr - Evans Brothers 1997

## Cross curricular links

D & T - food  
PSHE



Islam





Christianity

# Christianity: The Bible

Key stage: 1

Year group 2

**Learning outcome:** To become aware that the Bible is the Holy Book of Christians, and it includes different types of stories.  
To know it also tells about the Life of Jesus.

**Learning about:**

The Bible is the Holy Book for Christians. The New Testament tells stories of Jesus' life. Christians talk of the Bible as 'Good News'

**Learning from:**

Feeling associated with loss  
Trusting others

**Activities**

Introduction - discussion.

1. Special books - purpose and type. Look at The Jolly Postman - many parts to it. The Bible is a book special to Christians and it is a collection of small books that tell stories.
2. Using a children's version.  
Reference activities, which encourage children to find books, names and animals.
3. Stories about Life of Jesus.  
Introduction: Jesus growing up, imaginary stories about Jesus growing up.
4. The Boy Jesus at the Temple (*Luke 2 :41*). Ordinary event - getting lost. What does it feel like to get lost? Have you ever been lost? - what was it like? When were you found? - feelings. Write instructions - what to do when you get lost.
5. Walking on Water (*Matthew 14:22*). Message: Peter trusting Jesus
6. The Feeding of the 5000 (*Mark 1*).  
Show 5 rolls and 2 fishes (drawing) - how would you share this food with the class?

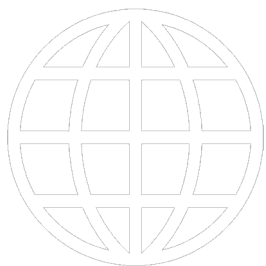
*N.B.*A Childrens' Bible is needed. The teacher could also narrate the stories.

**Resources**

The Jolly Postman - Allan Ahlberg  
Collections of stories on a similar theme  
Sets of books in a series  
Collections of different kinds of Bibles  
Mary Jones and her Bible - story 100 ideas for RE - Collins CD  
Open the Door - D S Taylor - BFSS  
National RE Centre 1992

**Cross curricular links**

English - reading and writing - story links  
Retelling and sequencing parts or whole story  
Stories from different people's points of view  
Description of feelings (being lost, trusting someone)  
Prediction skills - reading a part of one of the stories - what happens next?  
Science - investigation: floating and sinking  
Art - observational drawings of bread and fish



# Christianity: Jesus - his message and example

Key stage: 1

Year group 2

**Learning outcome:** To know and understand that Jesus told stories to teach people something important.

**Learning about:**

The life of Jesus, his message and example

**Learning from:**

Role models and good examples

**Activities**

Introduction: Discussion about who sets you a good example. Parents, older brothers and sisters, teachers. Why are they a good role model? Why do you follow them? Was Jesus a 'good example'?

Look at the stories he told.

1. The Lost Sheep (Luke 15 : 3-7).

Message: sometimes people do naughty things, it is important to help them to be good again and forgive them.

Each one of us is important and has a place. Jesus told this story to help people think about God as being like a shepherd.

2. The Mustard Seed (Matthew 13 : 31-32)

Message: small things matter. Jesus told this story to show how faith can grow out of something small.

Introduction - encourage children to have a sense of self-worth, recognising that each one can make a valuable and worthwhile contribution.

Activities - growing seeds.

3. The Good Samaritan (Luke 10:25 -37).

Introduction - thinking about and caring for others  
Extending. a welcome to the stranger or newcomer in class (useful for developing anti racist strategies)

Story - relate to modern day.

Drama - role play.

**Resources**

Mick Inkpen

The Good Stranger - Marshall Pickering 1992

The Ten Silver Coins 1995

The Lost Sheep 1994

*P Alexander*

The Lion First Bible 1997

The Lion Children's Bible

*J Chabert & F Mourvillier*

Tell me the Bible - Cassells 1991

The Mice Nextdoor - Anthony Knowles Macmillan

Parable of the Mustard Seed - Helen Caswell - Abingdon Press

Titch - Pat Hutchins - Puffin

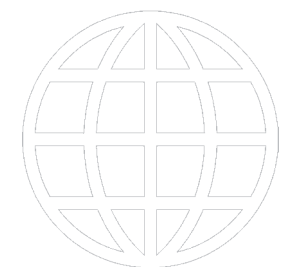
**Cross curricular links**

English - Myths, legends, modern and traditional stories

PSHE - caring, sharing, self worth



Christianity





Judaism

## Judaism: places/books

Key stage:1

Year group 2

**Learning outcome:** To know and understand that the Synagogue is a special place for Jews and that the Torah is a special book.

**Learning about :**

The Synagogue - as a special place for Jews

The Torah contains important Jewish writings

The Ark keeps the Torah safe

**Learning from:**

Some places are special to people

We look after precious things

We like to share precious things

**Activities**

1. Read a story about special places, such as 'It's my house' by Michael Rosen.

Talk about places which are special to children.

2. Create a 'special place' in the classroom.

Think about:

- atmosphere, fabric, colours, rules

3. Try to arrange a Synagogue visit, focusing particularly on the Ark, the Torah Scrolls and the Bimah as well as other symbols. Spend some time allowing the children to be quiet and think there.

4. Discuss and write feelings about what was seen, heard and smelt.

5. Look at books, which are special to the children. Their favourite books. Talk about keeping them safe. Remind the children of the visit and how the Ark keeps the Torah safe. Make and decorate a model ark with the children.

6. Look at different types of books: pop-up, dual-language, large and small. Talk about their individual uses. Show the children a picture of the Torah Scroll. Talk about how it is used. Make a scroll to put in the Ark. You could ask the children to copy some Hebrew letters. Where do the children keep objects which are special?

**Resources**

My Grandmother's Stories - A Geras Heinemann

Jewish Story & Symbol - J Rose BFSS National RE Centre

Living Religions - Judaism - M Harris Thomas Nelson (and photopack)

Jewish Festivals - R Turner Wayland

Bridges to religions:

The Seventh Day is Shabbat - M Barratt Heinemann

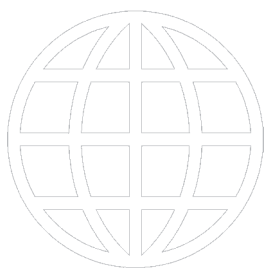
I am a Jew - C Lawton & Fairclough Franklin Watts

Judaism Photopack - Folens

**Cross curricular links**

D & T: designing and making skills

Art: investigating and making. The use of pattern, fabric to create an atmosphere



# Hinduism: The Temple

Key stage: 1

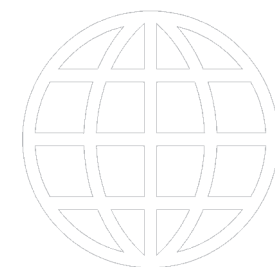
Year group 2

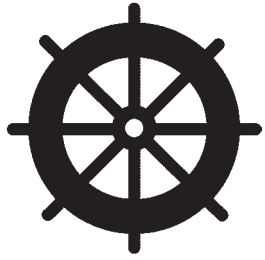
**Learning outcome:** To enable an understanding of how Hindu's worship.

<p><b>Learning about:</b> Temple is a special place for Hindus. Puja and devotion</p> <p><b>Learning from:</b> Some places are special. Importance of family</p>	<p><b>Activities</b></p> <ol style="list-style-type: none"><li>1. Share and draw children's own special places/objects.</li><li>2. Visit a Temple; use of senses to smell, listen, see, touch. Make observations, drawings - inside and outside.</li><li>3. Puja tray - drawings of the objects. Make a mobile of Puja objects.</li><li>4. Make a model shrine.</li><li>5. Make a model Mandir.</li><li>6. Recreate the smells, sounds, lights which would be found in a temple.</li></ol>	<p><b>Resources</b></p> <p>Tell Me a Story - RE Centre, BFSS National RE Centre Dogger - Shirley Hughes The Velveteen Rabbit Living Religions - Hinduism</p> <p><b>Cross curricular links</b></p> <p>English: AT1 Art: AT1 &amp; 2 DT: AT2</p>
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*Hinduism*





Buddhism

# Buddhism: key figures

Key stage: 1

Year group 2

**Learning Outcome:** To know and understand stories from the Buddha's life and begin to understand their significance for Buddhists.

**Learning about:**

The Buddha's Life

**Learning from:**

Media Images

Meditation

The importance of quiet

How we solve our personal problems

**Activities**

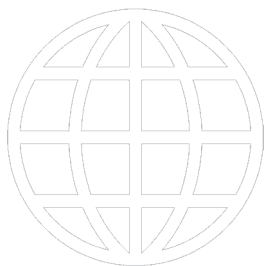
1. Discuss significant people and people who give us guidance.
2. Read the Buddha's birth/upbringing.  
Collect/collage images of wealth.
3. Read stories of the 4 signs of poverty.  
Identify images of poverty and suffering. Analyse new programmes for images that match.
4. Read the story of Buddha in the forest. How do we answer our questions?  
Ask children to find strategies for answering questions, real and abstract.  
Try some koans e.g. "How can you hear the sound of one hand clapping?"
5. Read story of the Buddha's enlightenment.  
What were his solutions?  
How did he arrive at them?
6. How do we answer ultimate questions which have no answer?

**Resources**

Buddhism for Key Stage 2 (Clear Vision)  
The Monkey King (Clear Vision)  
Little Buddha, The Story of Prince Siddharta  
G Mastrangelo - Barefoot Books

**Cross curricular links**

Art - evaluating images  
English - analysis of media



Key stage 2  
**Schemes of work**



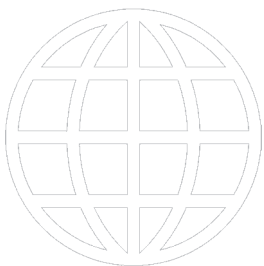
## Curriculum map for KS2

Y3	Codes of Conduct <i>Page 55</i>	Teachings of the Prophet Muhammed* <i>Page 56</i>	The Church Year <i>Page 57</i>	Pesach <i>Page 58</i>	Hindu ideas of God <i>Page 59</i>	
Y4	Sukkot <i>Page 60</i>	Advent <i>Page 61</i>	Holi/Raksha Bandhan <i>Page 62</i>	Qur'an <i>Page 63</i>	Sikh naming 5 'Ks' <i>Page 64/65</i>	Moral dilemmas <i>Page 66</i>
Y5	Rosh Hashanah <i>Page 67</i>	Images of Jesus <i>Page 68</i>	Hinduism Origins Reincarnation <i>Page 69</i>	The Gurdwara <i>Page 70</i>	The Buddhist Community <i>Page 71</i>	5 Pillars of Islam <i>Page 72</i>
Y6	Christian beliefs and values <i>Page 73</i>	The Sikh Gurus <i>Page 74</i>	Hanukkah <i>Page 75</i>	Wesak Buddha's birthday <i>Page 76</i>	Humanism World development <i>Page 77</i>	
All Years	Christmas <i>Page 78</i>	Easter <i>Page 79</i>				

The curriculum map is designed to help you find the subject listed within the schemes of work.

The page numbers shown on the map above will guide you to the specific area of work.

\* *Peace be upon him*



# Humanism: writings

Key stage: 2

Year group 3

**Learning outcome:** To understand that Humanists do not belong to a religious group, but have an individual code of conduct. Humanists are a group that do not believe in God.

**Learning about:**

What Humanists believe about God

**Learning from:**

The importance of sharing stories with a moral

**Activities**

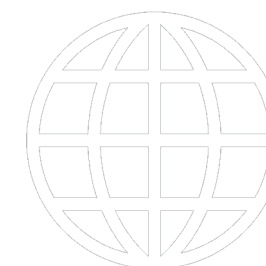
1. Introduce through school/classroom code. Certain incidents. Discussion of values.
2. Discuss role of God in their own faiths. Without a God what controls your behaviour?. Make a list of ethical, moral standards.
3. Introduce Humanism - listening/comprehension of factual knowledge.
4. Use Aesop's Fables by retelling and sequencing to establish ethical/moral code of conduct for non religious belief. (Marie Curie).

**Resources**

Aesop's Fables  
Marie Curie - RMEP  
Marie Curie Cancer Care Fund  
Terry Pratchett stories  
Tusk Tusk - David McKee

**Cross curricular links**

Citizenship (QCA)





Islam

# Islam: key figures

Key stage: 2

Year group 3

**Learning outcome:** To understand the message that the Prophet Muhammad\* taught - how people should live.

**Learning about:**

Stories from the life of the Prophet Muhammad\*

**Learning from:**

The importance and significance of leaders in helping us find direction

**Activities**

The life and teaching of the Prophet Muhammad.\*

1. The birth and childhood of the Prophet Muhammad.\*
2. The beginning of the Revelation
3. The Migration to Madinah
4. The Formation of the Holy Qur'an
5. The teachings of Islam about:  
Allah - Tawhid (oneness)  
Use calligraphy and the Shahadah to explore this

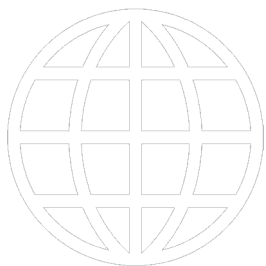
**Resources**

Islamic Story - J Rose - Folklore & Pattern  
BFSS National RE Centre  
Islam – R Tames - Watts  
Revised Model Syllabus, IQRA Trust, 1997

**Cross curricular links**

English

\* Peace be upon him



# Christianity: community

Key stage: 2

Year group 3

**Learning outcome:** To become aware that the term 'Church' is more than a building. The Christian Church is made up of many denominations. To become aware of the events in the Church year.

**Learning about:**

The Church as a Community  
Denomination  
The Church Year  
(Ecclesiastical Colours)

**Learning from:**

Going without/preparation  
Being part of a community

**Activities**

1. Community.  
Communities the children belong to e.g. schools, brownies and cubs - what it means to be part of a community - people of the church do things for the community, e.g. visit sick and elderly; help the homeless.
  - make a leaflet to promote the school
  - read/talk about 'gang stories' e.g. Famous Five
  - project to raise money for community.
2. The Church Year.
  - Easter, Ascension, Pentecost, Advent, Christmas, Epiphany, Ash Wednesday, Lent. Children draw a chart showing the different parts of the church year (sequencing the festivals in order).
3. Denominations e.g. Church of England, Roman Catholic, Baptist, Salvation Army, Methodist  
Group research into different denomination.
4. Interview Ministers/representatives of denominations.
  - Write up interviews, present as newspaper, book.

**Resources**

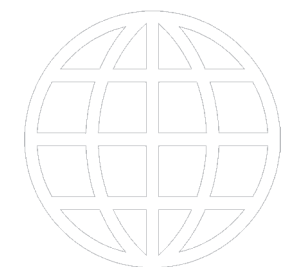
'Gang Stories' - e.g. Famous Five  
Easter - M Lynch - BFSS National RE Centre  
Living Religions - Christianity Parts 1 & 2 - C Richards (Ed)  
Teachers Bank - Nelson 1996  
Photopack - Festivals E McCreey, C Moorcroft, L Prior Folens 1996

**Cross curricular links**

DT - food technology.  
IT  
English  
History



Christianity





Judaism

## Judaism: celebration

Key stage: 2

Year group 3

**Learning outcome:** To understand the story of Passover (Pesach) and begin to be aware of the importance of taking responsibility.

**Learning about:**

Seder plate  
Passover  
Moses as a leader

**Learning from:**

Things have meanings  
The importance of leaders

**Activities**

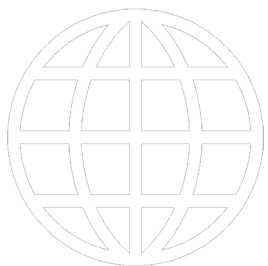
1. Talk about special foods, e.g. birthdays; what do the candles mean?  
Show Seder plate. Discuss meaning - draw it.
2. Make own Seder plate. Cut and colour.
3. Haggadah - Tell the story of the Passover - children's version.  
Make a mural of the plagues.
4. Make a Matzah & Haroseth.
5. Tell a story of Moses. How do we look after children/pets? What happens if we don't? Follow my leader.
6. Read a story e.g. Hansel & Gretel about being captured.  
What would it feel like to be free? Make a list of things they like to do - draw pictures.

**Resources**

Seder plate  
Story of Passover  
Story of Moses  
World of Festivals – Passover – EUMS

**Cross curricular links**

D & T - designing & making skills  
English - words associated with specific occasions



# Hindu Deities and their festivals

Key stage: 2

Year group 3

**Learning outcome:** To understand ways in which Hindus think of God.

## Learning about:

Lives of different Hindu Deities;  
Brahma, Shiva, Vishnu, Krishna, Rama,  
Sita, Ganesh

One God represented in many forms  
especially. Brahma, Shiva & Vishnu

## Learning from:

Our different roles

## Activities

1. Talk about how we may have different jobs to do but we are still the same person. Bring in photographs of our relatives.
2. Think about and discuss our relationships with other people.
3. Read the stories of Ganesh. The Birth of Ganesh and The Moon Laughs at Ganesh.
4. Cover a model of Ganesh - describe by touching.
5. Read some stories about Krishna. The Butter Thief/The Cow Herds. Discuss notion of behaviour with children - is it alright to be naughty/steal/tell lies?

## Resources

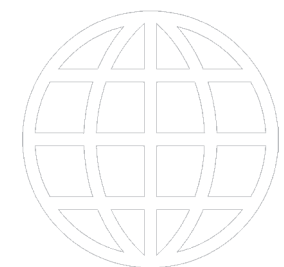
The Birth of Krishna - retold by Owen Cole & Judith Lowndes (Heinemann)  
Hindu Story & Symbol - RE Centre -  
Jenny Rose - BFSS National RE Centre

## Cross curricular links

English



*Hinduism*





Judaism

# Judaism: celebrations

Key stage: 2

Year group 4

**Learning outcome:** To understand the importance of hospitality.

**Learning about:**

Sukkot is a special time  
 Jews are encouraged to be hospitable  
 God provides

**Learning from:**

How do we treat guests?  
 The importance of being welcoming  
 and how to behave as a guest

**Activities**

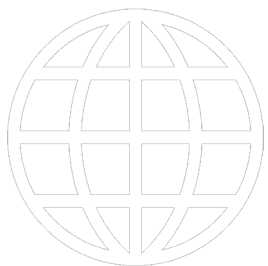
1. Tell the story of Abraham and the three strangers. Talk about nomads and their shelters. Sequence the story.
2. Make marzipan fruits to celebrate God's bounty/Harvest. Prepare for the Sukkah.
3. Build a Sukkah or model. Decorate with fruit etc. Invite guests and share food. How do we greet/treat guests at home and class?
4. Visit a Sukkah at a synagogue (e.g. West London). A story of Abraham (sequence).

**Resources**

Curriculum Bank Religious Education - B&L Gent - Scholastic 1997  
 Animated Bible Stories - Abraham

**Cross curricular links**

D & T - designing and making skills



# Christianity: celebrations

Key stage:2

Year group 4

**Learning outcome:** To gain an understanding of the importance and significance of celebration within Christianity.

## Learning about:

Advent worship  
Lord's Prayer  
Communion  
Jesus' Baptism

## Learning from:

That preparing and anticipation are important  
That there are moments which change your life

## Activities

1. Introduction - Advent is a festival of waiting. How do we feel when we wait for something? What things are difficult to wait for? How do we make the time go quickly? How do we feel when the thing we have been waiting for arrives?
  - make an advent calendar
  - Christingle
2. Discussion of things that are important to you and how you show their importance.
3. Prayer - mediation, rosary beads, candles, group/individual. What is prayer? Thinking things over. Aids to concentration. Lord's Prayer.
4. Holy Communion - chalice, paten, observational drawings, symbolism of bread and wine.  
Last Supper:
  - look at art work
  - conversation at the table
5. Read story of Jesus' Baptism in Mark and Matthew and compare the accounts; Jordan River.
6. Worship - fellowship, coming together as a group; times when people come together in school, eg. assembly, playtime.

## Resources

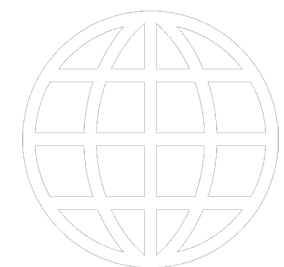
100 Ideas for RE - Collins Edition  
Living Religions - Christianity - L Richards (Edition)  
Videos on Worship/Hymns/Prayer  
J Logan - Artefact for an Occasion - BFSS National RE Centre 1996  
Artefacts - chalice & paten, grape juice, bread, font  
Pictures/paintings of the Last Supper - available from the Pauline Bookshop (see address on page 83)

## Cross curricular links

Art  
History  
English

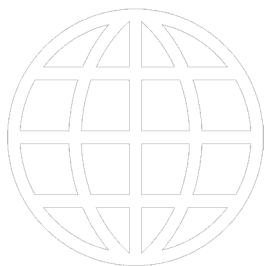


Christianity





Hinduism



# Hinduism: Holi/Raksha Bandhan

Key stage: 2

Year group 4

**Learning outcome:** To understand how Hindus celebrate Raksha Bandhan/Holi.

**Learning about:**

How Hindus celebrate two festivals: Holi/Raksha Bandhan

**Learning from:**

To explore the significance of fun in celebrations

**Activities**

1. Holi:
  - make 'fire words' for descriptive work.
  - colour poems - what is red?
  - make up jokes and riddles.
  - tell stories of Krishna's childhood e.g. Krishna and the butter thief.
  - discuss the notion of good over bad and how this is represented in the world.
  - tell the story of Holi and how it is celebrated.
  - play some Indian music - make up dances using ribbons.
  - Batique - tie dye.
  - elephant masks.
2. Raksha Bandhan:
  - tell the story of how it is celebrated.
  - discuss the importance of brothers and sisters and friendship - make a friendship bracelet.

**Resources**

A World of Festivals - Holi Dilip Kadodwala (Evans Brothers Limited)  
 Living Religions - Hinduism  
 Hindu Story & Symbol - Jenny Rose  
 BFSS National RE Centre  
 Brothers and Sisters - McMillan  
 Children Just Like Me - Celebrations - UNICEF/Dorling Kindesley 1997  
 The Story of Prince Prahlad - Heinemann

**Cross curricular links**

English  
 Music  
 Art

# Islam: books and writings

Key stage: 2

Year group 4

**Learning outcome:** To understand that the Qur'an is the Word of God, revealed to Muhammad\*, and seen as the chief source of guidance for Muslims.

**Learning about:**

The significance of the Holy Qur'an and other writings

**Learning from:**

That it is important to record stories from our tradition and heritage

That it is important to handle books with care and respect

That different stories have different values and meanings

**Activities**

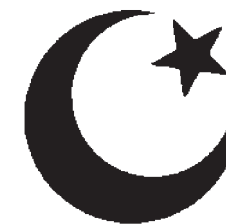
1. Introduction - have a copy of the Qur'an in English, still showing respect. Read some of the stories to experience the language e.g. creation stories (*Surah 14:32, Surah 40:57, Surah 18:7*).
2. The importance of the Holy Qur'an as a book for guidance (*Surahs 2:2, 16:89, 72:1-2*).
3. Find some of the 99 names of Allah.  
Photocopies of a selection available to colour/decorate/copy.  
Some 'by heart' learning to emphasise many Muslims have memorised the whole of the Qur'an or part of it.
4. Think of 99 (positive!) ways to describe someone you like.  
How many did you get?  
How difficult is it?  
Why do you think it is important for Muslims to use these 'names'?

**Resources**

Copy of Qur'an in Arabic & English  
Artefacts for an Occasion by J Logan (for details of how to use Qur'an)  
Curriculum Bank - B&L Gent - RE Scholastic  
Revised Model Syllabus, IQRA Trust, 1997  
Qur'an Stand

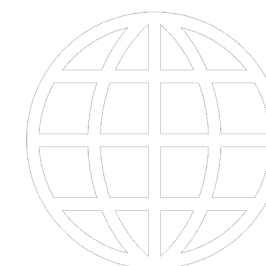
**Cross curricular links**

English



Islam

\* Peace be upon him





Sikhism

## Sikhism: community

Key stage: 2

Year group 4

**Learning outcome:** To know and understand something of the distinctive nature of being a Sikh.

1. To understand the specific symbols in Sikhism.
2. To become familiar with the activities associated with the festival of Baisakhi.

### Learning about:

Being a Sikh  
5 'Ks'  
Festival of Baisakhi  
Celebrating babies; the naming ceremony

### Learning from:

Symbols that show you belong  
People that you trust at home and in the community  
Celebrating and naming babies

### Activities

1. Talk about the rules we have at school and why they are there. Talk about what identifies you as a member of school and other organisations (brownies, cubs, football, judo). Activity: collect photos/pictures of people who wear a uniform - label parts. Discuss the messages that can be conveyed e.g. policeman carries notebook, radio, truncheon. Activity: show a chart of the 5 'Ks' and discuss the significance of the objects = symbols of belonging. Label pictures and describe the 5 'Ks'.
2. Introduction - Baisakhi is a New Year Festival (but usually falls in April). Talk to the children about other spring festivals (Holi, Easter - draw similarities). Talk about what happens - special clothes, special food, sport, hockey, the flag - family activities. Read the story of Guru Gobind Singh (do not depict Gurus).  
  
Use the children as part of the crowd and help them to participate in the story - reactions. Theme of the story is trust.  
  
Discuss with the children - who, in home and community, you trust and why? Activity: shared writing.  
  
Brainstorm words associated with trust - write a group poem. Translate the story into a script (for a short play).

### Resources

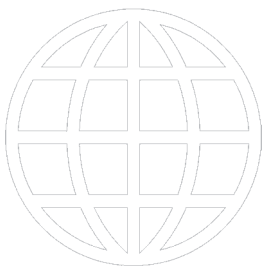
World Religions - Sikhism - Wayland  
Discovering Sacred Texts The Guru Granth Sahib - Heinemann  
Living Religions - Sikhism - Thomas Nelson & Sons  
What Do We Know About Sikhism  
Ideas Bank Sikhism - Folens

### Artefacts:

The 5 'Ks'

### Cross curricular links

Art  
English  
Drama



*Continued from overleaf*

**Learning outcome:** 3. To understand the Sikh naming ceremony

**Learning about:**

Celebrating babies: the naming ceremony

**Learning from:**

Celebrations of birth in other religions

3. Introduction: talk about how other religions celebrate the birth of babies. For the Sikh family, after the baby is born the whole family visit the Gurdwara to thank God for the child. The Guru Granth Sahib is opened at a page by random. The first letter of a word, of the chosen hymn becomes the first letter of the child's name. The parents then select a name. Sikh names are unisex.

Activities: Children carry out a survey of names in class/key stage/school. Present findings with charts and graphs. Research the 'popular' names in the six main religions.

Ask children to find out why they were given their own names (and family names?)

Research name books that give the meanings behind names.

Illustrate the initial of their first name.

**Resources**

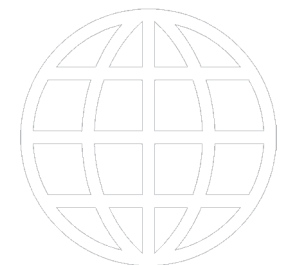
Sikhism photopack - Nelson  
Curriculum Bank Religious Education - B&L Gent - Scholastic 1997

**Cross curricular links**

Maths - data handling  
Research skills  
Art



*Sikhism*





Humanism

# Humanism: key figures

Key stage: 2

Year group 4

**Learning outcome:** To understand that some people choose not to believe in God and base their lives on what they believe to be right.

**Learning about:**

How some people choose to believe in the common good rather than a Deity

**Learning from:**

The importance of shared experience

**Activities**

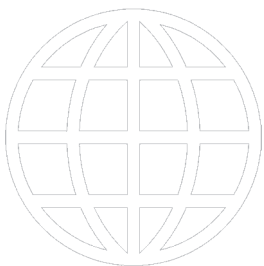
1. Discuss how people decide what is right and what is not.
2. Play 'moral dilemmas', discuss motivation, whether you do something because you're afraid of the consequences.
3. Compare explanations of phenomena. How was the world created? What makes thunder or a rainbow?
4. Discuss the importance of asking 'why' and 'how' questions.
5. Talk about important questions about the world, people etc. and less important questions.
6. Use extracts from 'Sophie's World' to help children explore philosophical questions.
7. Explore different ways in which people attribute 'meaning' to events and how some choose not to believe in a God, but in human responsibility alone.

**Resources**

Creation stories.  
 Stories which explain natural phenomena - 'Just so stories'  
 Sophie's World – Jocelyn Gardener

**Cross curricular links**

PSHE



# Judaism: places/celebration

Key stage: 2

Year group 5

**Learning outcome:** To know and understand that Rosh Hashanah and Yom Kippur are times for judgements, repentance and forgiveness

**Learning about:**

Repentance  
Judgement  
Forgiveness  
Jewish Months  
Shofar  
Rosh Hashanah  
Yom Kippur  
Tishri

**Learning from:**

The importance of justice, forgiveness and saying sorry

**Activities**

1. Introduce the New Year. Show cards and Hebrew greetings etc. Make New Year cards and eat apple and honey.
2. Discuss Jewish calendar with Hebrew names of months. Make a calendar.
3. The birthday of the world. Date/year. What would you give the world on its birthday?
4. Discuss regrets from the last year. Write on paper or use breadcrumbs and throw into water. Discuss repentance. How do we say sorry? (Tashlich).
5. Show Shofar, blown to wake up the soul, fasting for 24 hours etc. Why do we say sorry? How? How does it make us feel?
6. Read the story of Jonah and the Whale. Make a whale with pop-up Jonah.

**Resources**

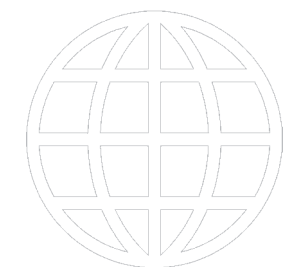
Shofar  
Story of Jonah  
Curriculum Bank Religious Education - B&L Gent - Scholastic 1997

**Cross curricular links**

Autumn  
Maths - time



*Judaism*





Christianity

# Christianity: writings & key figures

Key stage: 2

Year group 5

**Learning outcome:** To understand that Christians use the Bible as a guide and inspiration; that there is no one image of Jesus and that strong beliefs in Jesus' message through the Bible can change peoples' lives.

**Learning about:**

Christians use the Bible as a guide and inspiration

Images of Jesus

Contemporary and historical figures whose lives have been changed by their beliefs

**Learning from:**

The importance of having a good self image

Peoples' lives having being/can be changed by their beliefs

**Activities**

1. Images of Jesus in art, e.g. pictures, icons, statues, etc. Symbols of Jesus.

- look at various pictures and compare.
- paint/draw/model own ideas of Jesus.\*

2. Contemporary/non-contemporary figures whose lives have been changed by their beliefs such as; Tudors - Thomas Moore.

Victorians - Elizabeth Fry, Lord Shaftesbury, Mary Seacole.

20th Century, Archbishop Tutu, M.L.King, Brian Keenan.

The problem of peer pressure could be a good introduction to this unit.

Group research.

Debates.

Presentation - be that person and try to convince others to change.

3. Bible as a guide for Christians.

Look at Letters, Acts, etc. Discuss how Christians use this part of the Bible as a guide for living e.g: carrying on Jesus' work.

- how the Bible came to us in its present form.

**Resources**

Pictures/statues of Jesus

Texts on lives of figures

Christianity Topic Books 1, 2, 3 - Margaret Cooling (RMEP)

The Lion Children's Bible 1991- P Alexander

Jesus through Art - Margaret Cooling - RMEP 1998

How the Bible came to us - Meryl Doney - Lion 1985

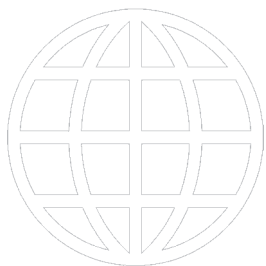
QCA RE Schemes, Unit 3L

**Cross curricular links**

Art

History

\*NB: Some Muslim pupils may find this activity difficult. Alternative activities may need to be planned.



# Hinduism as an Indian religion

Key stage: 2

Year group 5

**Learning outcome:** To understand beliefs of reincarnation and the origins of the Hindu religion

## Learning about:

How Hinduism developed - an introduction

Beliefs about reincarnation. Caste, Dharma and its impact on lifestyle  
Ganges and Himalayas

## Learning from:

The importance of doing good things

## Activities

1. Look at a map of India - draw own map, marking important cities.
2. Discuss the Aryan Invasion, which is crucial to an understanding of Hinduism.
3. Compare India to a part of England.
4. Talk about the caste system and the fact that different regions have different festivals. (Talk about different groups that we belong to).
5. Read 'Mountains of Tibet'. (NB This is a Buddhist story but explains reincarnation well).
6. Reincarnation depends on Karma Play 'Hindu Game of Life'.
7. Creative writing - who or what would you be if you came back in another form?

## Resources

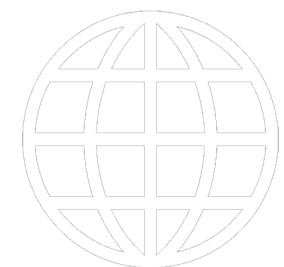
Stories for Thinking - Robert Fisher  
Philosophy for Picture Books - Reading University  
Hindu Game of Life in Worlds of Differences - Martin Palmer

## Cross curricular links

English  
Geography

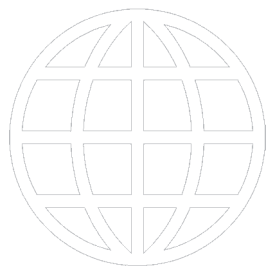


*Hinduism*





Sikhism



## Sikhism: places

Key stage: 2

Year group 5

**Learning outcome:** To know the structure of a Gurdwara and understand the significance of the Guru Granth Sahib

### Learning about:

The Gurdwara as a focus for the Sikh community

The Langar

The Guru Granth Sahib

The building and the rituals

### Learning from:

Places that are special

Sharing and caring in the community

### Activities

1. Religions have special places dedicated for worship.  
Refer to and discuss other visits to places of worship and the special books for other religions already taught.  
Talk about all buildings having something in common, special purpose, special equipment. What do places of worship have in common? Special people to lead, special book, big hall, symbols, congregation, festivals/celebrations/services.
2. Visit: Look at the Gurdwara as a focus for the community. Importance of the different rooms, the prayer hall, the Langar (kitchen/dining room where everyone who attends a service are expected to stay, sit and eat together).  
The Guru Granth Sahib and the canopy which protects it.  
Draw a sketch plan of the Gurdwara.  
Sketch artefacts and symbols.  
Describe how Sikhs worship (the service).  
Descriptions of how it feels to be in a special place (feelings, expectations).  
Links between worship and music. Compose similar/own versions of music.  
Make a model of the Gurdwara (or a new one).  
Guru Granth Sahib research. Write about the case of the book, the significance for the Sikhs, its history, the language of Punjabi.  
Talk about "The Living Word of God."  
Cooking vegetarian food.

### Resources

Visit a Gurdwara (Shepherds Bush, Southfields and Hounslow)

Video: 'What's it like to be a Sikh?'

Beliefs and Cultures: Sikhs - Watts

Visit a virtual Gurdwara – [www.sikhnet.com](http://www.sikhnet.com)

### Cross curricular links

Maths

Art

English - Research Skills

Music

DT

Food Technology

# Buddhism: community

Key stage: 2

Year group 5

**Learning outcome:** To understand the role of the Vihara and its place within the Buddhist community.

**Learning about:**

Buddhist Community  
Vihara  
Sangha

**Learning from:**

Personal experience of quiet times.  
The need to think. Being part of a community. Helping others

**Activities**

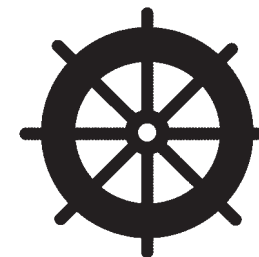
1. Discuss how the school serves the community e.g. play centre, charity work. Design a flyer to encourage people to support a cause/the community.
2. Watch programme 3 'The Sangha' (Buddhism for KS2).
3. Visit a Vihara.  
(Chiswick, Wimbledon, London Buddhist Centre).
4. Design a Vihara.
5. Design and make a 'thinking corner' in the classroom.
6. Discuss the people/jobs necessary for a community to work. Make lists of roles and functions.
7. Discuss communities within a community e.g. class, whole school, neighbourhood.
8. Compare a monk/nun's day with children's day.

**Resources**

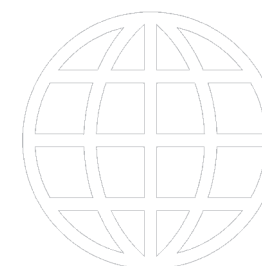
Buddhism for Key Stage 2 (Clear Vision)  
Buddhism - World Religions - Catherine Hewitt - Wayland  
Buddhism - Ideas Bank - Lesley Prior - Folens  
Belief and Cultures – Buddhism - Watts

**Cross curricular links**

DT - designing and making  
English - speaking/listening  
PHSE - community



*Buddhism*





Islam

# Islam: practices

Key stage: 2

Year group 5

**Learning outcome:** To have an understanding of five important practices for Islam.  
To consider the importance of guidance to live by.

**Learning about:**

- Shahadah - declaration of faith
- Salah - prayer
- Zakah - alms
- Saum - fasting
- Hajj - pilgrimage

**Learning from:**

The importance of guidelines to live by

**Activities**

The Five Pillars of Wisdom

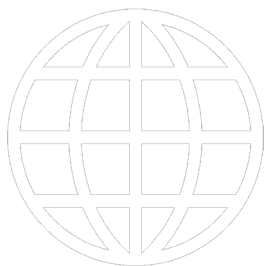
1. Introduce the idea of the five separate elements and their significance.
2. Make a construction/building, something with five parts and the idea that if you take one part away, it would fall down - they are all needed to lead a way of life.
3. Explore each of the five aspects of Islam.  
Shahadah - professing faith in Allah.  
Salah - the significance of prayer 5 times a day.  
Saum - the importance of fasting as a way to 'think' about Allah and those less fortunate.  
Hajj - the importance of the pilgrimage
4. What rules/guidance do the class have which shapes their lives?

**Resources**

- Islam Khadijah Knight Wayland 1995
- The Muslim Mosque - Umar Hegadüs - A&C Black 1997
- Islamic belief and practice - J Rose - BFSS National RE Centre
- The Five Pillars of Islam - Poster PCET Revised Model Syllabus, IQRA Trust, 1997

**Cross curricular links**

- PSHE
- English
- Art



# Christianity: beliefs and values

Key stage: 2

Year group 6

**Learning outcome:** To gain a greater understanding of the Christian concept of God.  
To learn about individual pupil perceptions of God.

## Learning about:

Only one God understood by Christians as Father/Son/Holy Spirit.  
- Christians believe all humans are made in the image of God and all human life is special

## Learning from:

Each of us has different ways of being perceive. Friendships

## Activities

1. Disciples and apostles, friendship. What makes a good friend? Describe your friend, "above the surface and below the surface" - what are they really like?
2. Stories about Jesus and the disciples - Peter, Pentecost and Whitsun – Introduction: tell the story from Acts 2: Birthday of the Church introduces Holy Spirit.
3. Think about different languages children speak. Listen to a variety of tapes with different languages; how does it feel not to understand? Confusing, bewildering.
4. Trinity.  
How many different people are you? (Daughter, niece, aunt, cousin, uncle, teacher). You are still one person.  
  
There is one God understood by Christians as Father/Son/Holy Spirit (compare to ice, water, steam). God the Father; Creator of World, God the Son, Jesus - (human form), God the Holy Spirit, God in Action.

## Resources

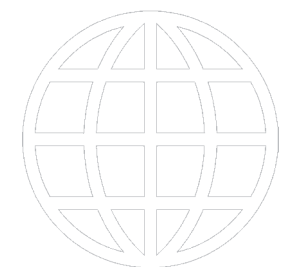
Bible  
Tapes of different languages  
Christianity Book 2 - Margaret Cooling

## Cross curricular links

English  
Science



Christianity





Sikhism

## Sikhism: key figures

Key stage: 2

Year group 6

**Learning outcome:** To understand some of the stories that are central to the Sikh religion.

### Learning about:

Stories from the lives of the Gurus  
Guru Nanak  
Guru Gobind Singh

### Learning from:

People who are special  
People who influence how we behave and live

### Activities

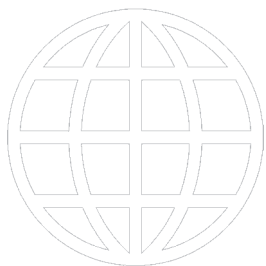
1. What makes a leader? Make a list of leaders. Why do people become leaders? (elected, born to be, chosen to be, inspired).  
Interview headteacher/religious leader and ask them what qualities they think are important to be a good leader.  
Write a 'job description' for a leader.
2. The Ten Gurus.  
Talk about how the Ten Gurus contributed to the development of Sikhism.  
Match the Gurus to their particular contribution. Focus on Guru Nanak (The First Leader).
3. Tell the story of Guru Nanak, how he spreads his message.
4. Focus on Guru Gobind Singh (The Last Leader).
  - Activities for any story told.
  - A time line showing the lives of the ten Gurus.
  - Research information on one specific Guru.
  - Biography of Guru Nanak.
  - Sequence a story (with pictures).
  - Make a comic strip of a story.
  - Tell the story from a particular character's point of view.
  - Description of a character from a story.
  - Conversation between characters in a story.
  - Change the ending of a story.
5. Write a story following one of the themes (trust, friendship, loyalty, honour).
6. Trace the journey of Guru Nanak on a map.

### Resources

Sikh Stories - Wayland.  
Stories from the Sikh World - MacDonald  
Resource List as Year 3  
The Wealthy Banker of Lahore  
The Bowl of Milk and the Jasmine Flower

### Cross curricular links

History  
English  
Geography



# Judaism: community/celebration

Key stage: 2

Year group 6

**Learning outcome:** To have an understanding of the importance and significance of celebration in the Jewish Community.

**Learning about:**

Jewish Festivals

**Learning from:**

Dedication

Commitment

Justice

Fun

**Activities**

1. Hanukkah - tell the story of the Jews conquering the Syrian Greeks and the miracle of the oil. Enact the story, rededication of the temple.
2. Make Hanukkah, eat doughnuts fried in oil, play the dreidel game, emphasise freedom and standing up for what you believe in, songs.
3. Purim - preparation, tell story (book of Ester), make something to make noise (yoghurt pots and beans). Make masks/costume.
4. Read the story, boo for Haman (use rattles) cheer for Ester (eat Hamantaschen).
5. Shavuot - Story of Moses, Ten Commandments, giving of the Torah. Make up own Ten Commandments.

**Resources**

Two Candles Burn - Stephen Melzack (Cassette from Jewish Education Bureau)

Artefacts - Hannukiah, dreidal Gregor (rattle.)

Children's Megillah (Scroll of Ester.)

Curriculum Bank KS2 - B& L Gent - Scholastic

Festivals - McCreery et al - Folens 1996

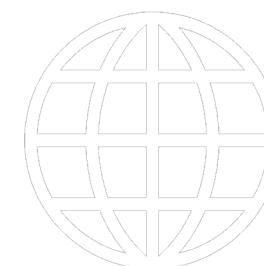
**Cross curricular links**

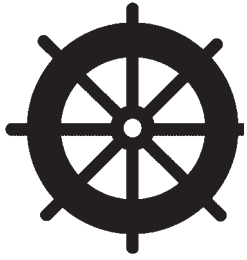
English - speaking and listening

D & T - food



*Judaism*





*Buddhism*

# Buddhism: celebrations

Key stage: 2

Year group 6

**Learning outcome:** To understand how some Buddhists celebrate the Buddha's birthday and life.

**Learning about:**

Wesak  
Mandalas  
Worship and meditation

**Learning from:**

Own anniversaries  
Changes in own life (link with changing schools)

**Activities**

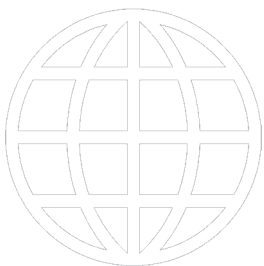
1. Investigate religious festivals linked to key figures. Plot onto a calendar/chart.
2. Discuss special anniversaries. How do they commemorate events? What sort of events, i.e. good or bad?
3. Programme 4 - meditation and worship. Buddhism for KS2 Clear Vision.
4. Investigate how Wesak is celebrated in different communities.
5. Discuss the concept of permanence. 'The only permanent thing is change'.
6. Make sand Mandalas as a way of remembering that everything changes.

**Resources**

Buddhism for Key Stage 2 (Clear Vision Trust)  
Buddhism - Ideas Bank - Lesley Prior - Folens  
Mandala for Children - Green Submarine  
The Buddha's Birthday - Bridges to Religions - Heinemann

**Cross curricular links**

Art - designing and making  
English - researching/using information



# Humanism

Key stage: 2

Year group 6

**Learning outcome:** To begin to understand how Humanists place emphasis on scientific views of the world's development.

**Learning about:**

How Humanist thinkers interpret the origin of the world

**Learning from:**

How we get our own ideas of the world

**Activities**

1. Read a selection of 'Creation Stories' and explore what meaning they have.
2. Explore the scientific explanations for the origins of the world.
3. Talk about people's search for meaning and how humanist understanding does not involve any idea of a creator.
4. The children create their own stories of the world's origins using:
  - a) myth as a tool for understanding
  - b) science as a tool for understanding.
5. Present the stories to the class assembly and discuss how compatible the two stories are.

**Resources**

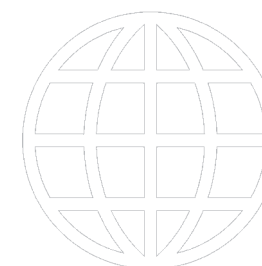
M. Lynch - Creation Stories BFSS  
National RE Centre  
A. Wood - Creation Stories C4  
The Humanist Dipper - produced by the British Humanist Association

**Cross curricular links**

English - forms of writing  
Science



Humanism





Christian

# Christianity: Christmas

Key stage: 1 & 2

Year group: all

## Suggestions for developing Christmas as a theme throughout the school.

**Story:**

Matthew: 1-16 - 2.23

Luke: 2:1 - 2.52

**Activities**

**Matthew:**

- Birth at Bethlehem.
- Three Wise Men - star.
- Flight to Egypt.
- Murder of innocents.
- Return to Nazareth.

**Symbols**

- Darkness/light.
- Christingle.
- Gifts.
- Tree.

**Luke:**

- Visit of Gabriel.
- Census of Caesar Augustus.
- Journey from Nazareth to Bethlehem.
- Birth in a manger.
- Shepherds.
- Journey to Jerusalem.
- Return to Nazareth.

**Rituals:**

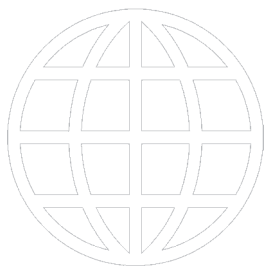
- Greeting cards.
- Food.
- Advent calendar.
- Decoration.
- Pantomime.
- Crib.
- Carols.

**Topics**

- The Christmas Story
- Babies
- Light/darkness
- Homes/houses
- Refugees
- Journeys
- Gifts and giving
- Christmas in other lands

**Inner meanings:**

- Light conquers dark
- Good overcomes evil
- Jesus, the light of the world
- Jesus as gift
- Love, peace
- Care for poor
- New beginnings
- Babies and their potential



# Christianity: Easter

Key stage: 1 & 2

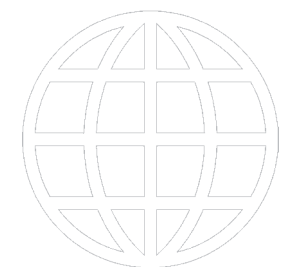
Year group: all

## The Easter Story. Progression and development, possibilities.

Learning about:	Activities	Resources
New life from old (Reception class)	Bulbs, eggs, frogspawn, spring colours, flowers. life cycle of caterpillar. Jesus has a new way of being alive. Easter gardens.	Very Hungry Caterpillar - Eric Carle - Picture Puffin
Focus on Easter Story (Year 1)	A simple retelling.	
Focus on death and Good Friday (Year 2)	Good Friday - Christians remember the death of Jesus and his gifts to them.	Badger's Parting Gifts - Susan Varley. Dogger - Shirley Hughes
Focus on Paschal candle (Year 3)	Meaning, symbolism. Use in liturgy.  Theme of light and darkness. OR What it means to be a leader - Styles of leadership - Jesus as leader.	Charlotte's Web - E. White
Focus on Last Supper (Year 4)	Context of Seder meal at Passover. Theme - special meals, special times.	
Focus on retelling the story (Year 5)	Stations of the cross.	The Lion, the Witch and the Wardrobe - C.S. Lewis
Focus on friendship and betrayal (Year 6)	Jesus and Judas. Jesus and Peter - the betrayal. Jesus and Peter - the meal at dawn by the lake (John 21).	



Christian





# Part three

## Appendices

Content	Page
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Glossary of terms	87
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A to Z index	121



## Useful addresses and resource information

**BFSS National RE Centre**

Brunel University  
Osterley Campus  
Borough Road  
Isleworth  
Middx TW7 5DU  
Tel: 020 8891 0121 Extn: 2658  
Fax: 020 8891 8211  
Publications  
In-service training  
A wide range of centre courses

**Board of Deputies of British Jews**

Education Department  
Woburn House  
Tavistock Square  
London WC1H 0EZ  
Tel: 020 7543 5400  
Fax: 020 7388 5848

**The Buddhist Society**

58 Eccleston Square  
London SW1V 1PH  
Tel: 020 7834 5858  
Providers of information and advice on  
Buddhism

**Baha'i Publishing Trust**

6 Mount Pleasant  
Oakham  
Leicestershire  
LE15 6HU  
Produces a variety of publications on the  
Baha'i faith

**The British Humanist Association**

14 Lamb's Conduit Passage  
London WC1R 4RH  
Tel: 020 7430 0908  
Fax: 020 7430 1271  
Produce a number of useful resources on  
teaching Humanism. They also offer advice

**Catholic Truth Society Shop**

25 Ashley Place  
London SW1P 1LT  
Tel: 020 7834 1363  
Information on Roman Catholicism

**Catholic Truth Society**

38-40 Eccleston Square  
London SW1V 1PD  
Tel: 020 7834 4392  
Information on Roman Catholicism

**Christian Aid**

Inter-Church House  
35-41 Lower Marsh  
London SE1 7RL  
Tel: 020 7620 4444  
Provides a wide variety of resources, and  
offers advice of its work and the work of aid  
agencies

**Church House Bookshop**

31 Great Smith Street  
London SW1P 3BN  
Tel: 020 7898 1306

**Council of Christians and Jews**

1 Dennington Park Road  
London NW6 1AX  
Tel: 020 7794 8178  
Produces a number of publication relating to  
Christian/Jewish Dialogue

**IQRA Trust**

16 Grosvenor Crescent  
London  
SW1X 7EP  
Tel: 020 7838 7987  
Fax: 020 7245 6386  
Publications  
Provides advice on Islam

**Islamic Book Centre**

120 Drummond Street  
London NW1E 2HL  
Tel: 020 7388 0710  
An excellent source of Islamic books and  
artefacts

**The Islamic Foundation**

Markfield Dawah Centre  
Ratby Lane  
Markfield  
Leicester  
LE6 0RN  
Tel: 01530 244 944/5  
Fax: 01530 244 946  
Resources for Islam

**ISKCON Education Services**

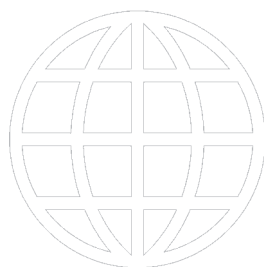
Bhaktivedanta Manor  
Letchmore Heath  
Watford  
Herts WD2 8EP  
Tel: 01923 859 578  
Fax: 01923 852 896  
Provides information.  
Offers courses on Hinduism and Krishna  
Consciousness

**Islamic Cultural Centre**

Park Road  
London NW8  
Tel: 020 7724 3363  
Information on Islam

**Jewish Education Bureau**

8 Westcome Avenue  
Leeds LS8 1BS  
Tel: 01532 663 613  
Fax: 01532 697 318  
Jewish books, artefacts, etc.  
Offers advice



**Jewish Memorial Council Bookshop**

25 Enford Street  
London W1  
Tel: 020 7724 7778  
Jewish books and artefacts

**Jerusalem the Golden**

146a Golders Green Road  
London NW11  
Tel: 020 8455 4960  
A Jewish supermarket with a wide selection of Judaica

**Jehovah's Witnesses**

Watch Tower Bible & Tract Society  
The Ridgeway  
London NW7 1RN  
Tel: 020 8906 2211  
Offers information about Jehovah's Witnesses

**Oxfam Development Education**

232 - 242 Vauxhall Bridge Road  
Victoria  
London  
Tel: 020 7931 7660  
Fax: 020 7828 8955  
Catalogue resources for teachers

**Manor House Books**

80 East End Road  
Finchley  
London N3 2SY  
020 8349 9484  
Jewish resources and books

**The National Society**

Religious Education Centre  
36 Causton Street  
London SW1P 4AU  
Tel: 020 7932 1190  
Has a resource library and publications.  
A Church of England Foundation with a wide range of resources

**The National Spiritual Assembly of the Baha'i Faith**

27 Rutland Gate  
London SW7 1DD  
Tel: 020 7377 7589  
Information on the Baha'is

**OXFAM**

Youth & Education Dept  
274 Banbury Road  
Oxford  
OX2 7DZ  
Tel: 01865 311 311

World development  
Schools liaison

**Pauline Bookshop**

199 Kensington High Street  
London W8 6BA  
020 7493 1851

**Peace Pledge Union**

41b Brecknock Road  
London N7 0BT  
Tel: 020 7424 9444  
[www.ppu.org.uk](http://www.ppu.org.uk)

**Pictorial Charts Education Trust**

17 Kirchen Road  
London W13 0UD  
Tel: 020 8567 9206  
Fax: 020 8566 5120  
Posters for RE at all Key Stages

**Religious Society of Friends (Quakers)**

Friends House  
Euston Road  
London NW1 2BJ  
Tel: 020 7387 3601  
Provides a variety of materials about the Quaker tradition

**The Regional RE Centre (Midlands)**

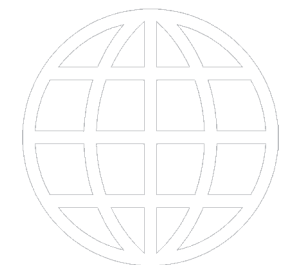
Westhill College  
Weoley Park Road  
Selly Oak  
Birmingham B29 6LL  
Tel: 0121 472 7245 Extn: 258  
Produces resources and runs a centre serving the Midlands

**St Paul's by Westminster Cathedral Bookshop**

Francis Street  
London SW1  
Tel: 020 7828 5582  
A good source of books/materials from the Christian tradition

**Salvation Army International Headquarters**

Schools Information Service  
101 Queen Victoria Street  
London EC4P 4EP  
Tel: 020 7236 5222  
Information on the Salvation Army



## List of video suppliers

**Academy TV**

(Please see Yorkshire National Thompson  
Multimedia)

**Bible Society**

Stonehill Green  
Westlea  
Swindon SN5 7DG  
01793 418 100

**BBC Education**

White City  
London W12 7TS  
020 8746 1111

**Central**

The Video Resource Unit  
Central House  
Broad Street  
Birmingham B1 2JP  
0121 643 9898

**Catholic Truth Society**

192 Vauxhall Bridge Road  
London SW1V 1PD  
020 7834 4392

**Christian Aid**

Po Box 100  
London SE1 7RT  
020 7620 4444

**Concord Video & Film Council Ltd**

201 Felixstowe Road  
Ipswich  
Suffolk IP3 9BJ  
01473 715 754

**CTVC**

Hillside  
Merry Hill Road  
Bushey  
Herts WD2 1DR  
020 8950 4426

**Educational Media Film & Video Ltd**

235 Imperial Drive  
Rayners Lane  
Harrow  
Middx HA2 7HE  
020 8868 1908

**The Educational Television Co Ltd**

(Distributors For Channel 4 Itv Educational  
Videos)  
P O Box 100  
Warwick CV34 6TZ  
01926 433333

**English Heritage**

P O Box 229  
Northampton NN6 9RY  
01604 781 163

**Focal Point Audio Visual Ltd**

251 Copnor Road  
Portsmouth  
Hants PO3 5EE  
01705 665 249

**Open University Educational  
Enterprises Ltd**

12 Cofferidge Close  
Stony Stratford  
Milton Keynes  
MK11 1BY  
01908 261 001

**Oxfam Publishing**

274 Banbury Road  
Oxford OX2 7DZ  
01865 313 925

**Veritas Book & Video Distribution**

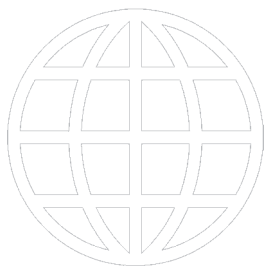
Lower Avenue  
Leamington Spa  
Warwickshire CV31 3NP  
01926 451730

**Viewtech Film & Video**

161 Winchester Road  
Brislington  
Bristol BS4 3NJ  
0117 977 3422

**Yorkshire National Thompson  
Multimedia**

104 Kirkstall Road  
Leeds LS3 1JS  
0113 461 528



# Sources of artefacts

## Articles of Faith Ltd

Resources House  
Kay Street  
Bury BL9 6BU  
Tel: 0161 705 1878  
Fax: 0161 763 3421

## Religion in Evidence

Unit 7  
Monk Road  
Alfreton  
Derbyshire DE55 7RL  
Tel: 01773 830 255  
Fax: 01773 830 325

## Artefacts to Order

Sue Perry  
17 South Brink  
Wisbech  
Cambridgeshire PE13 1JQ  
Tel: 01945 587 452

## Jewish Education Bureau

8 Westcombe Avenue  
Leeds  
LS8 2BS  
Tel: 0113 293 3523  
Fax: 0113 293 3533  
(Suppliers of Jewish Artefacts)

## Windhorse Imports

P O Box 7  
Hay on Wye  
Hereford  
HR3 5TU  
Tel: 01497 821 116  
(Artefacts from Tibetan Buddhism)

## The Fig Tree

11 New Road  
Dafen  
Llanelli  
Dyfed  
Tel: 01554 755 690  
(Suppliers of icons for Orthodox Christianity)

## Gohil Emporium

381 Stratford Pond  
Sparkhill  
Birmingham  
B11 4JZ  
Tel: 0121 771 3048  
(Supplier of artefacts from India)

## Islamic Book Centre

120 Drummond Street  
London NW1 2ML  
Tel: 020 7388 0710  
(Supplier of Islamic books and artefacts)

# Websites

## www.theresite.org.uk

An invaluable resource for teachers.

## www.qca.org

The qualifications and curriculum authority site. Search for RE guidance and lesson ideas.

## www.pcfre.org.uk

The Professional Council for Religious Education website

## Others

The following are available on the Internet. There are other sites also available through common search engines such as Google and Yahoo.

Buddha Net (Australia)

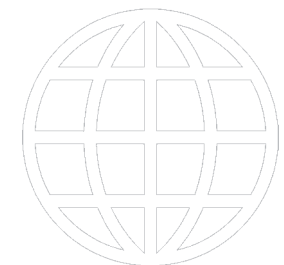
Buddhist Cultural Centre (Sri Lanka)

Dharma Net (US)

Theravada Net (Thailand)

Buddhist Publication Society (Sri Lanka)

Dharmapala Centre (Nepal/Germany)



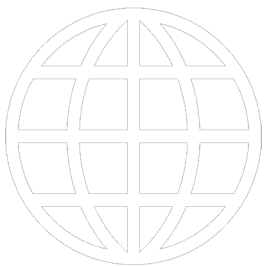
## **The faith directory**

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Hammersmith & Fulham Standing Advisory Council on Religious Education (SACRE) has produced a directory of places of worship as a resource for religious education teachers in schools.

Visits to places of worship help bring the RE syllabus alive for pupils of all ages and the directory gives details of opportunities for schools at a variety of faith organisations and places of worship.

The directory is available on the education department website [www.hafed.org.uk](http://www.hafed.org.uk)



# Glossary of RE terms

Published by the Qualifications and Curriculum Authority (QCA)

The glossary has been devised to:

- give guidance to teachers on key words and their meanings within each religious tradition which appears within the model syllabuses and within GCSE and A Level syllabuses;
- try to reach some form of consensus on spellings.

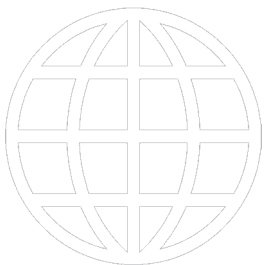
It is important for pupils to build up a working knowledge of key words and technical terms which are used within each religion, and which are therefore central to religious education.

Words printed in **red** are themselves main entries and can be cross-referenced within this glossary. Literal translations into English are printed in italics.



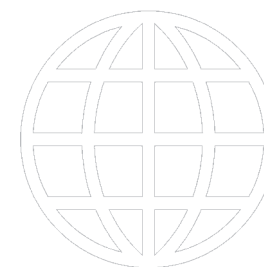
 Buddhism glossary

Pali	Sanskrit	Explanation
Abhidhamma	Abhidharma	<i>Further or higher teaching.</i> The philosophy and psychology of Buddhism in abstract, systematic form.
Abhidhamma Pitaka	Abhidharma Pitaka	This is the third of the three principal sections of the canon of basic scripture. It is a systematic, philosophical and psychological treatment of the teachings given in the <b>Sutta Pitaka</b>
•	Amitabha Amitayus	Also, Amida (Japanese). <b>Buddhas</b> having unlimited light and life respectively.
Anapanasati	Anapanasmrti	<i>Mindfulness</i> of the breath. The practice most usually associated with the development of concentration and calm, but also used in the training of <b>Vipassana</b> (insight).
Anatta	Anatman	<i>No self; no soul.</i> Insubstantiality; denial of a real or permanent self.
Anicca	Anitya	<i>Impermanence; transience.</i> Instability of all things, including the self.
Arahat, Arahant	Arhat	<i>Enlightened disciple.</i> The fourth and highest stage of Realisation recognised by the <b>Theravada</b> tradition. One whose mind is free from all greed, hatred and ignorance.
Asoka	Ashoka	Emperor of India in the 3rd century BCE.
Atta	Atman	<i>Self; soul.</i>
Bhikkhu	Bhikshu	Fully ordained Buddhist monk.
Bhikkhuni	Bhikshuni	Fully ordained Buddhist nun.
Bodhi Tree	•	The tree ( <i>ficus religiosa</i> ) under which the <b>Buddha</b> realised Enlightenment. It is known as the Tree of Wisdom.
Bodhisatta	•	A Wisdom Being. One intent on becoming, or destined to become, a <b>Buddha</b> . <b>Gotama</b> , before his Enlightenment as the historical Buddha.
•	Bodhisattva	A being destined for Enlightenment, who postpones final attainment of Buddhahood in order to help living beings (see <b>Mahayana</b> ).
Brahma Viharas	•	The four sublime states: loving kindness, compassion, sympathetic joy, and evenness of mind.
Buddha	Buddha	<i>Awakened or Enlightened One.</i>
Dalai Lama (Tibetan)	•	Great Ocean. Spiritual and temporal leader of the Tibetan people.
Dana	Dana	<i>Generosity; giving; gift.</i>
Dhamma	Dharma	<i>Universal law; ultimate truth.</i> The teachings of the <b>Buddha</b> . A key Buddhist term.
Dhammapada	Dharmapada	Famous scripture of 423 verses.
Dukkha	Duhkha	<i>Suffering; ill; unsatisfactoriness; imperfection.</i> The nature of existence according to the first Noble Truth.
Gompa (Tibetan)	•	Monastery; place of meditation.
Gotama	Gautama	Family name of the <b>Buddha</b> .



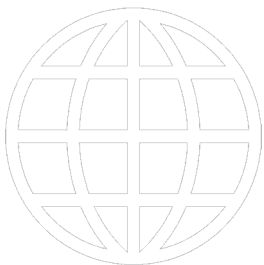
## ☸ Buddhism glossary

Jataka	•	<i>Birth story.</i> Accounts of the previous lives of the <b>Buddha</b> .
Jhana	Dhyana	Also Ch'an (Chinese) and <b>Zen</b> (Japanese). Advanced meditation.
Kamma	Karma	<i>Action.</i> Intentional actions that affect one's circumstances in this and future lives. The <b>Buddha's</b> insistence that the effect depends on volition marks the Buddhist treatment of <b>Kamma</b> as different from the Hindu understanding of <b>Karma</b> .
Karuna	Karuna	<i>Compassion.</i>
Kesa (Japanese)	•	The robe of a Buddhist monk, nun, or priest.
Khandha	Skandha	<i>Heap; aggregate.</i> The Five Khandhas together make up the 'person' (form, feeling, perception, mental formation and consciousness).
Khanti	Kshanti	<i>Patience; forbearance.</i>
Kilesa	Klesa	Mental defilement or fire, such as greed, hatred or ignorance.
Koan (Japanese)	•	A technical term used in <b>Zen</b> Buddhism referring to enigmatic or paradoxical questions used to develop intuition. Also refers to religious problems encountered in daily life.
Kwan-yin (Chinese)	•	Also, Kannon (Japanese). <b>Bodhisattva</b> of Compassion, depicted in female form. Identified with <b>Bodhisattva</b> Avalokitesvara.
Lama (Tibetan)	•	<i>Teacher,</i> or one who is revered.
•	Lotus Sutra	A scripture of major importance to various schools within the Mahayana tradition. It describes the virtues of the Bodhisattva, and emphasises that all sentient beings possess Buddha-nature and can attain Enlightenment (Nirvana).
Magga	Marga	<i>Path,</i> leading to cessation of suffering. The fourth Noble Truth.
•	Mahayana	<i>Great Way or Vehicle.</i> Teachings that spread from India into Tibet, parts of Asia and the Far East, characterised by the <b>Bodhisattva</b> Ideal and the prominence given to the development of both compassion and wisdom.
Mala	•	Also, Juzu (Japanese). String of 108 beads used in Buddhist practice (like a rosary).
Metta	Maitri	<i>Loving kindness.</i> A pure love which is neither grasping nor possessive.
Metta Sutta	•	Buddhist scripture which describes the nature of loving kindness.
Metteya	Maitreya	One who has the nature of loving kindness. Name of the future <b>Buddha</b> .
Mudda	Mudra	Ritual gesture, as illustrated by the hands of <b>Buddha</b> images.
Mudita	Mudita	<i>Sympathetic joy.</i> Welcoming the good fortune of others.
Nibbana	Nirvana	<i>Blowing out</i> of the fires of greed, hatred and ignorance, and the state of secure perfect peace that follows. A key Buddhist term.
Nirodha	Nirodha	<i>Cessation</i> (of suffering). The third Noble Truth.
Panna	Prajna	<i>Wisdom.</i> Understanding the true nature of things.



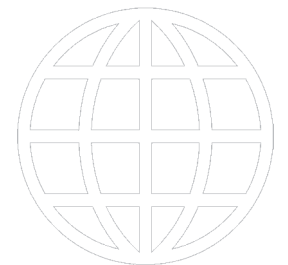
 Buddhism glossary

Pali	Sanskrit	Explanation
Parami	Paramita	A perfection or virtue. One of the six or ten perfections necessary for the attainment of Buddhahood.
Parinibbana	Parinirvana	Final and complete <b>Nirvana</b> reached at the passing away of a <b>Buddha</b> .
Patimokkha	Pratimoksha	The training rules of a monk or nun - 227 in the case of a <b>Theravada</b> monk.
Pitaka	•	Basket. Collection of scriptures (see <b>Tipitaka</b> ).
Rupa	Rupa	<i>Form</i> . Used of an image of the Buddha; also, the first of the Five Khandhas.
Sakyamuni	Shakyamuni	<i>Sage of the Shakyas</i> (the tribe of the <b>Buddha</b> ). Title of the historical Buddha.
Samadhi	Samadhi	<i>Meditative absorption</i> . A state of deep meditation.
Samatha	Samatha	A state of concentrated calmness; meditation (see <b>Vipassana</b> ).
Samsara	Samsara	<i>Everyday life</i> . The continual round of birth, sickness, old age and death which can be transcended by following the Eightfold Path and Buddhist teaching.
Samudaya	Samudaya	<i>Arising; origin</i> (of suffering). The second Noble Truth.
Sangha	Sangha	<i>Community; assembly</i> . Often used for the order of <b>Bhikkhus</b> and <b>Bhikkunis</b> in Theravadin countries. In the <b>Mahayana</b> countries, the <b>Sangha</b> includes lay devotees and priests, eg in Japan.
Sankhara	Samskara	<i>Mental/karmic formation</i> . The fourth of the five <b>Khandhas</b> .
Sanna	Samjna	<i>Perception</i> . Third of the five <b>Khandhas</b> .
Satori (Japanese)	•	<i>Awakening</i> . A term used in <b>Zen</b> Buddhism.
Siddattha	Siddhartha	<i>Wish-fulfilled</i> . The personal name of the historical Buddha.
Sila	Sila	<i>Morality</i> .
Sutta	Sutra	<i>Text</i> . The word of the <b>Buddha</b> .
Sutta Pitaka	Sutra Pitaka	The second of the three collections - principally of teachings - that comprise the canon of basic scripture.
Tanha	Trishna	Thirst; craving; desire (rooted in ignorance). Desire as the cause of suffering. The second Noble Truth
Tathagata	Tathagata	Another epithet for the <b>Buddha</b> .
Theravada	Sthaviravada	<i>Way of the elders</i> . A principal school of Buddhism, established in Sri Lanka and South East Asia. Also found in the West.
Thupa/Cetiya	Stupa	<i>Reliquary</i> (including pagodas).
Tipitaka	Tripitaka	<i>Three baskets</i> . A threefold collection of texts ( <b>Vinaya</b> , <b>Sutta</b> , <b>Abhidamma</b> ).
Tiratana	Triratna	The triple refuge. <b>Buddha</b> , the <b>Dhamma</b> and the <b>Sangha</b> . Another way of referring to the three jewels.
Tulku (Tibetan)	•	Reincarnated <b>Lama</b> .
Upaya	•	Any skilful means, e.g meditation on loving kindness to overcome anger.



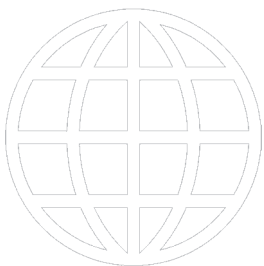
## 🌀 Buddhism glossary

Pali	Sanskrit	Explanation
Upekkha	Upekṣa	<i>Equanimity; evenness of mind.</i>
•	Vajrayana	<i>Thunderbolt; Diamond Way.</i> Teachings promulgated later, mainly in India and Tibet. Another term for esoteric Buddhism.
Vedana	•	<i>Feeling.</i> The second of the Five <b>Khandhas</b> .
Vihara	•	<i>Dwelling place; monastery.</i>
Vinaya	•	The rules of discipline of monastic life.
Vinaya Pitaka	•	The first of the three collections of the canon of basic scripture, containing mostly the discipline for monks and nuns, with many stories and some teachings.
Vinnana	Vijnana	<i>Consciousness.</i> The fifth of the Five <b>Khandhas</b> .
Vipassana	Vipashyana	Insight into the true nature of things. A particular form of meditation (see <b>Samatha</b> ).
Viriya	Virya	<i>Energy; exertion.</i>
Wesak, or Vesak (Sinhalese)	Wesak	<b>Buddha</b> Day. Name of a festival and a month. On the full moon of Wesak (in May or June), the birth, Enlightenment and passing away of the Buddha took place, although some schools celebrate only the birth at this time, eg <b>Zen</b> .
Zazen (Japanese)	•	Meditation while seated, as in Zen Buddhism.
Zen (Japanese)	•	<i>Meditation.</i> Derived from the Sanskrit 'dhyana'. A school of Mahayana Buddhism that developed in China and Japan.



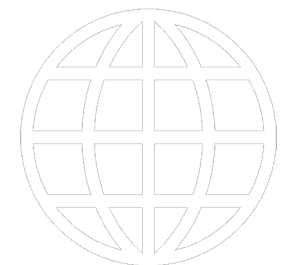
## † Christian glossary

Preferred form	Main variants	Explanation
Absolution	•	The pronouncement by a priest of the forgiveness of sins.
AD	Anno Domini	<i>In the Year of our Lord</i> . The Christian calendar dates from the estimated date of the birth of <b>Jesus Christ</b> .
Advent	•	<i>Coming</i> . The period beginning on the fourth Sunday before Christmas (40 days before <b>Christmas</b> in the Eastern Orthodox tradition). A time of spiritual preparation for Christmas.
Agape	•	<i>The love of God</i> . <b>New Testament</b> word used for the common meal of Christians; a Love Feast.
Altar	Communion Table Holy Table	Table used for <b>Eucharist, Mass, Lord's Supper</b> . Some denominations refer to it as Holy Table or Communion Table.
Anglican	•	<b>Churches</b> in full communion with the See of Canterbury. Their origins and traditions are linked to the Church of England, and are part of the Anglican Communion.
Apocalyptic	•	(i) <i>Revelatory</i> , of God's present purposes and of the end of the world. (ii) Used of a literary genre, eg the Book of Revelation.
Apocrypha	•	Books of the Old Testament that are in the Greek but not the Hebrew Canon. Some Churches recognise the Apocrypha as part of the Old Testament Canon.
Apocryphal New Testament	•	A modern title for various early Christian books which are non-canonical.
Apostle	•	One who was sent out by <b>Jesus Christ</b> to preach the <b>Gospel</b> .
Ascension	•	The event, 40 days after the <b>Resurrection</b> , when Jesus 'ascended into heaven' (see Luke 24 and Acts 1).
Ash Wednesday	•	The first day of <b>Lent</b> . In some <b>Churches</b> , penitents receive the sign of the cross in ashes on their foreheads.
Atonement	•	<b>Reconciliation</b> between God and humanity; restoring a relationship broken by sin.
Baptism	•	Rite of initiation involving immersion in, or sprinkling or pouring of, water.
Baptist	•	(i) A member of the Baptist <b>Church</b> , which grew out of the Anabaptist movement during the 16th century <b>Reformation</b> . (ii) A Christian who practices <b>Believer's Baptism</b> .
Baptistry	•	(i) Building or pool used for baptism, particularly by immersion. (ii) Part of a Church, where baptism takes place.
BC	•	<i>Before Christ</i> . Period of history before the estimated birth of <b>Jesus Christ</b> .
Believer's Baptism	•	The <b>baptism</b> of people who are old enough to understand the meaning of the rite.
Benediction	•	Blessing at the end of worship. Also, late afternoon or evening service including the blessing of the congregation with the consecrated host (usually in a <b>Roman Catholic</b> context).



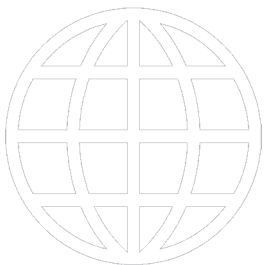
# † Christian glossary

Preferred form	Main variants	Explanation
Blessed Sacrament	•	Bread and wine which have been consecrated and set aside for future use (usually in the <b>Roman Catholic Church</b> ).
Canon	Scripture	The accepted books of the Bible. The list varies between denominations.
Catholic	•	(i) <i>Universal</i> . (ii) Often used as an abbreviation for <b>Roman Catholic</b> .
Charismatic	•	A modern movement within the Church, emphasising spiritual gifts, such as healing or speaking with tongues.
Chrismation	•	(i) The <b>Orthodox</b> second <b>Sacrament</b> of initiation by anointing with chrism (a special oil). Performed at the same time as <b>Baptism</b> . (ii) Anointing with oil, e.g healing or coronation.
Christ	Messiah	<i>The anointed one</i> . Messiah is used in the Jewish tradition to refer to the expected leader sent by God, who will bring salvation to God's people. Jesus' followers applied this title to him, and its Greek equivalent, Christ, is the source of the words Christian and Christianity.
Christmas	•	Festival commemorating the birth of <b>Jesus Christ</b> (25 December, in most <b>Churches</b> ).
Church	•	(i) The whole community of Christians. (ii) The building in which Christians worship. (iii) A particular denomination.
Confession	•	Contrition; penance. (i) One of seven <b>Sacraments</b> observed by some <b>Churches</b> whose priest confidentially hears a person's confession. (ii) An admission, by a Christian, of wrong-doing. (iii) A particular official statement (or profession) of faith
Congregationalist	•	Member of a Christian body which believes that each local <b>Church</b> is independent and self-governing under the authority of Christ.
Consubstantiation	•	Doctrine of the <b>Eucharist</b> associated with Luther, which holds that after consecration, the substances of the Body and Blood of <b>Jesus Christ</b> and of the bread and wine co-exist in union with each other.
Creed	•	Summary statement of religious beliefs, often recited in worship, especially the Apostles' and Nicene Creeds.
Crucifixion	•	Roman method of executing criminals and traitors by fastening them to a cross until they died of asphyxiation; used in the case of <b>Jesus Christ</b> and many who opposed the Romans.
Easter	•	Central Christian festival which celebrates the resurrection of <b>Jesus Christ</b> from the dead.
Ecumenism	Oikoumene	Movement within the Church towards co-operation and eventual unity.
Episcopacy	•	System of Church government by bishops.
Epistle	Letter	From the Greek word for letter. Several such letters or epistles, from Christian leaders to Christian Churches or individuals, are included in the <b>New Testament</b> .



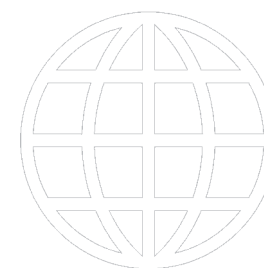
## † Christian glossary

Preferred form	Main variants	Explanation
Eucharist	•	<i>Thanksgiving</i> . A service celebrating the sacrificial death and <b>resurrection</b> of <b>Jesus Christ</b> , using elements of bread and wine (see <b>Holy Communion</b> ).
Evangelical	•	Group, or <b>Church</b> , placing particular emphasis on the <b>Gospel</b> and the scriptures as the sole authority in all matters of faith and conduct.
Evangelist	•	A writer of one of the four <b>New Testament</b> Gospels; a preacher of the <b>Gospel</b> .
Font	•	Receptacle to hold water used in <b>Baptism</b> .
Free Churches	•	Non-conformist denominations, free from state control.
Good Friday	•	The Friday in <b>Holy Week</b> . Commemorates the day Jesus died on the cross.
Gospel	Evangel	(i) <i>Good News</i> (of salvation in <b>Jesus Christ</b> ). (ii) An account of Jesus' life and work.
Grace	•	(i) The freely given and unmerited favour of God's love for humanity. (ii) Blessing. (iii) Prayer of thanks before or after meals.
Heaven	•	The place, or state, in which souls will be united with God after death.
Hell	•	The place, or state, in which souls will be separated from God after death.
Holy Communion	•	Central liturgical service observed by most Churches (see <b>Eucharist</b> , <b>Mass</b> , <b>Lord's Supper</b> , <b>Liturgy</b> ). Recalls the last meal of Jesus, and celebrates his sacrificial and saving death.
Holy Spirit	•	The third person of the Holy <b>Trinity</b> . Active as divine presence and power in the world, and in dwelling in believers to make them like Christ and empower them to do God's will.
Holy Week	•	The week before <b>Easter</b> , when Christians recall the last week of Jesus' life on Earth.
Icon/Ikon	•	Painting or mosaic of <b>Jesus Christ</b> , the Virgin Mary, a saint, or a <b>Church</b> feast. Used as an aid to devotion, usually in the <b>Orthodox</b> tradition.
Iconostasis	•	Screen, covered with <b>Icons</b> , used in Eastern <b>Orthodox churches</b> to separate the sanctuary from the nave.
Incarnation	•	The doctrine that God took human form in <b>Jesus Christ</b> . It is also the belief that God in Christ is active in the <b>Church</b> and in the world.
Jesus Christ	•	The central figure of Christian history and devotion. The second person of the <b>Trinity</b> .
Justification by Faith	•	The doctrine that God forgives ('treats as just') those who repent and believe in <b>Jesus Christ</b> .
Kerygma	•	The central message about Jesus proclaimed by the early Christians.
Kyrie (Greek)	•	<i>O Lord</i> . Addressed to Jesus, as in 'Kyrie eleison' (Lord have mercy).
Lectern	•	Stand supporting the Bible, often in the shape of an eagle.
Lectionary	•	List of scriptural passages for systematic reading throughout the year.



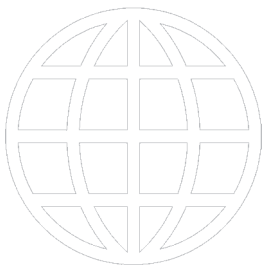
# † Christian glossary

Preferred form	Main variants	Explanation
Lent	•	Penitential season. The 40 days leading up to <b>Easter</b> .
Liturgy	•	(i) Service of worship according to a prescribed ritual such as Evensong or <b>Eucharist</b> . (ii) Term used in the <b>Orthodox Church</b> for the Eucharist.
Logos	•	<i>Word</i> . Pre-existent Word of God incarnate as <b>Jesus Christ</b> .
Lord	•	Title used for Jesus to express his divine lordship over people, time and space.
Lord's Supper	•	Alternative term for <b>Eucharist</b> in some <b>Churches</b> (predominantly <b>Non-conformist</b> ).
Lutheran	•	A major <b>Protestant Church</b> that receives its name from the 16th century German reformer, Martin Luther.
Mass	•	Term for the <b>Eucharist</b> , used by the <b>Roman Catholic</b> and other <b>Churches</b> .
Maundy Thursday	•	The Thursday in <b>Holy Week</b> . Commemorates the Last Supper.
Methodist	•	A Christian who belongs to the Methodist <b>Church</b> which came into existence through the work of John Wesley in the 18th century
Missal	•	Book containing words and ceremonial directions for saying <b>Mass</b> .
Mother of God	•	The title given to the Virgin Mary, mainly in the <b>Orthodox</b> and <b>Roman Catholic Churches</b> , to underline the Trinitarian belief that Jesus was truly God (in this context, God refers to God incarnate as seen in <b>Jesus Christ</b> ).
New Testament	•	Collection of 27 books forming the second section of the <b>Canon</b> of Christian Scriptures.
Non-conformist	•	<b>Protestant</b> Christian bodies which became separated from the established Church of England in the 17th century.
Old Testament	•	That part of the Canon of Christian Scriptures which the Church shares with Judaism, comprising 39 books covering the Hebrew Canon, and in the case of certain denominations, some books of the <b>Apocrypha</b> .
Ordination	•	In <b>Episcopal Churches</b> , the 'laying on of hands' on priests and deacons by a bishop. In non-episcopal Churches, the 'laying on of hands' on ministers by other representatives of the Church.
Orthodox	•	(i) The Eastern <b>Orthodox Church</b> consisting of national Churches (mainly Greek or Slav), including the ancient Eastern Patriarchates. They hold the common Orthodox faith, and are in communion with the Patriarchate of Constantinople. (ii) Conforming to the creeds sanctioned by the ecumenical councils, eg Nicaea, Chalcedon.
Palm Sunday	•	The Sunday before <b>Easter</b> , commemorating the entry of Jesus into Jerusalem when he was acknowledged by crowds waving palm branches.
Paraclete	Comforter	<i>Advocate</i> . Term used for the <b>Holy Spirit</b> .
Parousia	•	<i>Presence</i> . The Second Coming or return of <b>Jesus Christ</b> .
Passion	•	The sufferings of <b>Jesus Christ</b> , especially in the time leading up to his <b>crucifixion</b> .



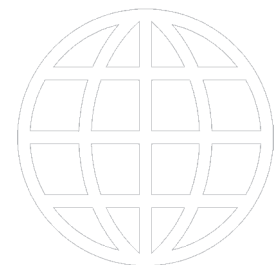
## † Christian glossary

Preferred form	Main variants	Explanation
Patriarch	•	Title for principal Eastern Orthodox bishops. Also used for early Israelite leaders such as Abraham, Isaac, Jacob.
Pentecost	Whitsun	The Greek name for the Jewish Festival of Weeks, or Shavuot, which comes seven weeks ('fifty days') after Passover. On the day of this feast, the followers of Jesus received the gift of the <b>Holy Spirit</b> .
Pentecostalist	•	A Christian who belongs to a <b>Church</b> that emphasises certain gifts which were granted to the first believers on the Day of <b>Pentecost</b> (such as the power to heal the sick and speak in tongues).
Pope	•	The Bishop of Rome, head of the <b>Roman Catholic Church</b> .
Presbyterian	•	A member of a Church that is governed by elders or 'presbyters'; the national <b>Church</b> of Scotland.
Protestant	•	That part of the <b>Church</b> which became distinct from the <b>Roman Catholic</b> and <b>Orthodox</b> Churches when their members professed (or 'protested' - hence Protestant) the centrality of the Bible and other beliefs. Members affirm that the Bible, under the guidance of the <b>Holy Spirit</b> , is the ultimate authority for Christian teaching.
Pulpit	•	An elevated platform from which sermons are preached.
Purgatory	•	In some traditions, a condition or state in which good souls receive spiritual cleansing after death, in preparation for <b>Heaven</b> .
Quaker	•	A member of the Religious Society of Friends, established through the work of George Fox in the 17th century.
Reconciliation	Confession	(i) <b>Sacrament</b> of the (Roman) <b>Catholic Church</b> , consisting of Contrition, <b>Confession</b> of sins, and <b>Absolution</b> . (ii) The human process of reconciling Christians with one another.
Redemption	•	Derived from the practice of paying the price of a slave's freedom; and so, the work of <b>Jesus Christ</b> in setting people free through his death.
Reformation	•	A 16th century reform movement that led to the formation of <b>Protestant</b> Churches. It emphasized the need to recover the initial beliefs and practices of the <b>Church</b> .
Resurrection	•	(i) The rising from the dead of <b>Jesus Christ</b> on the third day after the <b>Crucifixion</b> . (ii) The rising from the dead of believers at the Last Day. (iii) The new, or risen, life of Christians.
Roman Catholic	•	That part of the <b>Church</b> owing loyalty to the Bishop of Rome, as distinct from <b>Orthodox</b> and <b>Protestant</b> Churches.
Sacrament	•	An outward sign of an inward blessing, as in Baptism or the <b>Eucharist</b> .
Salvationist	• •	A member of the Salvation Army founded by William and Catherine Booth in the 19th century.



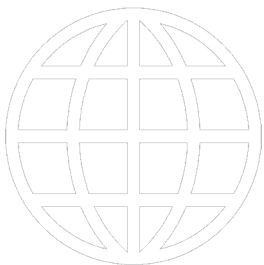
## † Christian glossary

Preferred form	Main variants	Explanation
Sanctification	•	The process by which a believer is made holy, to become like <b>Jesus Christ</b> .
Sin	•	(i) Act of rebellion or disobedience against the known will of God. (ii) An assessment of the human condition as disordered and in need of transformation.
Synoptic	•	<i>Having a common viewpoint</i> . It is applied to the presentation of Jesus' life in the first three <b>Gospels</b> of Matthew, Mark and Luke in contrast with that given in the Gospel of John.
Tabernacle	•	(i) A receptacle for the <b>Blessed Sacrament</b> , not immediately consumed but set aside or 'reserved' (mainly in <b>Roman Catholic</b> and Eastern <b>Orthodox Churches</b> ). The presence of the consecrated elements is usually signalled by a continuously burning light. (ii) Term used by some denominations of their building.
Transubstantiation	•	<b>Roman Catholic</b> doctrine concerning the <b>Mass</b> , defined at the Lateran Council of 1215, and confirmed at the Council of Trent in 1551. This states that in the <b>Eucharist</b> , at the words of consecration, the substance of the bread and wine becomes the substance of the Body and Blood of <b>Jesus Christ</b> , and that he is thus present on the <b>altar</b> .
Trinity	•	Three persons in one God; doctrine of the threefold nature of God - Father, Son and <b>Holy Spirit</b> .
Unction	•	Sacrament of the Sick. The anointing with oil of a sick or dying person.
United Reformed Church	•	A <b>Church</b> formed by the union of English <b>Congregationalists</b> with the <b>Presbyterian</b> Church of England, and subsequently the Reformed Association of the Churches of Christ.
Vatican	•	The residence of the <b>Pope</b> in Rome, and the administrative centre of the <b>Roman Catholic Church</b> . The chief building of the Vatican is St Peter's Basilica, built on the traditional site of St Peter's tomb.
Virgin Birth	•	The doctrine of the miraculous conception of <b>Jesus Christ</b> by the Virgin Mary through the power of the <b>Holy Spirit</b> and without the agency of a human father.



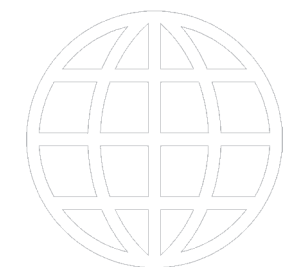
 Hinduism glossary

Preferred form	Main variants	Explanation
Acharya	Acarya	<i>One who teaches by example.</i> Usually refers to a prominent or exemplary spiritual teacher.
Advaita	Adwaita	<i>Non-dual.</i> Refers to the impersonalistic philosophy which unqualifyingly equates God, the soul and matter.
Ahimsa	Ahinsa	<i>Not killing.</i> Non-violence; respect for life.
Artha	•	Economic development. The second aim of life.
Arti	Arati	Welcoming ceremony in which auspicious articles such as incense and lamps are offered to the Deity or to saintly people.
Aryan	•	<i>Noble.</i> Refers to those who know the spiritual values of life. Scholars say it refers to the original inhabitants of the Sindhu region in India.
Ashram	Asram	A place set up for spiritual development.
Ashrama	Asrama	A stage of life (of which there are four) adopted according to material considerations, but ultimately as a means to spiritual realisation.
Atharva Veda	•	The fourth of the <b>Vedas</b> .
Atman	Atma	<i>Self.</i> Can refer to body, mind or soul, depending on context. Ultimately, it refers to the real self, the soul.
Aum	Om	The sacred symbol and sound representing the ultimate; the most sacred of Hindu words.
Avatar	Avatara Avtara	<i>One who descends.</i> Refers to the descent of a Deity, most commonly Vishnu. Sometimes it is translated as incarnation which, although inaccurate, may be the best English word available.
Ayodhya	•	Birthplace of Rama.
Bhagavad Gita	•	<i>The Song of the Lord.</i> Spoken by <b>Krishna</b> , this is the most important scripture for most Hindus. Tradition dates it back to 3,000 years BCE, though most scholars attribute it to the first millennium BCE. Considered an <b>Upanishad</b> .
Bhajan	Bhajana	Devotional hymn or song.
Bhakti	•	<i>Devotion; love.</i> Devotional form of Hinduism.
Bhakti-yoga	•	The path of loving devotion, aimed at developing pure love of God.
Brahma	•	A Hindu Deity, considered one of the <b>Trimurti</b> , and in charge of creative power; not to be confused with <b>Brahman</b> or <b>Brahmin</b> .
Brahmachari	Brahmacari Brahmacharin Brahmcarin	One in the first stage of life, a celibate student of Vedic knowledge.
Brahmacharya	Brahmacarya Brahma ch(c)ari Brahma ch(c)arin	The first <b>ashrama</b> or stage of life.



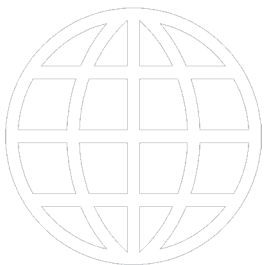
# 🌀 Hinduism glossary

Preferred form	Main variants	Explanation
Brahman	•	The ultimate reality, or the all-pervading reality; that from which everything emanates, in which it rests and into which it is ultimately dissolved.
Brahmin	Brahman	The first of the four <b>Varnas</b> , the principal social groupings from which priests are drawn. Some writers, rather confusingly, use the spelling 'brahman', and the meaning only becomes clear in the context of a few sentences (see also <b>Brahman</b> and <b>Brahma</b> ).
Darshan Shastras	•	Six systems of Hindu philosophy- Nyaya, Vaisheshika, Sankhya, <b>Yoga</b> , Vedanta and Meemansa.
Dassehra	Brahmana, Dussehra, Dassera, Dashara (Other variants are also found)	<i>Ten days</i> . Also called <b>Vijay Dashami</b> . Celebrates the victory of <b>Rama</b> on the tenth day of the bright half of the lunar month of Jyeshtha. As is often the case with Hindu festivals, followers may interpret the festival differently, e.g. in connection with <b>Durga</b> (see <b>Navaratri</b> ).
Dharma	•	<i>Religion or religious duty</i> is the usual translation into English, but literally it means <i>the intrinsic quality of the self or that which sustains one's existence</i> .
Dhoti	•	A garment made of natural fibre (usually cotton or silk), worn by males, which covers the lower body and legs.
Dhyana	•	Meditation.
Diwali	Diwali, Dipavali, Deepavali	Festival of Lights at the end of one year and beginning of the new year, according to one Hindu calendar.
Durga	•	Female Deity. A form of the goddess <b>Parvati</b> ; wife of <b>Shiva</b> .
Dvaita	Dwaita	<i>Dual</i> . Refers to the personalistic philosophy that differentiates between God, the soul and matter.
Dwarka	Dvarka Dvaraka	Pilgrimage site on the west coast of India.
Ganesha	Dwaraka	A Hindu Deity portrayed with an elephant's head - a sign of strength. The deity who removes obstacles.
Ganga	Ganesh Ganupati Ganapati	<i>The Ganges</i> . Most famous of all sacred rivers of India.
Gangotri	•	Source of the river Ganges.
Gotra	•	Exogamous group within <b>Jati</b> .
Grihastha	•	The second stage of Hindu life; one who belongs to that stage, ie, the householder (grihasti).
Guna	Gristhi Grhastha	<i>Rope; quality</i> . Specifically refers to the three qualities of <b>sattva</b> (goodness), <b>rajas</b> (passion) and <b>tamas</b> (ignorance), which permeate and control matter.
Guru	•	Spiritual teacher, preceptor or enlightener.
Hanuman	•	The monkey warrior who faithfully served Rama and Sita. Also called Pavansuta ( <i>son of the wind God</i> ).



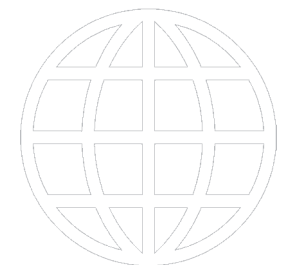
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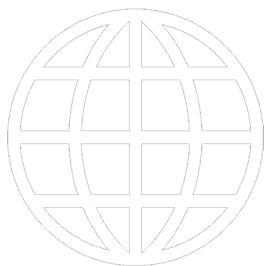
Preferred form	Main variants	Explanation
Havan	•	Also known as Agnihotra. The basis of many Hindu rituals used at weddings and on other ceremonial occasions; the ceremony or act of worship in which offerings of ghee and grains are made into fire.
Havan kund	•	The container, usually square or pyramid-shaped, in which the <b>havan</b> fire is burned.
Hitopadesh	•	Stories with a moral.
Holi	•	The festival of colours, celebrated in Spring.
Homa	•	Term often used interchangeably with <b>havan</b> .
The International Society for Krishna Consciousness (ISKCON)	•	A religious group of the Vaishnava tradition.
Janeu	Jenoi	Sacred thread worn by Hindus who study under a <b>Guru</b> .
Janmashtami	Janmashtmi	The birthday of <b>Krishna</b> , celebrated on the eighth day of the waning moon in the month of Badra.
Japa	Jap	The quiet or silent repetition of a <b>mantra</b> as a meditative process.
Jati	•	<i>Caste</i> is the usual translation, meaning occupational kinship group.
Jnana	Gyan	<i>Knowledge</i> .
Jnana-yoga	Gyan-yoga	The path of knowledge, that aims at liberation.
Kali	Kaali	Name given to that power of God which delivers justice - often represented by the Goddess Kali (a form of <b>Durga</b> ).
Kali yuga	•	The fourth of the ages; the iron age or the age of quarrelling and hypocrisy.
Kama	•	The third of the four aims of life - regulated sense of enjoyment
Karma	•	<i>Action</i> . Used of work to refer to the law of cause and effect.
Karma-yoga	•	The path of self-realisation through dedicating the fruits of one's work to God.
Kirtan	•	Songs of praise; corporate devotional singing, usually accompanied by musical instruments.
Krishna	•	Usually considered an <b>avatar</b> of <b>Vishnu</b> . One of the most popular of all Hindu Deities in contemporary Britain. His teachings are found in the <b>Bhagavad Gita</b> .
Kshatriya	Khatri	Second of the four <b>Varnas</b> of traditional Hindu society, the ruling or warrior class.
Lakshmi	Laksmi	The goddess of fortune.
Mahabharata	•	The Hindu epic that relates the story of the five Pandava princes. It includes the <b>Bhagavad Gita</b>
Mala	Maala	Circle of stringed beads of wood or wool used in meditation.
Mandala	Mandal	A circle, area or community/group



## 🌀 Hinduism glossary

Preferred form	Main variants	Explanation
Mandir	•	<i>Temple.</i>
Mantra	•	That which delivers the mind. Refers to a short sacred text or prayer, often recited repetitiously.
Manusmriti	•	The laws of Manu. An ancient and important text on Dharma, including personal and social laws.
Marg	•	<i>Path</i> (see <b>Jnana yoga</b> , <b>Karma yoga</b> and <b>Bhakti yoga</b> ).
Mata	•	<i>Mother.</i> Often associated with Hindu goddesses who represent <b>shakti</b> (power).
Mathura	•	Holy place connected with <b>Krishna</b>
Maya	Moksa	<i>Not this.</i> Usually it refers to illusion, particularly where the permanent soul identifies itself with temporary matter, e.g. the body, etc. It can also mean power.
Moksha	•	Ultimate liberation from the process of transmigration, the continuous cycle of birth and death.
Mundan	Moorti	The head-shaving ceremony. Performed in the first or third year of life.
Murti	Navaratra	<i>Form.</i> The image or Deity used as a focus of worship. 'Idol' should definitely not be used, and 'statue' may also cause offence.
Navaratri	•	The Nine Nights Festival preceding <b>Dassehra</b> , and held in honour of the goddess <b>Durga</b>
Nirvana	•	The cessation of material existence.
Panchatantra	•	Part of the supplementary Vedic scriptures, composed of animal stories with a moral.
Parvati	•	The consort of <b>Shiva</b> , also known by other names such as <b>Durga</b> , Devi, etc.
Prahlada	Prahalada	A great devotee of <b>Vishnu</b> , connected with the festival of <b>Holi</b> . Regulation of breath as a means of controlling the mind.
Pranayam	Pranayama	Regulation of breath as a means of controlling the mind.
Prashad	Prasad Prasada Prashada	Sacred or sanctified food.
Pravachan	•	A lecture or talk, usually based on the scriptures.
Puja	Pooja	<i>Worship.</i> General term referring to a variety of practices in the home or Mandir.
Purana	•	<i>Ancient.</i> Part of the <b>Smriti</b> scriptures. Contains many of the well-known stories of Hinduism.
Raja Yoga	Raj Yoga	Path of self-control and meditation to realise God.
Rajas	•	Passion or creative potency, one of the three <b>gunas</b> (qualities of material nature).
Rakhi	Raakhi	A bracelet, usually made out of silk or cotton, tied to give protection and to strengthen the bond of mutual love.
Raksha Bandhan	•	The festival when women tie a decorative bracelet on their brothers' wrists.



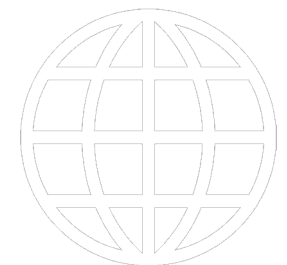


## 🌀 Hinduism glossary

Preferred form	Main variants	Explanation
Rama	•	The incarnation of the Lord, and hero of the <b>Ramayana</b> (avoid using the variant 'Ram' for obvious reasons).
Ramayana	Ramayan	The Hindu epic that relates the story of <b>Rama</b> and <b>Sita</b> , composed by the sage Valmiki thousands of years ago.
Ramnavami	Ramnavmi	The birthday festival of <b>Rama</b> .
Rig Veda	Rg or Rc Veda	The first scripture of Hinduism, containing spiritual and scientific knowledge.
Rishi	Rsi, risi	A spiritually wise person. More specifically, one of the seven seers who received the divine wisdom.
Sadhana	Sadhan	One's regulated spiritual practices or discipline.
Sadhu	Saddhu	Holy man, ascetic.
Sama Veda	•	The <b>Veda</b> of chanting; material mainly from the <b>Rig Veda</b> , arranged for ritual chanting in worship
Samsara	Sansara	The world - the place where transmigration (the soul's passage through a series of lives in different species) occurs.
Samskar	Sanskar, Samskara	Sacraments designed to initiate a new stage of life. There is usually a total of sixteen such rites of passage (though many schools of thought do not practise them all).
Sanatan Dharma	•	The eternal or imperishable religion; also known as Vedic Dharma. Adherents often prefer this term to Hinduism since it characterises their belief in the revealed and universal nature of religion.
Sannyasa	•	The state of renunciation, the fourth stage of life.
Sannyasin	Samyasin, Samnyasin	A renunciate who, having given up worldly affairs and attachments, has entered the fourth stage of life, often as a mendicant.
Sanskrit	•	Sacred language of the Hindu scriptures.
Saraswati	•	The power of knowledge, often represented by the goddess <b>Saraswati</b> , the goddess of learning.
Sattva	Sattwa	<i>Goodness</i> , or the potency to sustain and nourish; one of the three gunas.
Seva	Sewa	Service, either to the divine or to humanity.
Shaivism	Saivism	The religion of Hindus who are devotees of <b>Shiva</b> .
Shakti	Sakti	Energy or power, especially of a Hindu feminine deity.
Shiva	Siva (many variants – even Civa - have been found)	A Hindu God. The name means kindly or auspicious.
Shivaratri	Sivaratri	The annual festival celebrated in February/March in honour of <b>Shiva</b> . Also called Mahashivaratri.

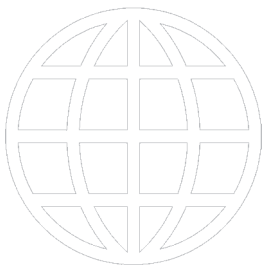
# ॐ Hinduism glossary

Preferred form	Main variants	Explanation
Shraddha	Sraddha	Ceremony in which sanctified food is offered to the poor and needy in memory of departed ancestors.
Shri	Sri	<i>Illustrious</i> . Used as a title of respect, eg, Shri Krishna. Also a respectful title for men. The feminine form is Shrimati (Mrs).
Smriti	Srti	<i>That which is remembered</i> . Scriptures less ancient than the <b>Vedas</b> . Includes the <b>Ramayana</b> & <b>Mahabharata</b> .
Sita	Seeta	The divine consort of <b>Rama</b> .
Shruti	Srti, Sruti	<i>That which is heard</i> . A term specifically applied to the four <b>Vedas</b> , including the <b>Upanishads</b> .
Sutra	Sutta	Short sayings or verses relating to various rituals, or encapsulating profound philosophical meaning.
Swami	Svami	<i>Controller</i> . Sometimes, more specifically, Goswami ( <i>one who can control his/her senses</i> ). An honorific title applied to a religious teacher or holy person, particularly the <b>Sannyasi</b> .
Swastika	Svastika	From the <b>Sanskrit</b> for well-being; a mark of good fortune. The four arms signify the four directions (space), the four <b>Vedas</b> (knowledge), and the four stages (time) in the life cycle. Not to be confused with the Nazi symbol.
Tamas	•	Ignorance or destructive potency; the lowest of the three gunas.
Trimurti	•	<i>The three deities</i> . Refers to <b>Brahma</b> , <b>Vishnu</b> and <b>Shiva</b> , who personify and control the three <b>Gunas</b> . They represent and control the three functions of creation, preservation and destruction. 'Trinity' should be avoided.
Upanayana	•	Ceremony when the sacred thread is tied - to mark the start of learning with a Guru.
Upanishad	Upanisad	<i>To sit down near</i> . A sacred text based on the teaching of a Guru to a disciple. The <b>Upanishads</b> explain the teachings of the <b>Vedas</b>
Vaishnavism	Vaisnavism	The religion of Hindus who are devotees of the God Vishnu.
Vaishya	Vaisya	The third of the four Varnas of Hindu society, composed of merchants and farmers.
Vanaprastha	Vanaprastha	The third stage of life, typified by retirement and asceticism.
Vanaprasthi	Banares, Benares,	<i>Forest dweller</i> . One who is in the third stage of life.
Varanasi	Kashi, Kasi	City on the river Ganges, sacred to Shiva. It is one of the holiest pilgrimage sites and also an ancient centre of learning.
Varna	•	<i>Colour</i> . The four principal divisions of Hindu society. It is important to note that the word 'caste' refers strictly to sub-divisions within each varna, and not to varnas themselves.
Varnashrama	Varnasrama Dharma	The system whereby society is divided into four varnas (divisions) and life into four ashramas (stages).



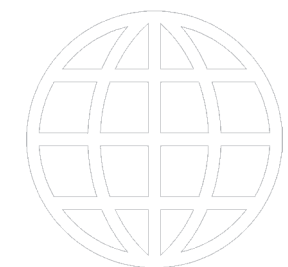
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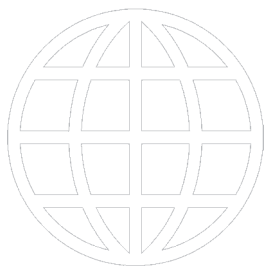
Preferred form	Main variants	Explanation
Varsha Pratipada	•	The day of Creation, celebrated as New Year's Day by many <b>Hindus</b> .
Veda	•	<i>Knowledge</i> . Specifically refers to the four <b>Vedas</b> , though any teaching which is consistent with the conclusions of these scriptures is also accepted as Vedic.
Vijay Dashmi	Vijaya Dashami	Another name for <b>Dassehra</b> .
Vishnu	Visnu	A Hindu god. With <b>Brahma</b> and <b>Shiva</b> forms the <b>Trimurti</b> .
Vrat	Vratam	Vow. Often including abstention from certain foods.
Vrindavan	Brindavan Vrindavana Brindaban	The sacred village connected with <b>Krishna's</b> pastimes as a youth.
Yajur Veda	•	One of the four <b>Vedas</b> , dealing with the knowledge of <b>Karma</b> .
Yamuna	Jamuna, Jumna	Tributary of the river <b>Ganga</b> (Ganges) considered by many Hindus to be the most sacred of all holy rivers.
Yatra	Jatra	<i>Pilgrimage</i> . Usually to important sacred places in India.
Yoga	•	Communion; union of the soul with the Supreme, or a process which promotes that relationship. The English word 'yoke' is derived from yoga.
Yuga	•	<i>Age</i> , or extended period of time, of which there are four.



# Islam glossary

Term	Explanation
Abd	<i>Servant</i> . As in Abdullah, servant of <b>Allah</b> .
Abu Bakr	The first <b>Khalifah</b> , successor to the leadership of the Muslim community after the death of the Prophet Muhammad*.
Adam	Adam (peace be upon him). The first man and first Prophet of <b>Allah</b> .
Adhan	Call to prayer. From the same root, <b>Mu'adhdhin</b> (one who makes the call to prayer).
Aishah	One of the wives of the Prophet Muhammad*, and daughter of <b>Abu Bakr</b> (Radiya-Llahu 'an hum – may Allah be pleased with them).
Akhirah	Everlasting life after death – the hereafter.
Akhlaq	Conduct, character, attitudes and ethics.
al-Amin	<i>The Trustworthy</i> . The name by which Prophet Muhammad* was generally known, even before the revelation of Islam.
al-Aqsa	Masjid-ul-Aqsa (The Farthest Mosque) in Jerusalem, located near the Dome of the Rock.
al-Fatihah	<i>The Opener</i> . <b>Surah 1</b> of the <b>Qur'an</b> . Recited at least 17 times daily during the five times of <b>salah</b> . Also known as 'The Essence' of the Qur'an.
al-hamdu-li-Llah	<i>All praise belongs to Allah</i> . Frequently used as an expression of thanks to <b>Allah</b>
al-Kafi	The title of the books of <b>Hadith</b> compiled by Muhammad ibn-Yaqub Koleini, a <b>Shi'ah</b> scholar.
al-Khulafa-ur-Rashidun	<i>The Rightly Guided Khalifahs</i> . The first four successors to the leadership role the Prophet Muhammad*. They were <b>Abu Bakr</b> , <b>Umar</b> , <b>Uthman</b> and <b>Ali</b> (Radiya-Llahu 'an hum – may Allah be pleased with them).
al-Madinah	Madinatu'n Nabi ( <i>The City of the Prophet</i> ). The name given to <b>Yathrib</b> after the Prophet Muhammad* migrated there in 622 CE and founded the first Islamic state.
Ali	Cousin and son-in-law of the Prophet Muhammad*; husband of <b>Fatimah Zahrah</b> ; father of Hassan, Hussein, and Zainab; the fourth of ' <b>al-Khulafa ur-Rashidun</b> ' according to <b>Sunnis</b> , and the first successor accepted by <b>Shi'ah</b> Islam (Radiya-Llahu 'an hum – may Allah be pleased with them).
Allah	The Islamic name for God in the Arabic language. Used in preference to the word God, this Arabic term is singular, has no plural, nor is it associated with masculine, feminine characteristics
Allahu Akbar	<i>Allah is most great</i> .
Angels	Beings created by <b>Allah</b> from light. They have no free will and are completely obedient to Allah.
Ansar	<i>Supporters</i> . The Muslims of <b>al-Madinah</b> , who welcomed, helped and supported the Muslims who migrated from <b>Makkah</b> .
Arafat	A plain, a few kilometres from <b>Makkah</b> , where pilgrims gather to worship, pray and ask for forgiveness. This takes place on the ninth day of the Islamic month of <b>Dhul-Hijjah</b> , the day before <b>Id-ul-Adha</b> .
Asr (Salat-ul-Asr)	Mid-afternoon <b>Salah</b> which may be performed from late afternoon until a short while before sunset.
As-Salamu-Alaykum	<i>Peace be upon you</i> . An Islamic greeting.
Ayah (sing.)	A unit within a <b>Surah</b> of the <b>Qur'an</b> .
Barakah	Blessings.



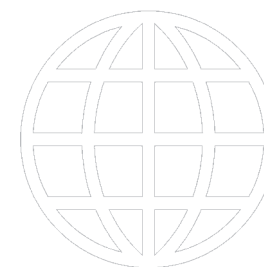


## Islam glossary

Term	Explanation
Bilal	The first <b>Mu'adhin</b> of Islam (see <b>Adhan</b> ), a companion of Prophet Muhammad*, formerly an Abyssinian slave (Radiya-Llahu 'an hum – may Allah be pleased with them).
Bismillah	<i>In the name of Allah.</i>
Bismillah-ir-Rahman-ir-Rahim	<i>In the name of Allah - All Gracious, All Merciful.</i> The preface to all <b>Surahs</b> of the <b>Qur'an</b> except the ninth one. It is usually said by Muslims before eating or beginning any action.
Dar-ul-Islam	<i>House or abode of Islam.</i> Sometimes used to refer to lands ruled by Islamic <b>Shari'ah</b> .
Da'wah	<i>Call.</i> Inviting people to Islam, whether by literal invitation and preaching, or by the example of good actions.
Dawud	David (peace be upon him). A Prophet of <b>Allah</b> to whom the <b>Zabur</b> (the Book of Psalms) was given.
Dhikr	<i>Remembrance.</i> Remembrance of <b>Allah</b> in one's heart or by reciting His names or sections from the <b>Qur'an</b>
Dhimmi	A non-Muslim living freely under the protection of an Islamic state.
Dhul-Hijjah	The month of the <b>Hajj</b> , last month of the Islamic year.
Din	Way of life, religion together with its practices.
Din-ul-Fitrah	A description of Islam as the natural way of life.
Du'a	Varying forms of personal prayer and supplication.
Fajr (Salat-ul-Fajr)	Dawn <b>salah</b> which may be performed from dawn until just before sunrise.
Fard	Obligatory duty according to divine law, e.g. offering <b>salah</b> five times a day.
Fatihah	See <b>al-Fatihah</b> .
Fatimah (al-Zahrah)	Daughter of the Prophet Muhammad*; wife of Ali; mother of Hassan, Hussein and Zainab (Radiya-Llahu 'an hum – may Allah be pleased with them).
Fatwa	The legal guidance of a pious, just, knowledgeable Muslim scholar and jurist, based on the <b>Qur'an</b> , <b>Sunnah</b> and Islamic <b>Shari'ah</b> .
Fiqh	<i>Understanding.</i> Islamic jurisprudence
Ghusl	Greater ablution. Formal washing of the whole body prior to worship (see <b>Wudu</b> ).
Hadith	Saying; report; account. The sayings of the Prophet Muhammad*, as recounted by his household, progeny and companions. These are a major source of Islamic law. Some Hadith are referred to as <b>Hadith Qudsi</b> (sacred Haddith) having been divinely communicated to the Prophet Muhammad*.
Hafiz	Someone who knows the whole <b>Qur'an</b> by heart.
Hajar	Hagar. Wife of the Prophet <b>Ibrahim</b> , and mother of the Prophet <b>Isma'il</b> (peace be upon them).
Hajj	Annual pilgrimage to <b>Makkah</b> , which each Muslim must undertake at least once in a lifetime if he or she has the health and wealth. A Muslim male who has completed Hajj is called Hajji and a female is called Hajjah.
Halal	Any action or thing is which permitted or lawful.
Haram	Anything unlawful or not permitted.
Haram Sharif	The grand Mosque in <b>Makkah</b> , which encompasses the <b>Ka'bah</b> , the hills of <b>Safa</b> and <b>Marwah</b> and the well of <b>Zamzam</b> .

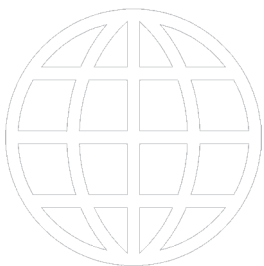
## ☪ Islam glossary

Term	Explanation
Hijab	<i>Veil</i> . Often used to describe the head scarf or modest dress worn by women, who are required to cover everything except face and hands in the sight of anyone other than immediate family.
Hijrah	<i>Departure; exit; emigration</i> . The emigration of the Prophet Muhammad* from Makkah to Madinah in 622 CE. The Islamic calendar commences from this event.
Hira	The name of a place near <b>Makkah</b> , where the Prophet Muhammad* went for solitude and worship. It was there that he received the first revelation of the <b>Qur'an</b> .
Ibadah	All acts of worship. Any permissible action performed with the intention to obey <b>Allah</b> .
Iblis	The <b>Jinn</b> who defied <b>Allah</b> by refusing to bow to <b>Adam</b> (peace be upon him), and later became the tempter of all human beings (see <b>Shaytan</b> ).
Ibrahim	<i>Abraham</i> (peace be upon him). A Prophet of Allah to whom the 'scrolls' were given.
Id	<i>Recurring happiness</i> . A religious holiday; a feast for thanking <b>Allah</b> and celebrating a happy occasion.
Id Mubarak	Id blessings! Greeting exchanged during Islamic celebrations.
Id-ul-Adha	Celebration of the sacrifice, commemorating the Prophet <b>Ibrahim's</b> willingness to sacrifice his son <b>Isma'il</b> for <b>Allah</b> (peace be upon them). Also known as Id-ul-Kabir - <i>the Greater Id</i> - and Qurban Bayram (Turkish) <i>feast of sacrifice</i> .
Id-ul-Fitr	Celebration of breaking the fast on the day after <b>Ramadan</b> ends, which is also the first day of Shawal, the tenth Islamic month. Also known as Id-ul-Saghir - <i>the Lesser Id</i> - and Sheker Bayram (Turkish) - <i>sugar feast</i> .
Ihram	The state or condition entered into to perform either <b>Hajj</b> or <b>Umrah</b> . During this period, many normally permitted actions are placed out of bounds to Muslims. Also, the name of the two plain white unsewn cloths worn by male pilgrims to indicate the brotherhood, equality and purity of the pilgrim. For women, the dress of Ihram consists of their normal modest clothing.
Ijma	General consensus of scholars, expressed or tacit, on matters of law and practice.
Imam	<i>Leader</i> . A person who leads the communal prayer, or a founder of an Islamic school of jurisprudence. In <b>Shi'ah</b> Islam, <b>Imam</b> is also the title of <b>Ali</b> (Radiya-Llahu 'an hum – may Allah be pleased with them) and his successors.
Imamah	Office and function of an <b>Imam</b> . Religious authority in <b>Shi'ah</b> Islam; successor to the Prophet Muhammad* as leader of the Muslim community.
Iman	Faith.
Injil	<i>Gospel</i> . A book given to Prophet <b>Isa</b> (peace be upon him).
Iqamah	Call to stand up for <b>salah</b> .
Isa	Jesus. A Prophet of <b>Allah</b> , born of the virgin Mary (peace be upon them).
Isha (Salat-ul-Isha)	Evening <b>salah</b> which may be performed from just over an hour after sunset, until midnight.
Islam	Peace attained through willing obedience to <b>Allah's</b> divine guidance.
Isma'il	<i>Ishmael</i> . A Prophet of Allah. Son of the Prophet <b>Ibrahim</b> and <b>Hajar</b> (peace be upon them).
Isnad	Chain of transmission of each <b>Hadith</b> .



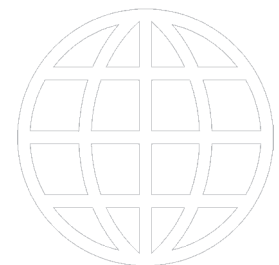
## 🌙 Islam glossary

Term	Explanation
Jibril	<i>Gabriel</i> . The angel who delivered Allah's messages to His Prophets.
Jihad	Personal individual struggle against evil in the way of Allah. It can also be collective defence of the Muslim community.
Jinn	Being created by Allah from fire.
Jumu'ah (Salat-ul-Jumu'ah)	The weekly communal salah, and attendance at the khutbah performed shortly after midday on Fridays.
Ka'bah	A cube-shaped structure in the centre of the grand mosque in Makkah. The first house built for the worship of the One True God.
Khadijah	First wife of the Prophet Muhammad*. Mother of Fatimah Zahrah (Radiya-Llahu 'an hum – may Allah be pleased with them).
Khalifah	Successor; inheritor; custodian; vice-regent (see al-Khulafa-ur-Rashidun).
Khilafah	The institution of the Khalifah.
Khums	Contribution (additional to zakah) of one fifth of surplus annual income paid by Shi'ah Muslims. Sunni Muslims only apply Khums to booty.
Khutbah	Speech. Talk delivered on special occasions such as the Jumu'ah and Id prayers.
Laylat-ul-Qadr	The Night of Power, when the first revelation of the Qur'an was made to Prophet Muhammad*. It is believed to be one of the last ten nights of Ramadan.
Madinah	See al-Madinah.
Maghrib (Salat-ul-Maghrib)	Sunset salah which is performed after sunset until daylight ends.
Mahdi, al-Muntazar	The (rightly) guided one who is awaited and will appear towards the end of time to lead the Ummah and restore justice on Earth. The one who is promised in the Judaic, Christian and Islamic traditions.
Makkah	City where the Prophet Muhammad* was born, and where the Ka'bah is located.
Maryam	Mary. The virgin mother of the Prophet Isa (peace be upon them).
Masjid	<i>Place of prostration</i> . Mosque.
Mihrab	Niche or alcove in a mosque wall, indicating the Qiblah - the direction of Makkah, towards which all Muslims face to perform salah.
Mina	Place near Makkah, where pilgrims stay on the 10th, 11th and 12th of Dhul-Hijjah and perform some of the activities of the Hajj.
Minbar	Rostrum; platform; dais. The stand from which the Imam delivers the khutbah or speech in the mosque or praying ground.
Miqat	<i>Place appointed</i> , at which pilgrims enter into the state of ihram.
Mi'raj	The ascent through the heavens of the Prophet Muhammad*.
Mu'adhin	Caller to prayer (see Adhan). Known in English as 'muezzin'.



# Islam glossary

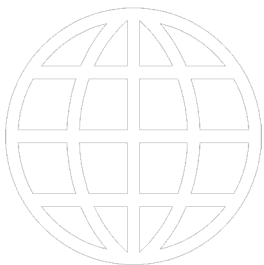
Term	Explanation
Muhammad	<i>Praised</i> . Name of the final Prophet*.
Muharram	First month in the Islamic calendar, which is calculated from the time the Prophet Muhammad* migrated to <b>Yathrib (Madinah)</b> .
Musa	Moses (peace be upon him). A Prophet of <b>Allah</b> to whom the <b>Tawrah</b> (Torah) was given.
Mu'min	Faithful. A believer, a practising Muslim who wholeheartedly yields to <b>Allah's</b> guiding wisdom and is thus in harmony with His will and at peace with himself and fellow creatures.
Muslim	One who claims to have accepted Islam by professing the <b>Shahadah</b> .
Muzdalifah	Place where pilgrims on Hajj stop for a time during the night of the day they spend at <b>Arafat</b>
Nabi	Prophet of <b>Allah</b> .
Niyyah	Intention. A legally required statement of intent, made prior to all acts of devotion such as <b>salah</b> , <b>Hajj</b> or <b>sawm</b> .
Qadar	<b>Allah's</b> complete and final control over the fulfilment of events or destiny.
Qiblah	Direction which Muslims face when performing <b>salah</b> - towards the <b>Ka'bah</b> (see <b>Mihrab</b> ).
Qur'an	That which is read or recited. The Divine Book revealed to the Prophet Muhammad*. Allah's final revelation to humankind.
Rak'ah	A unit of <b>salah</b> , made up of recitation, standing, bowing and two prostrations.
Ramadan	The ninth month of the Islamic calendar, during which fasting is required from just before dawn until sunset, as ordered by <b>Allah</b> in the <b>Qur'an</b> .
Rasul	Messenger of <b>Allah</b> .
Sa'y	Walking and hastening between <b>Safa</b> and <b>Marwah</b> , as part of the Hajj, in remembrance of Hajar's search for water for her son Isma'il (peace be upon them).
Sadaqah	Voluntary payment or good action for charitable purposes.
Safa & Marwah	Two hills in <b>Makkah</b> , near the <b>Ka'bah</b> , now included within the grand mosque (see <b>Sa'y</b> ).
Sahih al-Bukhari	The title of the books of <b>Hadith</b> compiled by Muhammad ibn Isma'il al-Bukhari, a <b>Sunni</b> scholar. The collection is described as Sahih (authentic).
Sahih Muslim	The title of the books of <b>Hadith</b> compiled by Abul Husayn Muslim ibn al-Hajjaj, a <b>Sunni</b> scholar. The collection is described as Sahih (authentic).
Salah	Prescribed communication with, and worship of, <b>Allah</b> , performed under specific conditions, in the manner taught by the Prophet Muhammad*, and recited in the Arabic language. The five daily times of <b>salah</b> are fixed by <b>Allah</b> .
Sawm	Fasting from just before dawn until sunset. Abstinence is required from all food and drink (including water) as well as smoking and conjugal relations.
Shahadah	Declaration of faith, which consists of the statement, 'There is no God except Allah, Muhammad is the Messenger of Allah'.
Shari'ah	Islamic law based upon the <b>Qur'an</b> and <b>Sunnah</b> .
Shaytan	<i>Rebellious; proud</i> . The devil (see <b>Iblis</b> ).
Shi'ah	<i>Followers</i> . Muslims who believe in the <b>Imamah</b> , successorship of <b>Ali</b> (Radhi-Allahu-anhu - may Allah be pleased



## ☾ Islam glossary

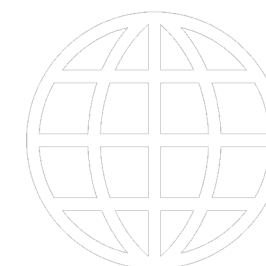
Term	Explanation
	with him) after the Prophet Muhammad* and 11 of his most pious, knowledgeable descendants.
Shirk	<i>Association</i> . Regarding anything as being equal or partner to Allah. Shirk is forbidden in Islam.
Shura	Consultation of the people in the management of religious and worldly affairs. A duty prescribed in the <b>Qur'an</b> to leaders at all levels, from family to government.
Sirah	Biographical writings about the conduct and example of the Prophet Muhammad*.
Subhah	String of beads used to count recitations in worship.
Sunnah	Model practices, customs and traditions of the Prophet Muhammad*. This is found in both <b>Hadith</b> and <b>Sirah</b> .
Sunni	Muslims who believe in the successorship of <b>Abu Bakr</b> , <b>Umar</b> , <b>Uthman</b> and <b>Ali</b> (Radiya-Llahu 'an hum – may Allah be pleased with them) after the Prophet Muhammad*.
Surah	Division of the <b>Qur'an</b> (114 in all).
Takbir	Saying 'Allahu Akbar!' Recited during <b>salah</b> , <b>Id</b> and other celebratory occasions.
Tawaf	Walking seven times around the Ka'bah in worship of Allah. Also, a part of <b>Hajj</b> and <b>Umrah</b> .
Tawhid	Belief in the Oneness of <b>Allah</b> - absolute monotheism as practised in Islam.
Tawrah	<i>The Torah</i> . The book given to the Prophet <b>Musa</b> (Moses) (peace be upon him).
Ulama	Scholars of Islamic law and jurisprudence (sing. Alim).
Umar ibn ul-Khattab	Second <b>Khalifah</b> of Islam.
Ummah	Community. World-wide community of Muslims; the nation of Islam
Umrah	Lesser pilgrimage which can be performed at any time of the year.
Uthman	The third <b>Khalifah</b> of Islam.
Wudu	Ablution before <b>salah</b> .
Yathrib	Town to which the Prophet Muhammad* migrated from <b>Makkah</b> (see <b>al-Madinah</b> ).
Zabur	The Book of Psalms given to Prophet Dawud (David) (peace be upon him).
Zakah	Purification of wealth by payment of annual welfare due. An obligatory act of worship.
Zakat-ul-Fitr	Welfare payment at the end of <b>Ramadan</b> .
Zamzam	Name of the well adjacent to the <b>Ka'bah</b> in <b>Makkah</b> . The water first sprang in answer to Hajar's search and prayers (see <b>Hajar</b> and <b>Sa'y</b> ).
Zuhr (Salat-ul-Zuhr)	<b>Salah</b> which can be performed after midday until afternoon.

\* *peace be upon him (pbuh)*



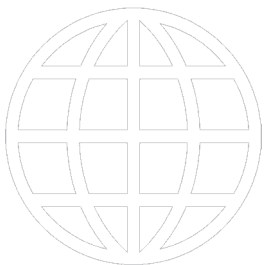
## ✧ Judaism glossary

Preferred form	Main variants	Explanation
Afikomen (Greek)	•	<i>Dessert</i> . Portion of a <b>matzah</b> eaten near the end of the <b>Seder</b> .
Agadah	Aggadah	<i>Telling</i> . Rabbinical teachings on moral values.
Aleinu	•	Key prayer at the conclusion of each service.
Aliyah	•	<i>To go up</i> . (i) Being called to read the <b>Sefer Torah</b> in the <b>Synagogue</b> . (ii) The migration of Jews to <b>Israel</b> .
Amidah	•	<i>Standing</i> . The standing prayer.
Aron Hakodesh	•	<i>Holy Ark</i> . The focal point of the <b>Synagogue</b> , containing <b>Torah</b> scrolls.
Ashkenazim	•	Jews of Central and Eastern European origin.
Bar Mitzvah	•	<i>Son of Commandment</i> . A boy's coming of age at 13 years old, usually marked by a <b>Synagogue</b> ceremony and family celebration.
Bat Mitzvah	Bat Chayil	<i>Daughter of Commandment</i> . As above, but for girls from 12 years old. May be marked differently between communities.
Bet ha Knesset	Beit ha Knesset Shul	<i>House of Assembly</i> . <b>Synagogue</b> .
Bimah	•	<i>Dais</i> . Raised platform primarily for reading the <b>Torah</b> in the <b>Synagogue</b> .
Brit Milah	Berit Milah, Bris	<i>Circumcision</i> .
Challah	Hallah	Enriched bread used particularly on <b>Shabbat</b> and during festivals.
Chazan	Hazan Cantor	Leader of reading, singing and chanting in the services of some <b>Synagogues</b> .
Chumash	•	<i>Five</i> . The <b>Torah</b> in book form, used in the synagogue and the home.
Circumcision	•	Religious rite of <b>Brit Milah</b> , performed by a qualified <b>mohel</b> on all Jewish boys, usually on the eighth day after birth.
Gemara	Gemarah	Commentary on the <b>Mishnah</b> included in the <b>Talmud</b> .
Genizah	•	Storage place for damaged religious texts.
Haftarah	•	<i>Completion</i> . Passages from <b>Nevi'im</b> (Prophets) read in the <b>Synagogue</b> (linked to weekly <b>Torah</b> and festival readings).
Hagadah	Haggadah	<i>Telling</i> . A book used at <b>Seder</b> .
Halakhah	Halacha	<i>The Way</i> . The code of conduct encompassing all aspects of Jewish life.
Hanukiah	Chanukiah, Menorah	Nine-branched <b>Hanukkah</b> lamp used at the festival of Hanukkah.
Hanukkah	Chanukah	<i>Dedication</i> . An eight-day festival of lights to celebrate the re-dedication of the temple following the Maccabean victory over the Greeks.
Hasid	Chasid Hasidim (pl.) Chasidim	<i>Pious</i> . Member of the Orthodox movement of <b>Hasidism</b> .
Hasidism	Chasidism	A religious and social movement formed by Israel Baal Shem Tov (from the 18th century onwards).
Havdalah	•	<i>Distinction</i> . Ceremony marking the conclusion of <b>Shabbat</b> .



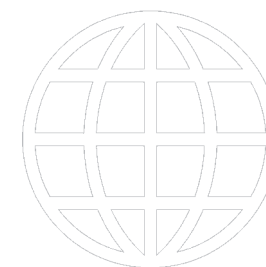
## ☆ Judaism glossary

Preferred form	Main variants	Explanation
Hebrew	Ivrit	Ancient Semitic language; language of the <b>Tenakh</b> (Hebrew-Scriptures) and used by Jews for prayer and study. Also, everyday language in Israel.
Huppah	Chuppah	Canopy used for a wedding ceremony, under which the bride and groom stand.
Israel	•	<i>One who struggles with God.</i> The phrase refers to the world-wide Jewish community; the land of Israel and the modern state of Israel.
Kabbalah	Cabala	Jewish mysticism.
Kaddish	•	Prayer publicly recited by mourners.
Kashrut	•	Laws relating to keeping a <b>Kosher</b> home and lifestyle
Ketubah	Ketubbah	Document that defines rights and obligations within Jewish marriage.
Ketuvim	•	<i>Writings.</i> Third section of the <b>Tenakh</b> .
Kibbutz	Kibbutzim (pl.)	Israeli collective village based on socialist principles.
Kiddush	•	<i>Holy.</i> A prayer sanctifying <b>Shabbat</b> and festival days, usually recited over wine.
Kippah	Yamulka Capel	Head covering worn during prayers, <b>Torah</b> study, etc. Some followers wear it constantly.
Knesset	•	<i>Assembly.</i> Israeli parliament.
Kol Nidrei	Kol Nidre	<i>All vows.</i> Prayer recited on the evening of <b>Yom Kippur</b> .
Korach	•	Name of the leader who defied Moses in the wilderness
Kosher	Kasher	<i>Fit; proper.</i> Foods permitted by Jewish dietary laws.
Ladino	•	Language used predominately by <b>Sephardim</b> .
Magen David	•	<i>Shield of David</i> , popularly called Star of David.
Maimonides	•	<i>Rabbi Moses ben Maimon</i> (1135-1204), a leading Jewish philosopher, medical writer and codifier of Jewish law.
Mashiach	Moshiach Messiah	<i>The anointed one</i> who will herald in a new era for Judaism and all humankind.
Matzah	Matzot (pl.)	A flat cracker-like bread which has been baked before it rises; used at <b>Pesach</b> .
Menorah	•	Seven-branched candelabrum which was lit daily in the Temple.
Mezuzah	•	A scroll placed on doorposts of Jewish homes, containing a section from the <b>Torah</b> and often enclosed in a decorative case.
Midrash	•	Collections of various Rabbinic commentaries on the <b>Tenakh</b> .
Mikveh	•	Ritual bath used for the immersion of people and objects.
Minyan	•	Quorum of ten men, over Bar Mitzvah age, required for a service. Progressive communities may include women but do not always require a minyan.
Mishnah	•	First writing down of the Oral Tradition. An authoritative document forming part of the Talmud, codified about 200 CE.



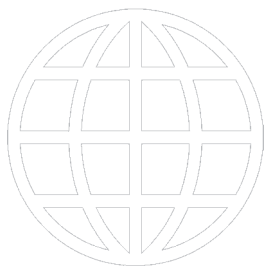
# ✧ Judaism glossary

Preferred form	Main variants	Explanation
Mishkan	•	<i>Dwelling</i> . The original travelling sanctuary used prior to the building of the permanent Temple in Jerusalem.
Mitzvah	Mitzvot (pl.)	<i>Commandment</i> . The <b>Torah</b> contains 613 Mitzvot. Commonly used to describe good deeds.
Mohel	•	Person trained to perform <b>Brit Milah</b> .
Moshav	Moshavim (pl.)	Collective village or farm in Israel.
Ner Tamid	•	<i>Eternal light</i> . The perpetual light above the <b>Aron Hakodesh</b> .
Nevi'im	•	<i>Prophets</i> . Second section of the <b>Tenakh</b> .
Noachide Laws	•	Seven laws given to Noah after the flood, which are incumbent on all humankind. These laws form the foundation for a just society.
Parev	Parveh	Neutral foods, which are neither milk nor meat, e.g. vegetables, eggs, fish.
Pesach	Passover	Festival commemorating the Exodus from Egypt. One of the three biblical pilgrim festivals. Pesach is celebrated in the spring.
Pikei Avot	Pirke Avoth	<i>Sayings of the Fathers</i> . Part of the <b>Mishnah</b> containing ethics of Rabbinical sages.
Pikuakh Nefesh	•	<i>Save a soul</i> . The setting aside of certain laws in order to save a life.
Progrom	•	Organised attack on Jews, especially frequent in 19th and early 20th century Eastern Europe.
Purim	•	Festival commemorating the rescue of Persian Jewry as told in the book of Esther.
Rabbi	•	<i>My teacher</i> . An ordained Jewish teacher. Often the religious leader of a Jewish community.
Rashi	•	<i>Rabbi Shlomo ben Yitzhak</i> (1040 -1105). A French rabbinical scholar and leading commentator on the <b>Torah</b> and <b>Talmud</b> .
Rebbe	•	<i>Rabbi</i> . The term used by <b>Hasidim</b> for their religious leader.
Rosh Hashanah	Rosh Ha-Shanah	<i>Head of the Year</i> . Jewish New Year.
Seder	•	<i>Order</i> . A home-based ceremonial meal during <b>Pesach</b> , at which the Exodus from Egypt is recounted using the <b>Hagadah</b> .
Sefer Torah	•	<b>Torah</b> scroll. The five books of Moses handwritten on parchment and rolled to form a scroll.
Sephardim	Sefardim	Jews originating from Mediterranean countries, especially Spain, North Africa and the Middle East.
Shabbat	Shabbos	Day of spiritual renewal and rest commencing at sunset on Friday, terminating at nightfall on Saturday.
Shatnez	Shaatznez	Garments containing a forbidden mixture of wool and linen.
Shavuot	•	<i>Weeks</i> . One of three pilgrim festivals. Shavuot is celebrated in the summer, seven weeks after <b>Pesach</b> .
Shekhina	•	The divine presence.



## ☆ Judaism glossary

Preferred form	Main variants	Explanation
Shema	•	Major Jewish prayer affirming belief in one God. The Shema is found in the <b>Torah</b> .
Shemot	•	<i>Names</i> . Seven holy names of God.
Shiva	•	Seven days of intense mourning following the burial of a close relation. During this period, all ordinary work is prohibited.
Shoah	•	<i>Desolation</i> . The suffering experienced by European Jews at the hands of the Nazis, including the systematic murder of six million Jews between 1933 and 1945.
Shofar	•	Ram's horn blown at the season of <b>Rosh Hashanah</b> .
Siddur	•	<i>Order</i> . Daily prayer book.
Simchat Torah	•	<i>Rejoicing of the law</i> . Festival celebrating the completion and recommencement of the cycle of the weekly <b>Torah</b> reading.
Sukkah	Sukkot (pl.)	<i>Tabernacle; booth</i> . A temporary dwelling used during <b>Sukkot</b>
Sukkot	•	One of three biblical pilgrim festivals, <b>Sukkot</b> is celebrated in the Autumn.
Synagogue	Shul, Bet Haknesset Bet Hamidrash	Building for Jewish public prayer, study and assembly.
Tallit	Tallith	<i>Prayer shawl</i> . Four-cornered garment with fringes.
Talmud	•	<b>Mishnah</b> and <b>Gemara</b> , collected together.
Tefillah	Tefila	<i>Self-judgement</i> . Jewish prayer and meditation.
Tefillin	Tephilin Phylacteries T'filin	Small leather boxes containing passages from the <b>Torah</b> , strapped on the forehead and arm for morning prayers on weekdays.
Tenakh	Tanakh	The collected 24 books of the Jewish Bible, comprising three sections: <b>Torah</b> , <b>Nevi'im</b> , and <b>Ketuvim</b> (Te;Na;Kh).
Teshuva	•	<i>Repentance</i> . Returning to God.
Tikkun Olam	Tikun	Care for the world and environment.
Torah	•	<i>Law; teaching</i> . The Five Books of Moses.
Tzedaka	•	<i>Righteousness</i> . An act of charity.
Tzitzit	Tzitzit	Fringes on the corners of the <b>Tallit</b> . Also commonly refers to the fringed undervest worn by some Jewish males.
Yad	•	Hand-held pointer used in reading the <b>Sefer Torah</b> .
Yahrzeit	•	<i>Year-time</i> . Anniversary of a death.
Yeshiva	•	College for study of the <b>Torah</b> and <b>Talmud</b> .
Yiddish	•	Language used predominantly by <b>Ashkenazim</b> .
Yishuv	•	<i>Ingathering</i> . The Jewish community of Israel.
Yom Hashoah	•	Day to commemorate the <b>Shoah</b> .

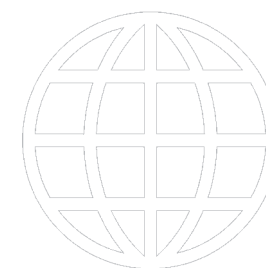


## ✧ Judaism glossary

Preferred form	Main variants	Explanation
Yom Kippur	•	<i>Day of Atonement</i> . Fast day occurring on the tenth day after <b>Rosh Hashanah</b> ; a solemn day of <b>Tefillah</b> and <b>Teshuva</b> .
Zionism	•	Political movement securing the Jewish return to the land of Israel.

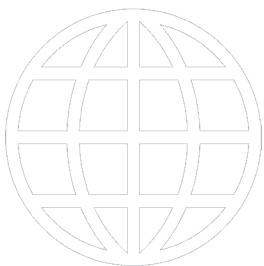
## ☞ Sikhism glossary

Preferred form	Main variants	Explanation
Akal Purakh	•	<i>The Eternal One</i> . A designation frequently used of God by <b>Guru Nanak</b> .
Akal Takht	Akal Takhat	<i>Throne of the Eternal; throne of the Timeless One</i> . Building facing the Golden Temple in Amritsar, where Sikhs gather for political purposes.
Akhand Path	•	Continuous reading of the <b>Guru Granth Sahib</b> from beginning to end.
Amrit	•	<i>Nectar</i> . Sanctified liquid made of sugar and water, used in initiation ceremonies.
Amrit ceremony	Amrit Sanskar Amrit Pahul Khande di Pahul Sometimes just 'Amrit' or 'Taking Amrit' ('Amrit Chhakna')	The Sikh rite of initiation into the <b>Khalsa</b> . 'Baptism' should not be used.
Anand karaj	Anand Sanskar	<i>Ceremony of bliss</i> . Wedding ceremony.
Ardas	•	<i>Prayer</i> . The formal prayer offered at most religious acts.
Baisakhi	Vaisakhi	A major Sikh festival celebrating the formation of the <b>Khalsa</b> , 1699 CE.
Bangla Sahib	•	The site of the martyrdom of <b>Guru Har Krishan</b> (Delhi).
Bhai Khanaya	•	A Sikh commended by <b>Guru Gobind Singh</b> for serving water to the enemy wounded.
Bhai Lalo	•	A humble carpenter who opened his house to <b>Guru Nanak</b> . The <b>Guru</b> preferred Bhai Lalo's simple food to the offerings of a local rich merchant.
Chanani	Chandni	Canopy over the scriptures, used as a mark of respect.
Chauri	Chaur	Symbol of the authority of the <b>Guru Granth Sahib</b> . Fan waved over scriptures, made of yak hairs or nylon. It should not be called a 'fly whisk'.
Dasam Granth	•	Collection of compositions, some of which are attributed to the tenth Sikh <b>Guru</b> , compiled some years after his death.
Giani	•	A person learned in the Sikh scriptures.
Granthi	•	Reader of the <b>Guru Granth Sahib</b> , who officiates at ceremonies.
Gurbani	Bani, Vani	Divine word revealed by the Gurus. The <b>Shabads</b> contained in the <b>Guru Granth Sahib</b> .



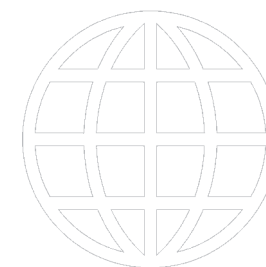
 Sikhism glossary

Preferred form	Main variants	Explanation
Gurdwara	Gurudwara	Sikh place of worship. Literally the 'doorway to the <b>Guru</b> '.
Gurmat	•	<i>The <b>Guru</b>'s guidance.</i>
Gurmukh	•	One who lives by the <b>Guru</b> 's teaching.
Gurmukhi	Gurpurab	<i>From the <b>Guru</b>'s mouth.</i> Name given to the script in which the scriptures and the Punjabi language are written.
Gurpurb	•	A <b>Guru</b> 's anniversary (birth or death). Also used for other anniversaries, eg, of the installation of the <b>Adi Granth</b> , 1604 CE.
Guru	•	Teacher. In Sikhism, the title of <b>Guru</b> is reserved for the ten human <b>Gurus</b> and the <b>Guru Granth Sahib</b> .
Guru Arjan	•	The fifth <b>Guru</b> who was the first Sikh martyr (1563-1606).
Guru Gobind Singh Guru Granth Sahib	Guru Govind Singh (Original name: Guru Gobind Rai)	Tenth Sikh <b>Guru</b> . It is important to note that the title 'Guru' must be used with all the <b>Gurus</b> ' names. Sikhs usually use further terms of respect, eg, <b>Guru Gobind Singh Ji</b> or <b>Guru Nanak Dev Ji</b> .
	<b>Adi Granth</b> ( <b>Granth</b> ' by itself should be avoided)	Primal collection of Sikh scriptures, compiled by <b>Guru Arjan</b> and given its final form by <b>Guru Gobind Singh</b> .
Guru Har Gobind	Guru Hargobind Guru Hargovind	Sixth Sikh <b>Guru</b> .
Guru Har Krishan Guru Harkishan	Guru Harkrishan	Eighth Sikh <b>Guru</b> .
Guru Nanak	•	The first <b>Guru</b> and the founder of the Sikh faith (1469-1539).
Guru Tegh Bahadur	•	The ninth <b>Guru</b> who was martyred for the principle of religious tolerance (1622-1675).
Haumai	•	<i>Egoism.</i> The major spiritual defect.
Hukam	•	God' s will.
Hukam	Vak	Random reading taken for guidance from the <b>Guru Granth Sahib</b> .
Ik Onkar	•	<i>There is only One God.</i> The first phrase of the <b>Mool Mantar</b> . It is also used as a symbol to decorate Sikh objects.
Janamsakhi	Janam Sakhi	<i>Birth stories.</i> Hagiographic life stories of a <b>Guru</b> , especially <b>Guru Nanak</b> .
Japji Sahib	•	A morning prayer, composed by <b>Guru Nanak</b> , which forms the first chapter of the <b>Guru Granth Sahib</b> .
Jivan Mukht	Jivan Mukht	Enlightened while in the material body; a spiritually enlightened person, freed from worldly bonds.



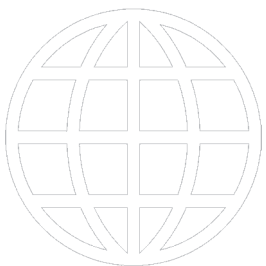
## ☪ Sikhism glossary

Preferred form	Main variants	Explanation
Kachera	•	Traditional underwear/shorts. One of the five Ks (see <a href="#">panj kakke</a> ).
Kakka	Singular of the Punjabi letter K (plural 'Kakke')	See <a href="#">panj kakke</a> .
Kangha	Kanga	Comb worn in the hair. One of the five Ks (see <a href="#">panj kakke</a> ).
Kara	•	Steel band worn on the right wrist. One of the five Ks (see <a href="#">panj kakke</a> ).
Karah parshad	Karah Prasad	Sanctified food distributed at Sikh ceremonies.
Kaur	•	<i>Princess</i> . Name given to all Sikh females by <a href="#">Guru Gobind Singh</a> (see <a href="#">Singh</a> ).
Kesh	Kes	Uncut hair. One of the five Ks (see <a href="#">panj kakke</a> ).
Khalsa	•	<i>The community of the pure</i> . The Sikh community.
Khanda	•	Double-edged sword used in the initiation ceremony. Also used as the emblem on the Sikh flag.
Kirat karna	•	Earning one's livelihood by one's own efforts.
Kirpan	•	Sword. One of the five Ks (see <a href="#">panj kakke</a> ). 'Dagger' should be avoided.
Kirtan	•	Devotional singing of the compositions found in the <a href="#">Guru Granth Sahib</a> .
Kirtan Sohila	•	A prayer said before retiring for sleep. It is also used at the cremation ceremony and when the <a href="#">Guru Granth Sahib</a> is laid to rest.
Kurahit	•	Prohibitions, eg intoxicants.
Langar	Guru ka Langar	<a href="#">Guru</a> ' s kitchen. The gurdwara dining hall and the food served in it.
Mela	•	<i>Fair</i> . Used of Sikh festivals which are not <a href="#">gurpurbs</a> .
Manji	Manji Sahib	Small platform on which the scripture is placed.
Manmukh	Munmukh	Self-orientated (as opposed to <a href="#">gurmukh</a> ).
Mool Mantar	Mul Mantar	<i>Basic teaching; essential teaching</i> . The basic statement of belief at the beginning of the <a href="#">Guru Granth Sahib</a> .
Nam Simran	Nam Simaran Naam Simran	Meditation on the divine name, using passages of scripture.
Nankana Sahib	•	Birthplace of <a href="#">Guru Nanak</a> . Now in Pakistan.
Nishan Sahib	•	Sikh flag flown at <a href="#">gurdwaras</a> .
Nit nem	•	The recitation of specified daily prayers.
Panj kakke	•	<i>The five Ks</i> . The symbols of Sikhism worn by Sikhs.
Panj piare	Panj Pyare (other forms may also be found)	<i>The five beloved ones</i> . Those first initiated into the <a href="#">Khalsa</a> ; those who perform the rite today.
Panth	•	The Sikh community.
Patases	Patashas	Sugar bubbles or crystals used to prepare <a href="#">Amrit</a> .
Punjab	Panjab	<i>Land of five rivers</i> . The area of India in which Sikhism originated.



 Sikhism glossary

Preferred form	Main variants	Explanation
Ragi	•	Sikh musician who sings compositions from the <a href="#">Guru Granth Sahib</a> .
Rahit	•	Sikh obligations, eg, to meditate on God.
Rahit Maryada	Rehat Maryada	Sikh Code of Discipline.
Sadhsangat	Sangat	Congregation or assembly of Sikhs.
Sewa	Seva	Service directed at the sadhsangat and gurdwara, but also to humanity in general.
Shabad	Sabad Shabd	<i>Word</i> . Hymn from the <a href="#">Guru Granth Sahib</a> ; the divine word.
Sikh	•	<i>Learner; disciple</i> . A person who believes in the ten Gurus and the <a href="#">Guru Granth Sahib</a> , and who has no other religion.
Singh	•	<i>Lion</i> . Name adopted by Sikh males (see <a href="#">Kaur</a> ).
Sis Ganj Sahib	•	The site of the martyrdom of <a href="#">Guru Tegh Bahadur</a> (Delhi).
Vak	Vaak	A random reading taken for guidance from the <a href="#">Guru Granth Sahib</a> .
Vand chhakna	•	Sharing one's time, talents and earnings with the less fortunate.
Waheguru	•	<i>Wonderful Lord</i> . A Sikh name for God.



# Standing conference on the agreed syllabus for religious education

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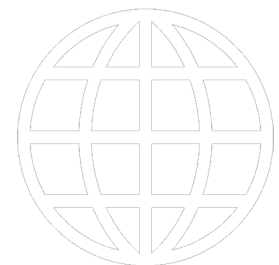
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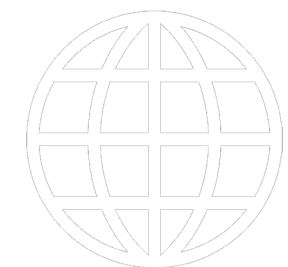
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