



Cambridgeshire  
County Council

# THE AGREED SYLLABUS FOR RELIGIOUS EDUCATION

2018

<https://www.cambridgeshire.gov.uk/residents/working-together-children-families-and-adults/working-with-partners/cambridgeshire-standing-advisory-council-on-religious-education/>

<https://www.cambslearntogether.co.uk/religious-education/>

<b>1. Statutory Guidance .....</b>	<b>2</b>
Introduction.....	2
The Legal Requirements .....	3
Aims and purpose (statutory).....	4
Religious Literacy .....	5
What to teach (statutory).....	6
Teaching (statutory) .....	7
Attainment Targets (statutory).....	8
RE and the wider school curriculum.....	9
<b>2. Non-statutory Guidance.....</b>	<b>10</b>
Introduction.....	10
Curriculum planning.....	11
Progression documents .....	13
Guide to assessment and the use of assessment tools in RE.....	44
Primary assessment criteria .....	46
Key Stage 3 assessment exemplars .....	49
RE Primary curriculum exemplars .....	53
Resources and websites .....	64
Acknowledgements for the Agreed Syllabus .....	65

## 1. Statutory Guidance

### Introduction

“The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain. Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate” – Why RE Matters -The RE Council

“Every child and young person who goes to school is entitled to an experience of religious education (RE) that is both academically challenging and personally inspiring” - A Curriculum Framework for Religious Education in England -The Religious Education Council of England and Wales -October 2013)

“RE is an important curriculum subject. It is important in its own right and it also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion” - Religious Education in English Schools: Non-statutory guidance 2010

A review of the National Curriculum for schools in England was made by the Department for Education (DfE) in 2013. RE was not part of the DfE review because it is statutory as Basic Curriculum alongside the National Curriculum subjects. The RE curriculum is set locally where the local authority Standing Advisory Council on Religious Education (SACRE) is responsible for producing the locally agreed syllabus for RE.

As a result of the DfE review, the Religious Education Council for England and Wales (REC) concluded that a review of RE was needed for reasons of equity with other subjects. Teachers with responsibility for RE in schools in England are expected to plan lessons, assess pupil progress, and have their performance held to account, as other teachers do. School leaders expect them to use the same or similar criteria to those deployed in other subjects in the curriculum. In October 2013 the REC published “A Curriculum Framework for Religious Education in England” to support those teachers and schools.

Taking our lead from the REC and following the lay out and style of the documents for the National Curriculum, you will find that the new syllabus for the teaching of RE in schools in the Cambridgeshire, Northamptonshire, Peterborough and Rutland local authority areas, set out here is shorter and less prescriptive as to content than in earlier years. Schools have the flexibility to provide more coherent and integrated cross curricular learning experiences to complement discrete subject teaching tailored to the needs of their pupils and community.

## The Legal Requirements

### What schools must do

Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life and all state schools... must teach religious education... all schools must publish their curriculum by subject and academic year online. 'The national curriculum in England: Framework document', September 2013, p.4

All maintained schools must follow the legal requirement to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE. Academies and free schools are contractually required through the terms of their funding agreement to make provision for the teaching of RE.

In brief, legislation requires that:

- in maintained community, foundation or voluntary schools without a religious character, RE is taught in accordance with the local Agreed Syllabus;
- the requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain';
- academies and free schools must teach RE within the requirements for a locally agreed syllabus, set out in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998;
- for foundation and voluntary controlled schools with a religious character, RE must be taught according to the Agreed Syllabus unless parents request RE in accordance with the trust deed of the school; and
- in voluntary aided schools RE must be taught in accordance with the trust deed.

RE must be included in the curriculum for all registered pupils, including all pupils in reception classes and sixth form, but excluding:

- pupils in nursery schools or nursery classes in primary schools;
- any person aged nineteen or above for whom further education is being provided at school; and
- any person over compulsory school age who is receiving part-time education. Based on NATRE website -National Association of Teachers of Religious Education

## Aims and purpose (statutory)

The aims of the syllabus are for pupils:

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

Religions deal with some of the most profound and difficult questions in human life, questions such as:

- What is the purpose of life?
- How should people treat each other?
- How do we explain and cope with death and suffering?

Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Religious Education must take account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude.

To do this RE needs:

- to develop pupils' skills;
- to enable them to ask questions;
- to discover information, to approach new material with empathy;
- to reflect on their learning. Pupils should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position.

Throughout the RE curriculum pupils should be encouraged to **explore** religions, **engage** with their knowledge, and **reflect** on their learning and their lives.

## Religious Literacy

Religious literacy is the knowledge of, and ability to understand, religion, beliefs, practices, spiritual insights and secular world views. It plays an important part in preparing pupils for life in modern Britain. Its importance is increasing as globalisation has created greater links and migration between societies of different faiths and cultures. Someone who is religiously literate is able to talk with fluency and understanding about religion and belief. It is firmly rooted within educational practice. A crucial aspect of religious literacy is through school RE.

## What to teach (statutory)

All content in the WHAT TO TEACH column is statutory and therefore must be taught.

Each Key Stage builds upon the one before, so by the time pupils reach the end of KS3, they should have had the opportunity to receive a broad, inclusive religious education.

Teachers should consider the religious experience of the pupils in the classroom and the whole school when planning which religions to look at and in which order.

- Christianity will be studied in all Key Stages.
- The choice of which other religion(s) to study in KS1 should be relevant to the experience of the pupils in the class and local demographic. Where Christianity is the only religion present the school will choose the other religion to be studied.
- However, by the end of KS2 all major religions (Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism) and a secular world view (humanism) must have been studied.
- In KS3, building on KS2, all major religions and a secular world view must have been studied in greater depth.

It is desirable that all pupils visit a church or other Christian place of worship and the school should make all efforts to plan visits to religious buildings of other faiths. Visitors from different faiths and world views should be encouraged to visit all schools. When neither visits nor visitors are possible then the use of virtual tours and resources are recommended.

## RE and Pupils with Special Educational Needs and Disability (SEND)

RE is a statutory part of the core curriculum for all pupils, including those with learning difficulties. Pupils with SEND are found in all contexts and all teachers are teachers of SEND. Good quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils. Pupils with special educational needs will not always meet the same expectations in RE as other pupils and therefore appropriate assessment materials will need to be used, (exemplars are indicated within the support materials). All programmes of study that are planned for pupils with special educational needs should take account of the targets and recommendations in their Individual Educational Programmes. A multi-sensory approach can be helpful in planning RE for children with special needs.

For the small number of pupils who may need the provision, material may be selected from materials used in earlier or later key stages, to enable individual pupils to progress and demonstrate achievement. Such material should be presented in contexts suitable to the pupil's age. In making decisions about adjusting the content of the key stage, teachers should take into account the previous experience of the pupil as well as the necessity to communicate to subsequent teachers a specific differentiated approach to entitlement.

In Special Schools there is no recommended time allocation for RE but it should be part of the main curriculum.

## Teaching (statutory)

	What to teach	Approach	Entitlement
<b>EYFS</b>	Will follow EYFS framework. Minimum 30hrs teacher-led activities		
<b>KS1</b>	Christianity. Schools should also draw on the background of the pupils to choose one or more other faiths.	Experiential and enquiry approach. Starting with family, neighbourhood and special times. Concentrating on the similarities of religions	Minimum of 36hrs in a school year
<b>KS2</b>	Christianity, five other world religions, humanism and an acknowledgement of other world views.	Experiential and enquiry approach. Moving from the local to the national and international examples of religion. Exploring diversity, similarities and differences within and between religions, humanism and other world views.	Minimum of 45hrs in a school year
<b>KS3</b>	Christianity and five other world religions, humanism and an acknowledgement of other world views and other religions found in the locality.	Experiential and enquiry approach. With doctrinal and philosophical aspects of religion.	Equivalent of 45hrs in a school year
<b>KS4</b>	Students will follow a course which may lead to a public examination in RE or explore (in specific curriculum time) topic based learning relating to local and international issues paying attention to their religious dimensions. Explore the connections between RE and other subject areas.	Experiential and enquiry approach. With doctrinal and philosophical aspects of religion	5% curriculum time
<b>KS5</b>	Some students will follow a course which may lead to a public examination in RE and others will explore a RE specific enrichment project or equivalent (e.g. a religious text, concept or view point) supporting them in their further education.	Examinations, enrichment curriculum time and individual projects including EPQs.	Flexible programs which, whilst avoiding tokenism, may include units of study, day conferences and work integrated with other subjects

## Attainment Targets (statutory)

There are two attainment targets in RE; good and outstanding RE will achieve a close relationship and a balance between these targets over a unit of work.

### **AT1 – Learning about religion and belief**

Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

### **AT2 – Learning from religion and belief**

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

**Schedules for measuring assessment (statements) are in the supporting materials.**

## RE and the wider school curriculum

A holistic approach to Spiritual, Moral, Social and Cultural development (SMSC), British Values, and Community Cohesion focuses on preparing pupils for life in the 21st century, engaging pupils in a contemporary and relevant context. RE develops pupils' knowledge and understanding of Christianity, other religious traditions and secular world views and explores their responses to life's challenges. Reference is constantly made to those who live out their beliefs, insights and values in their daily lives and within their own communities. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

RE plays an important role in preparing pupils for their future, for employment and lifelong learning. It enhances their spiritual, moral, social and cultural development by:

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

Although RE contributes to other subjects it must not be defined by or confined to them.

Similarly, although RE and Collective Worship can enrich each other, RE cannot be replaced by or delivered through Collective Worship.

## 2. Non-statutory Guidance

### Introduction

The aims of this syllabus are supported by non-statutory guidance including progression documents on individual religions and world views, exemplar lesson plans and relevant topics for Key Stages, and Assessment Criteria written by your local SACRE, together with teacher training sessions, RE newsletters, other online resources such as the Cambridgeshire Knowledge Hub, together with links to other web-based materials.

## Curriculum planning

Schools need to plan their religious Education (RE) curriculum with consideration of their schools' cohort and local demographics.

Using the 2018 syllabus is not about reinventing the wheel. All Schools should review their existing curriculum and keep what they consider to be outstanding and strong RE. The next step is then to consider how this fits with the statutory requirements of the new syllabus and plan the rest of the curriculum accordingly. Included with this document are exemplars of whole school planning using the 2018 agreed syllabus for all key stages.

The aims of the syllabus are for pupils:

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own; and
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

Religions deal with some of the most profound and difficult questions in human life, questions such as:

- What is the purpose of life?
- How should people treat each other?
- How do we explain and cope with death and suffering?

Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Religious Education must take account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude.

To do this RE needs:

- to develop pupils' skills;
- to enable them to ask questions;
- to discover information, to approach new material with empathy; and
- to reflect on their learning. Pupils should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position.

Throughout the RE curriculum pupils should be encouraged to explore religions, engage with their knowledge, and reflect on their learning and their lives.

The 2018 syllabus recommends that all key stages use 'Enquiry' methods and when planning and delivering units of work. When planning units of work a range of approaches to learning that match different types of enquiry should be used, for example:

- 'Big Questions' are used as the focus of an enquiry
- use experiential and creative activities where pupils can develop their insight into the 'experience' of religion
- use reasoned argument and debate where pupils can explore controversial issues
- using investigative and interpretative skills where pupils need to gather, analyse and present information
- planning sequences enquiries to make sure pupils build effectively on prior learning and can see the relevance of their investigations
- the enquiry process allows pupils' to progress in RE and this progression is defined and assessed.

The benefits of enquiry approaches are:

- Pupils develop a deeper understanding, going beyond simply learning facts to handling ideas and questions;
- Pupils increase confidence as learners; discussion is no longer so teacher-led; and
- More sustained learning is achieved, not the fragmented pattern of work often seen in RE.

Learners follow through their enquiries building on their thinking across a number of sessions.

### Using the progression documents

The Progression Documents are designed to support teachers with the preparation of schemes of work. The progressions contain information on the important knowledge appropriate to each key stage, as well as suggestions for vocabulary, questions and activities. Following the progressions should enable students to develop an understanding of the religion or non-religious worldview and what it means to live one's life as a follower of the religion or world view today.

These progressions are not designed to tell teachers how to teach RE. They are a guide to what core content is recommended to be covered in order for students to develop a sound understanding. The content can be taught systematically, through focused study on a religion or humanism, or more thematically using perspectives from each to inform a wider study of topics such as 'Belief in a god or gods'; 'What is Religion?'; 'How can I know the difference between right and wrong?'; 'Beliefs about death'; or 'Does life have any meaning?'. Either way, opportunities should be made to relate, compare, and contrast the variety of beliefs and values and to make links between them. Students should also be presented with the opportunity to reflect upon, evaluate, and critique what they learn, and make connections with their own lives and experiences.

The progression documents of the religions and humanism differ because what is important in each case may be different although common themes are evident. Although the progression documents provide students with the opportunity to develop an understanding of many of the commonly agreed beliefs and values shared by followers of the religions and of humanism, they do not claim to represent the authoritative word on any religion or on humanism. Not all agree, and opportunities should be made to explore where diversity exists, and the debates that go with it.

## Progression documents

### Buddhism Key Stage 1

#### Key vocabulary

Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation

Deity and Key figure	Place of Worship	Holy book	Buddhist way of life
<p>There is no deity</p> <p>An ordinary person who became 'awakened' (Buddha)</p>	<p>Building where Buddhists meet</p> <p>Symbols and artefacts found in Buddhist Centres</p> <p>People with a special role (monks, nuns, teachers)</p>	<p>Stories from the life of the Buddha which show his concern to find an answer to the problem of suffering</p> <p>Stories Buddha told.</p>	<p>Buddhists believe in:</p> <ul style="list-style-type: none"><li>• importance of compassion;</li><li>• respect for all living things and the intention not to harm them;</li><li>• importance of being generous, kind, truthful, helpful and patient; and</li><li>• importance of reflection and meditation, developing inner peace.</li></ul>

### Buddhism Key Stage 2

#### Key vocabulary

Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation, Enlightenment, delusions, Buddha, Dharma and Sangha ('Three Precious Jewels'), ordained and lay, Temple, offerings, Jataka Tales, impermanence, vows, moral discipline, contentment, samsara, nirvana, symbols, pilgrimage

Deity and Key figure	Place of Worship	Holy book	Buddhist way of life
<p>Buddha means ‘one who is fully awake to the truth’ or Enlightened</p> <p>Through his own efforts, the Buddha overcame greed, hatred and ignorance</p>	<p>Temple</p> <p>Buddhist Community (sangha) - made up of lay people and ordained</p> <p>Features of Buddhist Centres including temples, shrines, artefacts and offerings</p> <p>Works of sacred art (thankas), mandalas and images of the Buddha (rupas) - standing, sitting and lying down, with a third eye showing he is enlightened</p>	<p>Stories told about and by the Buddha, Jataka Tales ....</p> <p>Buddha taught that possessions can’t give us lasting happiness; in the end they break, grow old or let us down, making us unhappy</p>	<p>Symbols – lotus flower, prayer wheel</p> <p>Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives</p> <p>Buddhists aspire to fearlessness, contentment, kindness, meditation</p> <p>Four Noble Truths:</p> <ul style="list-style-type: none"> <li>• Being greedy and wanting things can’t make you happy;</li> <li>• You can be content without having everything you want;</li> <li>• You have to learn this through practice; and</li> <li>• Peace of mind comes when you are content with having just enough – not too much, not too little.</li> </ul> <p>Samsara - continual cycle of birth and death</p> <p>Key festivals:</p> <ul style="list-style-type: none"> <li>• Wesak - Buddha's birthday</li> <li>• Dharma Day</li> </ul>

			Sacred place of pilgrimage Bodhi tree at Bodh Gaya where the Buddha became enlightened
--	--	--	--

### Buddhism Key Stage 3

#### Key vocabulary

Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation, Enlightenment, delusions, Buddha, Dharma and Sangha ('Three Precious Jewels'), ordained and lay, Temple, offerings, Jataka Tales, impermanence, vows, moral discipline, contentment, samsara, nirvana, symbols, pilgrimage, renunciation, Bodhisattvas, Bodhichitta, Vinaya, Sutras (or Suttas), meditation, mantra, retreat, refuge, mindfulness, emptiness, Pratimoksha vows, stupa, lineage (of teachers), Mahayana, Theravada

Deity and Key figure	Place of Worship	Holy book	Buddhist way of life
His Enlightenment - Prince Siddhartha Gautama gave up everything in search of the way to end suffering	Lifestyle of Buddhist monks and nuns (bhikkhu) - living by the Ten Moral Precepts	Different collections of scripture for different traditions (suttas) - Agganna Sutta	Types and purpose of meditation:
Buddhas - previous Buddhas, Bodhisattvas in the Mahayana tradition	Vinaya - rules of monastic life  Stupa – visual representation of Buddha's pure mind	Buddhist canons: <ul style="list-style-type: none"> <li>Pali canon used by Theravada Buddhists is the Tripitaka (three baskets)</li> <li>Pitaka (this is a Sanskrit word) canon used by Mahayana Buddhists</li> </ul>	<ul style="list-style-type: none"> <li>chanting</li> <li>mantra recitation</li> <li>offerings of flowers, incense and light</li> <li>retreats - opportunity for people to live with Buddhists for a few days and to withdraw from distractions</li> </ul>
			Key Beliefs:

			<ul style="list-style-type: none"> <li>• Wisdom and insight arise through the practice of Mindfulness</li> <li>• Nirvana - state of Enlightenment and 'blowing out' of the fires of greed, hatred and ignorance</li> </ul> <p>The Three Signs of Being:</p> <ul style="list-style-type: none"> <li>• Anicca (impermanence)</li> <li>• Dukkha (life involves suffering)</li> <li>• Anatta (the notion of the soul is an illusion).</li> </ul> <p>Taking refuge in the Three Jewels - Buddha, the Dharma and the Sangha</p> <p>Living by the Five Moral Precepts (Buddhist Code of Ethics) - abstain from:</p> <ul style="list-style-type: none"> <li>• harming living things</li> <li>• stealing</li> <li>• sexual misconduct</li> <li>• lying</li> <li>• intoxication</li> </ul> <p>Buddhist responses to social, moral and ethical issues:</p> <ul style="list-style-type: none"> <li>• peace movements and</li> <li>• the work of important contemporary figures such as Dalai Lama.</li> </ul>
--	--	--	---

## Christianity Key Stage 1

## Key vocabulary

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

Church	Jesus	Bible	Christian Life
<p>Visit a local church (more than once) become familiar with the main features of the building: find out what happens there and why (worship, baptisms, weddings) and what children do (choir, Sunday school, holiday clubs etc.)</p> <p>Explore stories connected with the church (e.g. its dedication, stained glass window showing Bible stories). If your local church uses different coloured furnishings for different Church seasons spread your visits over the year.</p> <p>Meet the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do</p>	<p>Know that Jesus was an historical person, a 1<sup>st</sup> century Jew. Know that he is important to Christians who try to follow his teaching and example. Know that stories about him can be found in the Bible.</p> <p>Know some stories about Jesus and some stories he told. (e.g. baptism of Jesus, children brought to Jesus, calling the disciples, feeding 5000, lost sheep, lost son, Good Samaritan)</p> <p>Know the stories about Jesus connected with Christmas and Easter and the importance of these for Christians.</p>	<p>Know that the Bible is a special book for Christians because of its message about God and Jesus.</p> <p>Know that it comes in two parts (Testaments) and that one part is also special to Jews.</p> <p>Hear some stories from the Bible (Creation, Moses, David and Goliath, Daniel in the lion's den, Jonah)</p> <p>Find out when Christians read the Bible in church and at home. Know that reading the Bible can help Christians think about their behaviour e.g. being thankful, saying sorry, forgiveness</p>	<p>Explore practice you would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals)</p> <p>Explore special times for Christians (welcoming new babies – including baptism)</p> <p>Festivals – at the appropriate times, find out how the Christians celebrate the festivals of Harvest, Christmas, and Easter</p> <p>Explore some stories about Christians e.g. historical figures such as Mary Jones or well-known current figures from Christians in Sport.</p>

## Christianity Key Stage 2 Lower

### Key vocabulary

Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Ten Commandments, Vicar, Worship.

Church	Jesus	Bible	Christian Life
<p>Know the cycle of the Christian year, the meanings of the major festivals and how they are celebrated including the use of symbolic colours and special hymns.</p> <p>Know the significance of the BC/AD dating system, while understanding that this is not applicable to all faiths or in all contexts.</p> <p>Know that there is variety in Christianity by visiting at least two different churches and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank).</p>	<p>Know an outline of the ministry of Jesus, with some significant events (use mainly synoptic gospels). Explore how he related to the marginalised of society (women, children, the sick)</p> <p>Know major aspects of teachings of Jesus; the “Two Great Commandments”, some parables and sayings, Kingdom of God</p>	<p>Know that the Bible is a ‘library’ of books. Know it contain different ‘genres’ – and explore some examples of poetry e.g. (Psalm 23), proverbs, laws (e.g. the Ten Commandments), letters as well as stories. Understand that the different books all teach something about God and His relationship with humankind.</p> <p>Know that there are four gospels giving ‘good news’ about Jesus.</p> <p>Know how to find a reference in a Bible using chapters and verses.</p>	<p>Hear stories of people who have tried to follow Jesus (e.g. St Francis, local saints). If possible, engage with Christians from your locality who will answer questions about their faith and life.</p> <p>Festivals – at the appropriate times, find out how the Christians celebrate some festivals such as Harvest, Remembrance Sun-day, Ad-vent, Christmas, Lent, Easter, Ascension Day Pentecost.</p> <p>Investigate why and how people pray. Hear and talk about some famous prayers.</p>

Have an opportunity to talk with believers from the different churches.			Find out about Christian weddings in a church and compare with other weddings known to your pupils
---	--	--	--

## Christianity Key Stage 2 Upper

### Key vocabulary

Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship.

Church	Jesus	Bible	Christian Life
<p>Find out about how the Holy Communion / Eucharist / Mass / Lord's Supper is celebrated in church and why it is important to many Christians.</p> <p>Explore the origin and meaning of the Lord's Prayer and how it is used in worship today.</p> <p>Read / listen to / sing some favourite Christian hymns and songs to discover what they tell us about Christian beliefs.</p> <p>Find out about some of the different ministries in the Church e.g. bishop, priest, elder, organist, teacher, cleaner etc.</p>	<p>Discover the two Biblical narratives of the birth of Jesus, the different messages / theology that they convey and how they are now seen as one story (e.g. in a nativity play).</p> <p>Read some of Jesus' miracle stories and find out what is a miracle. Ask why these miracle stories are important.</p> <p>Explore stories told during Christmas, Holy Week, Easter, Ascension and Pentecost. Understand how these relate to Christians' beliefs about God, Jesus Christ and the Holy Spirit (Trinity)</p>	<p>Investigate the Biblical Creation stories alongside scientific theories about the origins of the universe. Understand how the Biblical stories are written in a different, and ancient, genre yet can still be seen as conveying truths for today.</p> <p>Explore how the belief in God the creator influences Christian views on environment and climate justice.</p> <p>Explore New Testament teachings on living a Christian life e.g. "The Fruits of the Spirit" in Galatians 5 and 1 Corinthians 13 on love and consider their relevance for today's world.</p>	<p>Explore Jesus' teaching as a foundation for Christian living:</p> <ul style="list-style-type: none"> <li>• Personal life – baptism, confirmation etc.</li> <li>• Making moral decisions and lifestyle choices</li> <li>• Public life – individuals and churches active in charities e.g. Christian Aid, foodbanks, Fair Trade</li> <li>• The ministry of chaplains in hospitals and prisons</li> <li>• Beliefs about death and life after death and how these may affect Christian living (exploring the message of Christian funerals)</li> </ul>

Explore Christian life and practice in another country (for Cambridgeshire, this will be the link Diocese of Vellore in the Church of South India).	Explore how Jesus is portrayed in art from different ages and cultures and how this can send a message about different beliefs relating to him.	Understand that the Bible is the most translated book in the world and discover the work of the Bible Society or other mission groups.	Explore what Christians mean by/experience as the Holy Spirit in their lives.
---	---	--	---

## Christianity Key Stage 3

### Key vocabulary

Advent, Apocalyptic, Ascension, Atonement, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Ecumenical Council, Epiphany, Epistle, Eucharist, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Liturgy, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Reconciliation, Redemption, Repentance, Resurrection, Sacrament, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship.

Church	Jesus	Bible	Christian Life
Understand that there are a range of Christian Churches from those with a global presence (e.g. Roman Catholic) to individual congregations. Discover which Churches can be found within an agreed radius of your school and how they describe their differences (which may be in terms of belief or history). Understand that most Churches work together through local ecumenical	The Trinity: how Christians tried to describe one God known in three ways. Symbols and art depicting the Trinity. Ask whether God can actually be depicted in this way, or fully understood by us. Understand how the term "incarnation" helps to explain the nature of Jesus. Explore what Christians believe to be the role of the Holy Spirit in the world today.	Know a broad outline of Old Testament history including Exodus and exile and understand that for Christians this is the first part of a salvation story which leads up to the death and resurrection of Jesus in the New Testament.  Explore some Biblical analogies, symbols or metaphors which are used to try to explain who God is.	Explore how Christians feel they have a responsibility as God's stewards of the earth, and what this means in practical terms.  Explore how Christians come to terms with the belief that God is loving and all-powerful, and yet there is suffering throughout the world.

<p>councils (Churches Together in England) and the World Council of Churches.</p> <p>Consider examples of how Christians and Churches can act in difficult situations to challenge society e.g. conscientious objectors in WW1, apartheid in South Africa.</p>	<p>Explore how, through his actions and his teachings, Jesus demonstrated what God is like.</p> <p>Explore how Jesus' teachings have influenced others beyond the Christian tradition e.g. in government, human rights, ending of slavery</p>	<p>Investigate the stories of some of the Old Testament Prophets Including prophets who challenged kings – Nathan, Elijah – and those who wanted social justice e.g. Amos. Ask if their message still has relevance for today and whether they have (or should have) successors in the modern world.</p>	<p>Explore different Christian understandings about life after death under God's rule (e.g. the soul; resurrection or re-creation; everlasting life, renewed heaven and earth) through Biblical teaching, different Christian and Churches depictions in art and music. These can be linked to apocalyptic texts which strongly influence the beliefs and behaviour of some Christians today.</p>
--	---	--	---

## Hinduism Key Stage 1

### Key vocabulary

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

Places of worship	Deities and scriptures	Dharma	Living a Hindu life
<p>Discover how Hindus worship (puja) in their homes at home shrines, and about the different items and rituals which are normally used in puja (at least one murti or statue, bell, diva lamp, incense, water container with spoon, red kum kum powder, offerings of food and</p>	<p>Explore stories of favourite Hindu deities which are the focus of major festivals, e.g. the Rama and Sita story, from the Ramayana epic, at Diwali and how these festivals are celebrated. Explore themes in these key stories, such as the triumph of good over evil</p>	<p>Explore how the idea of ahimsa (non-violence) also means that most Hindus are vegetarian, out of respect for all forms of life.</p>	<p>If possible, have an opportunity to talk with Hindu believers.</p> <p>Explore some stories about Hindu families, e.g. going to a wedding, or the family festival of Raksha Bandan - its meaning and customs.</p>

<p>flowers). Find out about arti, and the giving back of the food to the worshipper as prasad (blessed food).</p> <p>Hear a story about the deity represented by the murti(s).</p> <p>Understand that shrines can be set up at significant places (e.g. in a shop, or under a tree regarded as sacred) and that Hindus also visit mandirs (temples) for puja.</p>	<p>and the examples given of moral duty, loyalty and devotion.</p>	<p>Discover some popular Indian recipes and the important Hindu custom of hospitality.</p>	
---	--	--	--

## Hinduism Key Stage 2

### Key vocabulary

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

Places of worship	Deities and scriptures	Dharma	Living a Hindu life
<p>If possible visit a Hindu mandir / temple and see photographs of other mandirs in India and elsewhere. Know the main features of a mandir, including one or more sacred areas dedicated to particular deities.</p>	<p>Understand how most Hindus believe in the Supreme Spirit Brahman who is unlimited, all-knowing and the source of all life and that the different deities represented in the murtis, reflect different aspects of God.</p>	<p>Explore the idea of karma (the law of cause and effect) and how this influences the way Hindus live their lives. See how this relates to reincarnation and the belief that the soul is eternal, so that when the body perishes the soul assumes a new body</p>	<p>If possible, have an opportunity to talk with Hindu believers.</p> <p>Explore the Hindu way of welcoming babies, e.g.</p>

<p>Understand that it is not compulsory for Hindus to worship at a mandir, although many choose to do so, especially at festival times. Explore how there are particular times at the day when puja or arti may be offered, but that mandirs are usually open for most of the day for individual devotion. Find out what worshippers do when they enter the mandir (include removal of shoes, ringing bell, circumambulating the shrine, making an offering, singing bhajans and the Arti ceremony ending with the blessings and sharing of prashad.</p> <p>Discover how a mandir also acts as a community centre.</p>	<p>(The murtis usually represent individual deities. They are a focus for worship and are visual representations of God. Ultimately Hindus worship The One but prefer to do this through 'istadevas' - their own chosen names and forms of God, represented as icons or images with distinctive names and forms, e.g. Krishna or Sarasvati).</p> <p>Explore the symbolism of selected murtis and the stories associated with them; (e.g. Ganesha, Brahma, Vishnu, Shiva, Parvati, Durga, Sarasvati, Rama, Krishna) and what these tell about the nature of God.</p>	<p>and experiences the fruits of actions in its previous life.</p> <p>Understand that it is possible for the soul to break free of this cycle and return to a state of bliss in a liberation known as moksha.</p>	<ul style="list-style-type: none"> <li>Jatakarma is performed to welcome the child into the family, by putting some honey in the child's mouth and whispering the name of God in the child's ear.</li> <li>The child naming ceremony (Namakarana) and how names are chosen</li> <li>Head shaving is connected to the removal of impurities.</li> </ul>
--	---	---	--

### Hinduism Key Stage 3

#### Key vocabulary

Atman, Aum or Om, Brahman, Deity, Dharma, Diwali, Festival, Ganesh, Gods and goddesses, Hindu, Hinduism, Initiation, Karma, Liberation, Mandir, Monotheism, Murti, Offering, Pilgrimage, Polytheism, Pray, Puja, Rama, Rangoli, Sacred, Samsara, Samskara, Shiva, Shrine, Sita, Trimurti, Vishnu, Worship

#### Places of worship

#### Deities and scriptures

#### Dharma

#### Living a Hindu life

<p>Explore key Hindu shrines and holy places which are centres of pilgrimage, e.g. Varnasi, sites on the Ganga, Ayodhya and/or the Kumbha Mela.</p> <p>Investigate the reasons devotees go on pilgrimage, e.g. self-purification, penance, thankfulness, moksha, and the actions which are of importance to them, e.g. abstinence, devotion, darshan.</p> <p>Understand how a journey can be both spiritual and physical.</p>	<p>Explore how Hinduism is diverse, takes many forms and cannot be traced back to any single individual or teacher, although many Hindus may choose to follow the example and teaching of a particular guru.</p> <p>Explore the basic principles of Hindu belief and practice which are based on the scriptural teachings of the Vedas (especially on the Upanisads)</p> <p>Look at the various ways of understanding Brahman, both in abstract ways (nirguna) and as God (saguna).</p> <p>Explore the sacred syllable "Om" or "Aum" which represents Brahman, and how it is used daily in Hindu life.</p>	<p>Explore the four Vedic ashramas or ideal stages of life through which people pass: (designed originally only for high caste men)</p> <ul style="list-style-type: none"> <li>• Brahmacharya – the student stage, gaining knowledge of the Vedas.</li> <li>• Grihastha – the householder, earning a living, raising a family, managing the home.</li> <li>• Vanaprastha – the time to retire and hand over responsibilities, to live a simpler life and practice detachment from worldliness</li> <li>• Samnyasa - renouncer stage, freeing oneself from all attachments and relationships to prepare for the ultimate objective of obtaining moksha.</li> </ul>	<p>If possible, have an opportunity to talk with Hindu believers.</p> <p>Explore the Five Great Duties (Panch Mahayajna) and the effect they have on daily living:</p> <ul style="list-style-type: none"> <li>• Brahmayajna – prayer and study</li> <li>• Dev Yajna – the protection of the environment</li> <li>• Pitri Yajna – the offering of respect to parents and elders, including departed mentors</li> <li>• Atithi Yajna – hospitality and service to learned people and visitors</li> <li>• Bhoot Yajna – doing good to all living beings, not just the poor or sick humans, but also to animals who are believed to have a soul in the same way humans do.</li> </ul>
---	--	---	---

## Humanism Key Stage 1

### Key vocabulary

Celebrant, Happy Human, Humanism, Humanist, Science, The Golden Rule.

Knowledge and belief	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist ethics
<p><b>Q: Why humanists believe human beings are special?</b></p> <p>What human beings share with other animals and what makes us unique</p> <p>Our ability to question and reason, to empathise with other humans and animals, and our creativity</p> <p>How human beings have improved and can further improve our quality of life and our understanding of the world, including human achievements in science, medicine, art, and society</p>	<p><b>Q: How can we be happy?</b></p> <p>The Happy Human as a symbol of Humanism</p> <p>Happiness as a worthwhile aim; the importance of relationships, exploration, and achieving goals</p> <p>Many ways of finding happiness; there is no one recipe for happiness</p> <p>One way to be happy is to make other people happy (Robert Ingersoll)</p>	<p><b>Q: What are the special ways Humanists celebrate in their lives?</b></p> <p>Valuing and celebrating human life by marking key moments in people's lives such as births, weddings and deaths</p> <p>Humanist naming ceremonies: celebrating the arrival of a new baby; promises of love and support from family and friends</p> <p>The importance of human relationships; the need for love and support from other people in our lives; including the need to offer support as well as accepting it</p> <p>No special Humanist festivals but many humanists celebrate traditional festivals such as Christmas as a time to recognise the importance of family, friendship and kindness</p>	<p><b>Q: Why do Humanists think we should be good to each other?</b></p> <p>Reasons to be good to each other; promoting happiness and avoiding doing harm</p> <p>Thinking about the consequences of our actions</p> <p>The Golden Rule</p> <p>Taking care of other living creatures and the natural world</p>

## Humanism Key Stage 2

## Key vocabulary

Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule.

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

Willingness to adapt or change beliefs when faced with new evidence			Our ability to improve our quality of life and make the world a better place for everyone
---	--	--	---

Key Stage 2 cont/d.

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

## Humanism Key Stage 3

## Key vocabulary

Agnosticism, Altruism, Atheism, Celebrant, Compassion, Critical thinking, Curiosity, Dignity, Empathy, Empirical, Eudaimonia, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Materialism, Mortality, Natural selection, Naturalism, Pastoral support, Rationalism, Reason, Relativism, Respect, Responsibility, Scepticism, Science, Secularism, The Big Bang, The Golden Rule, The Good Life, The problem of evil.

Knowledge and belief (Atheism and agnosticism)	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist values and ethics
<p><b>Q: What do humanists believe about the claims of religion?</b></p> <p><b>Q: How does the absence of belief in a god affect the way humanists live their lives?</b></p> <p>The absence of convincing evidence for a god or gods; alternative explanations of suggested evidence (Occam's razor); the burden of proof (Bertrand Russell's teapot)</p> <p>Responses to religious arguments for the existence of a god; the problem of evil (Epicurus)</p> <p>Attitudes towards claims about miracles and revelation; the absence of evidence for the power of prayer; preference for action over prayer</p>	<p><b>Q: How do humanists find meaning in a purposeless universe?</b></p> <p>The absence of any discernible 'ultimate' or external meaning to life or the universe</p> <p>The experience of living life in a purposeless universe; giving meaning to our own lives</p> <p>Our responsibility for our own destiny; making the most of the one life we know we have</p> <p>Elements and varieties of 'the Good Life': the importance of relationships, connections, exploration, contributing</p>	<p><b>Q: How do humanists understand and approach the challenge of death?</b></p> <p>Death as the end of personal existence; the absence of evidence for an afterlife; responses to religious arguments; reasons why people want to believe in an afterlife</p> <p>Reasons not to believe in an afterlife: the absence of identity in dreamless sleep, the importance of the physical brain to our personality (the effect of brain damage on a person)</p> <p>Attitudes towards death and mortality; avoiding overwhelming fear of death (Epicurus' arguments)</p>	<p><b>Q: How do humanists find value in their lives?</b></p> <p>Recognising that we are part of something bigger than ourselves: humanity and the natural world</p> <p>Human relationships and companionship; our ability to empathise with other humans and animals</p> <p>Our shared human moral values: kindness, compassion, fairness, justice, honesty</p> <p>Human creativity and achievement: intellectual, technological, and creative/artistic</p>

<p>Humanist views on the origins of religion, and on why religion is so important to many people</p> <p>Consequences of atheism/agnosticism for how humanists live</p> <p>Positive Humanism: more than just not believing in a god</p>	<p>to human knowledge, achieving our goals, and acting to benefit humankind</p> <p>Personal development and living a flourishing and fulfilling life: the whole person</p> <p>Optimism about human potential</p>	<p>Valuing human life and making the most of it: 'For the one life we have'</p> <p>Something of us survives our death: genes, ideas, actions, and works; living in the others' memories</p> <p>Humanist funerals as a celebration of a life and an occasion for those still living</p>	<p>The humanist attitude in art (e.g. Renaissance artists' painting of personalities as opposed to undifferentiated human worshippers) and literature (George Eliot, Thomas Hardy, Philip Pullman)</p> <p>Valuing sensory pleasures; contrast with some religious attitudes</p>
--	--	--	---

## Key Stage 3 cont/d

Knowledge and belief (Atheism and agnosticism)	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist values and ethics
<p><b>Q: How do humanists decide what is true?</b>  <b>Rationalism: basing beliefs on reason and evidence, not on religious belief or emotional responses</b></p> <p>Scepticism: applying critical thinking to judge whether something is true; subjecting ideas to logical and empirical challenge</p> <p>Rejection of superstition and pseudoscience; the scientific revolution and the historical tension between science and religion: the god of the gaps (Copernicus, Galileo)</p> <p>The scientific method: hypotheses, predictions, experiments, conclusions, and further testing (Karl Popper); relying on evidence</p> <p>Recognition of the limits of science and the imperfect knowledge it provides; accepting uncertainty as an unavoidable feature of life; being ready</p>			<p><b>Q: Where does morality come from?</b>  <b>Q: How do humanists work out what is good?</b></p> <p>The rejection of sacred texts, divine rules, or unquestionable authorities</p> <p>Morality as a naturally evolved, human construct (Peter Singer); morality as a project or journey</p> <p>Improving human welfare in this life as the aim of morality (rather than any divine purpose)</p> <p>Following the Golden Rule as a naturally evolved ethical principle, present in many cultures</p> <p>Obligations to contribute to the common good; the balance between individual autonomy and social responsibility; tolerance of different ways of living</p>

to adapt/change beliefs when new evidence emerges			Respecting people as persons; human rights (UN Declaration of Human Rights, UN Declaration on the Rights of the Child)
Non-scientific questions: science can inform but not answer questions of meaning and value			

## Islam Key Stage 1

### Key vocabulary

Allah, Islam, Mosque, Muslim, Prophet, Quran.

Mosque	Prophet Muhammad (pbuh)	Holy Qur'an	Muslim life
<p>Visit a local mosque (more than once) become familiar with the main features of the building: Dome, Minaret, prayer room, washing area for prayers.</p> <p>Find out what happens in the mosque (prayers, lectures, weddings, funerals, reading the Qur'an) and what children do.</p>	<p>Know that Muhammad is a Prophet in Islam. He is the final messenger from Allah. He is important to Muslims who try to follow his teaching and example. Know that the Qur'an was sent to him as a guide for the people.</p> <p>Explore what life was like for Prophet Muhammad as a child (he was an orphan also had a wet nurse as was the custom at the time.)</p>	<p>Know that the Qur'an is a special book for Muslims.</p> <p>Know that it has 114 chapters.</p> <p>Hear some stories from the Qur'an. A chapter is named after Lady Mary, Qur'an tells Muslims what to do and is therefore a guide for them.</p>	<p>Explore likely feature of a Muslim family (Mosque, Qur'an, daily prayers)</p> <p>Special times for Muslims (e.g. welcoming new babies)</p> <p>Festival – getting ready for Ramadhan and Eid ul Fitr. What can you give up?</p>

Explore stories connected with the mosque (name, when was it built)  Meet the people who go to the mosque.	Know some stories about Prophet Muhammad and how the society was before he announced his Prophethood.	Qur'an was sent to Prophet Muhammad as a guide to humanity.	Explore some stories about Muslims e.g. going for Hajj
--	---	---	--

## Islam Key Stage 2

### Key vocabulary

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

Mosque	Prophet Muhammad (pbuh)	Holy Qur'an	Muslim life
Look at the Muslim calendar how is it different?  Know the main features of a mosque and understand the use of it. What is their significance? (mihrab, Qiblah, mimbar, any patterns or calligraphy in the mosque.  Understand the significance of Makkah, also the place for pilgrimage, the place where Prophet was born and also the	Learn about the life of Prophet Muhammad. Muslims try to follow his example in everything they do. Link to the Shahada – declaration of faith: Muslims express- Oneness of God and the Prophethood of Muhammad.  Know major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty.	Know that the Qur'an is a 'divine' book. It was revealed to the Prophet on the Night of Power.  Know that it is written in Arabic. Most Muslims have to learn in order to read it in its original text.  Know how to find a reference in a Qur'an.  Listen to a Qur'an verse or chapter in Arabic. Find its meaning.	Know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) of Worship (make students aware)  Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers.  Prayer – why and how people pray. Understand some of the actions that form a prayer.

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

### Islam Key Stage 3

#### Key vocabulary

Allah, Ashura, Eid, Hajj, Imam, Islam, Khums, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada, Shia, Sunni, Zakat.

Mosque	Prophet Muhammad (pbuh)	Holy Qur'an	Muslim life
<p>Understand the role of the Imam in the mosque</p> <p>How is the mosque helping the Muslim community?</p>	<p>Muslims follow the example of Prophet Muhammad. What are key things that can be seen from his life?</p>	<p>Look at the first chapter of the Qur'an. What message is being given?</p> <p>Know the Quran guides Muslim.</p>	<p>Being a Muslim in Britain</p> <p>Islam in art – use calligraphy.</p> <p>Arabic writings- to help develop a skill.</p>

<p>Teaching religion in the mosque- how is this delivered?</p> <p>Different mosques in the world – compare what is different and what is similar</p> <p>Look at the mosque in Medina- Prophet’s mosque. Mosque in Jerusalem is also significant to Muslims.</p> <p>Mosques in the world, how do they support charities?</p> <p>What help is given through the mosque in giving food and to those less fortunate? What are the beliefs behind supporting those in need?</p> <p>Link to Zakat- concept of giving- tax to support the less fortunate</p> <p>Link to Khums- concept of giving- yearly tax to support the less fortunate</p>	<p>Know that he was sent from God to guide the people and that there was no prophet after him.</p> <p>Know that his teachings are a guide for Muslims and this goes together with the Holy Book- Qur’an</p> <p>Muslims also use the sayings and actions (Hadith) of Prophet to help them lead their lives.</p>	<p>Understand that the Qur’an is translated in various languages to help Muslims understand what they are reciting.</p> <p>Does the Qur’an help Muslims decide what is right and wrong?</p> <p>How do you treat a precious text? Muslims sacred text is the Qur’an = special respect.</p> <p>Where do individuals go to when they need answers to difficult questions or guidance during a time when they feel in need?</p>	<p>What does it mean to be a Muslim?</p> <p>Personal life – being able to give charity and sacrifice for those who are less fortunate.</p> <p>Public life – charities e.g. Muslim Aid, Muslim Council of Britain</p> <p>Deciding between right and wrong. Understand the significance for Muslims taking the journey of Hajj. Eid ul Adha- Festival of sacrifice after the Hajj.</p> <p>Awareness to Ashura and its significance to Muslims.</p>
---	--	---	--

## Judaism Key Stage 1

**Key vocabulary****Synagogue:** Ark, Kippah, Tallit, Torah Scrolls, Yad,**Shabbat:** Kosher Two Candles, Challah, Wine,**Jewish Life:** Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Shofar.

Synagogue	Shabbat	Torah and Commandments	Jewish life
Visit a local Synagogue. Locate all important features of the Synagogue: Mezuzah, Bimah, Eternal Light and the Ark with the Torah scrolls.	Know that Shabbat is the most important Jewish Festival and that it starts on Friday evening and finishes on Saturday evening.	Know that Torah is the holiest document for every Jewish person. Know that it is traditionally regarded as having been given to the Jewish people by their leader and greatest prophet: Moses on Mount Sinai, many centuries ago.	Know that centuries ago Jewish people used to live in the Middle East as a nomadic nation but nowadays they live all over the world.
Know that a Synagogue is a meeting place and a studying place but also a place where Jewish people celebrate most of their Festivals.	Know that it has been celebrated by the Jewish people for thousands of years in memory of God's resting day during the creation of the world.	Know that Torah scrolls are made of special pieces of parchment and every word written in them has to be absolutely perfect and is usually written by a professional scribe.	Know that there are many important moments in a Jewish person's life: birth, coming of age, marriage and death.
Recognise some Jewish symbols: Star of David, Menorah and some ceremonial clothing like Kippah and Tallit.	Know that Jewish people are supposed to rest on Shabbat and that there are many activities that some choose not to perform on that day.	Know that it includes the 10 Commandments (also regarded as important by Christians) (among many other commandments kept by Jewish people).	Know that the Jewish calendar is different to the secular calendar, and the Jewish Year starts in Autumn.
	Hear some Shabbat blessings and songs, know that they are recited and sung in Hebrew.	Know that the stories in the Torah are known to Christians as the Old Testament.	Know some basic information related to Rosh Hashanah (New Year), Yom Kippur.
		Hear some stories from the Torah: the story of Abraham and Isaac, of Jacob	Find out about the Maccabees revolt and the Chanukah miracle when a small jug of oil used to light the Menorah is believed to have lasted for 8 days.
			Listen to some Chanukah songs, sing some in English. Play dreidel.

		and Esau and the story of Moses receiving Torah from God.	Become familiar with the Pesach story, when Moses brought the Jews out of Egypt, out of slavery, how they crossed the Red Sea and received the Torah and the Promised Land.
--	--	---	---

## Judaism Key Stage 2

### Key vocabulary

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

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

**Jewish Life:** 5 Books of Moses(Chumash), 24 Books of the written Torah, 613 Commandments, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Purim, Rosh Hashanah, Shofar, Sukkah (Booth), Yom Kippur.

Synagogue	Shabbat	Torah and Commandments	Jewish life
Know that there are different groups of the Jewish people, understand the basic difference between Traditional and Progressive Judaism. If possible visit one Traditional and one Progressive (Liberal or Reform) Synagogue, observe differences in separation or lack of separation of space for men and women, differences in clothing extremely devout men wearing tzitzit and covering their heads with kippot all	Know that the start of Shabbat is marked with the lighting of two candles and blessing over wine and bread and finishes with Havdalah – which means separation. Havdalah candles are plaited to symbolise a liason between Shabbat and the everyday, between sacred and profane, God and people.  Know some differences between the ways Traditional and Progressive Jews	Know that Torah scrolls consist of the 5 books of Moses which can also be read as a printed book. Know that there are 613 commandments in the Torah for Jewish people to follow.  Know that the first book starts with a description of the creation of the world and the last one finishes with the death of Moses.	Know the Jewish calendar (New Year starting in Autumn, days starting with sunsets, some festivals being related to particular seasons).  Find out more about Rosh Hashanah and Yom Kippur and the 10-day period between them when Jewish people try to ask forgiveness for all their wrong doings in the previous year.

<p>the time, devout married women covering heads, complete equality in Progressive Synagogues).</p> <p>Listen to the sound of the Shofar.</p> <p>Find out about Jewish Communities constructing special booths for the Festival of Sukkot in memory of wandering in the desert after leaving Egypt. If possible visit one local Sukkah during the festival, shake a lulav or observe Jewish people performing this tradition.</p> <p>Meet a rabbi, have an opportunity to ask him questions about his work. If not possible: „ask a rabbi” by e-mail.</p>	<p>celebrate Shabbat. (using light, driving cars)</p> <p>“Shabbat Shalom” - Understand the importance of Shalom – Peace as a space for spirituality, for God and goodness, time shared with family and friends, time for reflection about the meaning of life.</p> <p>The concept of Shabbat as a day dedicated to God through celebrating his creations and respecting them.</p>	<p>Know that apart from the 5 Books of Moses (in the Torah Scrolls) there are more books in the Jewish Bible (24 altogether) and that the majority of them are shared with Christians, for example Book of Psalms.</p> <p>Find out about King David and his story. Interpretation of Psalms.</p> <p>Know that in Jewish tradition there exists the Written Torah (24 books) and the Oral Torah (interpretations and traditions passed down from generation to generation) and that through the Oral Torah Jewish people are given guidance on the meaning of the words of the Written Torah.</p>	<p>Link this with the concepts of sin and forgiveness. Know that in Judaism there are sins that cannot be forgiven by God.</p> <p>Bar/Bat Mitzvah ceremony – becoming son or daughter of the commandments it means to be responsible for one’s actions and for the whole community?</p> <p>Find out about the spiritual meaning of the Hebrew alphabet („letters of fire”), numerical value of letters and words.</p> <p>Bar Mitzvah sermon – reflection on Torah stories – what do these stories mean to a boy/girl in XXI century Britain.</p>
---	---	--	--

### Judaism Key Stage 3

#### Key vocabulary

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

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

**Jewish Life:** 5 Books of Moses (Chumash), 24 Books of the written Torah, 613 Commandments, Antisemitism, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Diaspora, Dreidel, Egypt, Holocaust, Israel, Israeli-Palestinian Conflict, King David Maccabees, Matzah, Messiah, Mitzvah Day, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Pikuach Nefesh, Pogroms, Purim, Rosh Hashanah, Shema Israel, Scriptural Reasoning (Inter-Faith activities), Shofar, Sukkah (Booth), Talmud, Tikkun Olam, Yom Kippur.

Synagogue	Shabbat	Torah and Commandments	Jewish life
<p>Know when Jewish people come to Synagogues: (Friday evening – Kabbalat Shabbat to welcome Shabbat, Saturday morning, Orthodox groups also Saturday afternoon and evening, Yom Kippur all day long prayers, and other Festivals throughout the year).</p> <p>Know what the main roles are related to the running of Synagogues: a rabbi, a warden (Gabbai), an administrator.</p> <p>Find out about the activities of the local Synagogue: Mitzvah Day, Food Bank collections, running Shelters for homeless people in winter.</p> <p>Find out about inter-faith events organised locally, try to participate in one of them.</p>	<p>Know the Jewish concept of Tikkun Olam – repairing of the world, to make the world the best place possible for everyone. Link it with environmental issues. Link it with the problem of today's political conflicts.</p> <p>Shabbat and its central place in Jewish culture and tradition.</p> <p>Shabbat in Israel and the diaspora.</p> <p>Life in the diaspora (outside Israel) and a cultural concept of "wandering Jew".</p> <p>Some historical facts: many expulsions, pogroms and attacks on Jews happened on Shabbat – problem of antisemitism and its different sources in the past and today.</p> <p>Stories of Christian and Muslim people saving Jews during the Holocaust. „Who saves one life saves the world entire” – says Talmud (part of the Oral Torah).</p> <p>Judaism and its attitude to life. Know that Judaism does not concentrate on an afterlife.</p>	<p>Know the first lines of the „Shema” Prayer and their meaning to Jewish people. (Also that the words are kept inside Mezuzot and inside Tefillin/Phylacteries).</p> <p>Observe a Jewish man putting on his Tefillin. (in a movie fragment or on-line instruction)</p> <p>Know that in Jewish Talmudic tradition Torah can be reduced to a single instruction: “What is hateful to you, do not do to your neighbour: that is the whole Torah while the rest is commentary; go and learn it.”</p> <p>Did God allow the Holocaust to happen? – know that many Jewish philosophers struggled with this question.</p> <p>Difficult fragments in the Torah and how do we deal with them today? Interpreting Torah in the spirit of dialogue – scriptural reasoning groups.</p> <p>Torah and problems with homosexuality. Different approaches</p>	<p>Know that Israel as a state was created after WWII, in May 1948, but that many Jews lived there since ancient times.</p> <p>Find out about many initiatives trying to end the Israeli-Palestinian conflict.</p> <p>Are religions helping the peace process or making it more difficult. How can we avoid religious conflicts?</p> <p>Interfaith education programmes in the UK.</p> <p>The role of the Woolf Institute at Cambridge University in building bridges between the three Abrahamic faiths.</p> <p>Judaism in culture – famous festivals of Jewish culture. (Jewish Culture Festival in Kraków).</p>

		among Traditional and Progressive communities.	
		Does a Jew have to believe in God or is it enough that he lives according to his commandments? (for more interested students)	

## Sikhism Key Stage 1

### Key vocabulary

Acceptance, Equality, Family life, Five K's Forgiveness, Gurdwara, Kaur, Meditation, Nishan Sahib, One Creator (Ek Oankar), Respect, Sharing, Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Truth, Turban.

Knowledge and belief	Meaning and purpose (belonging)	Celebrations and ceremonies	The Sikh way of life
<b>What do Sikhs believe about God and the creation that we live in?</b>  Why Sikhs believe we are all special  How Sikhs believe that we are all Gifts from that One Creator  How does KESH (the keeping of uncut hair) teach a Sikh child to accept that we are all gifts from that One Creator	<b>What does it mean to belong to a family?</b>  Where male and female are treated equal  Where all race, religions and nationalities are treated equally  Where respectfully we have all been created differently	<b>How does a Sikh family choose to name a child that they have been blessed with?</b>  How going to the Gurdwara brings people together: example when a Turban is first tied on a child.  How life and death are celebrated and accepted.	<b>Why do Sikhs think we should be good to each other?</b>  <ul style="list-style-type: none"> <li>• RESPECT</li> <li>• EQUALITY</li> <li>• FORGIVENESS</li> </ul>

<p>What can be learnt from the lives of the 10 Gurus</p> <p>How the Guru Granth Sahib is respected as the Living Guru</p>	<p>How may the 5ks help a Sikh to always remember God is with them. Why would they be described as Articles of Faith and not symbols.</p>	<p>Explore how the Community comes together to clean the Nishan Sahib, and the significance behind this.</p>	<p>How can Meditation, honest living and serving humanity help us become better people?</p> <p>Doing good deeds.</p>
---	---	--	--

## Sikhism Key Stage 2

### Key vocabulary

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

Knowledge and belief	Meaning and purpose (belonging)	Celebrations and ceremonies	The Sikh way of life
<p><b>Explore Sikh belief about God expressed in the Mool Mantar. Eg Creator, Sustainer etc</b></p> <p>How did the Guru Granth Sahib come into being and what is the significance of the Living Guru ?</p> <p>What does the Guru Granth Sahib teach about ones relationship with the</p>	<p><b>How do Sikhs meditate and serve in Gurdwaras and in their own homes?</b></p> <p>What are the key features of the Gurdwara, and how may they differ in different parts of the world (eg Harmandir Sahib or Golden Temple in India, compared to a local Gurdwara in the UK).</p>	<p><b>What happens in Sikh celebrations and ceremonies in the Gurdwara?</b></p> <p>How does music and meditation play an important part in Sikh ceremonies.</p> <p>Explore how music and meditation can make you feel</p>	<p><b>Why is Seva (Selfless Service) such an important aspect of human life?</b></p> <p>What influences the ways people behave, and what is expected of an individual choosing the Sikh way of Life?</p> <p>In what ways do Sikhs make a difference in the local community?</p>

Creator, the world and life – how does reincarnation work?		How is the Guru Granth Sahib respected in the Gurdwara?	How do the Five 5K's assist a Sikh practice their purpose in life – ie to connect with the Creator?
--	--	---	---

### Sikhism Key Stage 3

#### Key vocabulary

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

Knowledge and belief	Meaning and purpose (belonging)	Celebrations and ceremonies	The Sikh way of life
<p>Sikhs believe in the concept of Reincarnation.</p> <p>Explore what this might mean in daily life, and how one treats others.</p> <p>How did the Guru's challenge the practice of Caste Systems and Ritual practices of the time, and how may this be applied today</p>	<p>How can the importance of Daswandh be applied to the daily life of a Sikh family:</p> <ul style="list-style-type: none"> <li>• In school</li> <li>• At work</li> <li>• In the Community</li> </ul> <p>How are the 5k's not just symbols, and what do they really mean and used for by an Initiated Sikh who has received Amrit.</p>	<p>Explore how charitable work is an important part of Sikh celebrations and ceremonies.</p> <p>What do Sikhs believe about life after death, and how are these beliefs reflected in the death ceremony</p> <p>Explore why Guru Gobind Singh asked for 5 Heads at the Vaisakhi Ceremony in 1699, and how the Birth of the Khalsa is celebrated today.</p>	<p>How do Sikh live the advice shared by Guru NANAK:</p> <ul style="list-style-type: none"> <li>• NAAM JAPNA (remembering God)</li> <li>• WAND KE SHAKNA (sharing)</li> <li>• KIRAT KARNEE (truthful living and earning)</li> </ul> <p>Sikhs believe in Equality, and how will a Sikh practice this in their daily lives</p>

Why and how may Sikhs accept they have responsibilities to care for the world in which we live in? Explore how Sikhs have responded to Global and local issues both in the past and present times	The Guru Granth Sahib promotes interfaith harmony; how may this help a Sikh belong to a Society where his or her external appearance may stand out.	What challenges may Sikhs face in practicing Gatka and other arts during celebrations and activities outside of the Gurdwara?	How does a Sikh learn to control their mind from following bad thoughts and habits; and what may these be today in society.
---	---	---	---

## Guide to assessment and the use of assessment tools in RE

In religious education, just as in other subjects of the curriculum, it is important to let pupils know how they are doing and what they must do next to make progress. As well as acquiring *knowledge* and *skills*, it is a key part of religious education that pupils' *positive attitudes to study* should be encouraged and praised. The core of this agreed syllabus is for all pupils to be able to **explore** religions, **engage** with their knowledge, and **reflect** on their learning and their lives. So, it is important for both teachers and pupils to recognise that:

- Assessment is most effective when it leaves pupils clear about their attainment, their progress and their strengths and weaknesses. The giving of personalised, oral and written feedback is an important part of this.;
- The most effective RE teachers use the evidence from assessment to focus teaching more closely on the individual needs of pupils and the development of the enquiry;
- Pupils' chances of achieving well in RE are improved when teachers set clear, focused objectives for lessons and learning outcomes for tasks;
- Good quality RE comes from lessons that are stimulating and enjoyable for both the pupils and teacher;
- Not every piece of work needs to be assessed;
- Pieces of work suitable for assessment come in many different forms; and
- Formative assessment can be just as valuable as summative.

### How to use this assessment document in Key Stage 1 and 2

As the 2018 RE agreed syllabus does not prescribe what schools should teach and the same approach has been adopted for assessment. Each Key Stage builds upon the one before, so that by the time pupils reach the end of KS3, they should have had the opportunity to receive a broad, inclusive religious education. Teachers should consider the religious experience of the pupils in the classroom and the whole school when planning which religions to look at and in which order and the assessment tool has been devised to be flexible enough to support this.

The 'Assessment tool' for key stage 1 and 2 is generic and allows for different forms of assessment to take place across the RE curriculum and the pupils' experiences in RE. The 'Assessment tool' offers criteria for assessment for each year group and should inform all assessment in RE. Assessment for each pupil should be made against the parameters that have set for the unit or topic being taught. The statements support the progression and attainment and the key expectations for pupils in a particular year group. Alongside everyday marking and Assessment for Learning (AFL), one key assessment piece per unit or enquiry would be appropriate. Over the year there should be a variety of AT1 and AT2 pieces in different styles and genres should be assessed.

To stay in line with current best educational practice we suggest that three categories of attainment are needed. Different schools use different terms for these categories along the lines of the 'emerging – expected – exceeding', or 'working towards', 'working at' or working beyond', to achieve 'mastery'.

SACRE will be asking for data at the end of KS1 and KS2 and this will be asked for using the vocabulary of:

- working towards,
- working at,
- exceeding,

The data required and requested will be for both AT1 and AT2 and based on the end of Key Stage Statements for KS1 and KS2.

### **Assessment in KS3**

With national removal of assessment levels in Key Stage 3, there is now a greater focus on knowledge development, along with the opportunity to study the 'big ideas' of RE in greater depth.

This development now allows the opportunity to provide a more appropriate Key Stage 3 curriculum which builds the important foundations for Key Stage 4. KS3 and KS4 should no longer be seen as separate courses, but rather as a continuum. There is now an opportunity to develop better assessments practices and opportunities which highlight specific strengths and areas for development within those 'big ideas' and support the development of pupils' understanding over the whole secondary phase.

As KS3 should be a continuum into KS4 and not all schools follow the same GCSE syllabus. This syllabus does not specify a particular model of assessment; schools are encouraged to take into account the expectations of the RE GCSE syllabus they are following for assessing at both KS3 and KS4. Included are exemplars of good practice which schools are encouraged to follow along with the guidelines below;

A KS3 curriculum and assessment model which:

- is focused on developing the key concepts, knowledge and skills needed for success in KS4;
- is based on high expectations and challenge for all;
- adopts a mastery approach to teaching and learning and uses proven effective teaching methods;
- uses regular assessment and feedback which gives all students the chance to develop a secure understanding of the key ideas;
- incorporates high quality end of topic assessments which help students develop the skills needed to tackle GCSE examination questions: and
- data from assessments reliably identifies what students have/have not understood and informs future teaching and learning, including intervention needs.

## Primary assessment criteria

### End of Year 1 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Begin to name the different beliefs and practices of Christianity and at least one other religion.	Begin to talk about and find meanings behind different beliefs and practices.
To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity.	Begin to suggest meanings of some religious and moral stories.
Show how different people celebrate aspects of religion.	Either ask or respond to questions about what individuals and faith communities do.
Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion.	Express their own ideas creatively.

### End of Key Stage 1 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.	Talk about and find meanings behind different beliefs and practices.
Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	Suggest meanings of some religious and moral stories.
Begin to understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do.
Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.

### End of year 3 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Recall the different beliefs and practices of Christianity and at least one other religion.	Suggest and find meanings behind different beliefs and practices.
Retell some of the religious and moral stories from at least three different religious texts and books.	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
Understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do and why.
Use key words and vocabulary related to Christianity and at least one other religion.	Use a range of different medium to creatively express their own ideas, thoughts and opinions. Begin to explain their ideas. Express their own ideas and opinions and begin to give good reasons for those ideas. Use a range of different medium to express their thoughts.

### End of year 4 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Respond to meanings behind different beliefs and practices.
Begin to compare the similarities of at least three different religious texts or stories.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.
To begin to understand the diversity of belief in different religions, nationally and globally.	Express views about why belonging to a faith community is valuable in their own lives.
Begin to compare directly different responses to ethical questions looking at a range of different religions.	Begin to make connections between their own ideas and others.

### End of year 5 statements






AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Begin to make connections between different belief and practices of all religions.	Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices.
Begin to compare stories, beliefs and practices from different religions including differences and similarities.	Begin to respond thoughtfully to a range of sacred writings/ stories. Provide good reason for what they mean to different faith communities.
To understand and begin to evaluate the diversity of belief in different religions, nationally and globally.	Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system.
Articulate and begin to apply the different responses to ethical questions from a range of different religions	Discuss and begin to apply their own and others' ideas about ethical questions and to express their own ideas clearly in response.

### End of Key Stage 2 statements






AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Make connections between different belief and practices of all religions.	To reflect and respond to the significance of meaning behind different beliefs and practices.
Make links and compare stories, beliefs and practices from different religions including differences and similarities.	Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.
To understand and evaluate the diversity of belief in different religions, nationally and globally.	Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system.
Articulate and apply the different responses to ethical questions from a range of different religions	Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.

## Key Stage 3 assessment exemplars

### Key Stage 3 assessment exemplar 1

<ul style="list-style-type: none"> <li>Describe = Recall and use religious information [What? Who? When? Where?]</li> <li>Explain = Use religious information to explain why people believe something [Why]</li> <li>Analyse = Breaking information into parts to explain relationships [How far?]</li> <li>Evaluate = Give and justify opinions, assess the importance of factors [How important?]</li> </ul>	
<b>Year 11</b> 	You can: <ul style="list-style-type: none"> <li><b>Critically evaluate</b> and <b>analyse</b> beliefs and ideas when explaining similarities and differences in religious belief using detailed factual knowledge</li> <li><b>Analyse</b> what people believe using accurate factual knowledge and detailed explanations of religious belief and practice. You give many reasons for different beliefs</li> <li><b>Analyse</b> in detail the <b>links</b> between belief and practice in religion to come to supported conclusions</li> <li><b>Critically evaluate</b> and <b>analyse</b> evidence and examples critically to explain different views</li> <li><b>Analyse</b> the significance of the issues raised</li> </ul>
<b>Year 10</b> 	You can: <ul style="list-style-type: none"> <li><b>Evaluate</b> and <b>analyse</b> beliefs and ideas when explaining similarities and differences in religious belief using detailed factual knowledge</li> <li><b>Analyse</b> what people believe using accurate factual knowledge and detailed explanations of religious belief and practice. You give many reasons for different beliefs</li> <li><b>Analyse</b> in detail the <b>links</b> between belief and practice in religion to come to supported conclusions</li> <li><b>Evaluate</b> and <b>analyse</b> evidence and examples critically to explain different views</li> </ul>
<b>Year 9</b> 	You can: <ul style="list-style-type: none"> <li><b>Evaluate</b> beliefs and ideas when explaining similarities and differences in religious belief</li> <li><b>Analyse</b> what people believe using detailed descriptions of religious belief and practice, giving many reasons for these and using detailed factual knowledge.</li> <li><b>Analyse</b> in detail the <b>links</b> between belief and practice in religion to come to supported conclusions</li> <li>Use evidence and examples critically to explain different views</li> </ul>
<b>Year 8</b> 	You can: <ul style="list-style-type: none"> <li><b>Evaluate</b> beliefs and ideas when describing some similarities and differences in religious belief</li> <li><b>Explain</b> what people believe using clear descriptions of religious belief and practice and giving several reasons for these using accurate factual knowledge.</li> <li><b>Explain</b> the <b>links</b> between belief and practice in religion</li> <li>Use examples and <b>evidence</b> to support beliefs and beginning to link these</li> </ul>
<b>Year 7</b> 	You can: <ul style="list-style-type: none"> <li><b>Describe</b> what people believe using descriptions of religious belief and practice, giving a few reasons for these and using correct factual knowledge.</li> <li><b>Compare</b> religions by describing and beginning to explain some similarities and differences in religious belief</li> <li><b>Explain</b> my own view and why others disagree</li> </ul>

## Key Stage 3 assessment exemplar 2

<ul style="list-style-type: none"> <li>• Describe = Recall and use religious information [What? Who? When? Where?]</li> <li>• Explain = Use religious information to explain why people believe something [Why]</li> <li>• Analyse = Breaking information into parts to explain relationships [How far?]</li> <li>• Evaluate = Give and justify opinions, assess the importance of factors [How important?]</li> </ul>	
<b>Year 11</b> 	You can: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Describe</b> beliefs and ideas and describe a similarity and difference in religious belief</li> <li><input type="checkbox"/> <b>Describe</b> what people believe using some factual knowledge. You give a reason for a belief</li> <li><input type="checkbox"/> <b>Explain</b> a link between belief and practice in religion</li> <li><input type="checkbox"/> Use an example to support some religious beliefs</li> </ul>
<b>Year 10</b> 	You can: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Describe</b> beliefs and ideas and describe a similarity and difference in religious belief</li> <li><input type="checkbox"/> <b>Describe</b> what people believe using some factual knowledge. You give a reason for a belief</li> <li><input type="checkbox"/> <b>Describe</b> a link between belief and practice in religion</li> <li><input type="checkbox"/> Use an example to support some religious beliefs</li> </ul>
<b>Year 9</b> 	You can: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Describe</b> religious belief using descriptions of religious actions and practice</li> <li><input type="checkbox"/> <b>Begin to describe</b> a link between belief and practice in religion</li> <li><input type="checkbox"/> <b>Begin to link</b> an <b>example</b> to support a belief</li> </ul>
<b>Year 8</b> 	You can: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Describe</b> what people believe using a description of religious belief and practice</li> <li><input type="checkbox"/> <b>Mention</b> a link between belief and practice in religion</li> <li><input type="checkbox"/> Mention an example in relation to the topic</li> </ul>
<b>Year 7</b> 	You can: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Describe</b> what people believe using a brief description of belief and/or practice</li> <li><input type="checkbox"/> <b>Describe three</b> religious beliefs by using a key word</li> <li><input type="checkbox"/> <b>Begin to describe your</b> own belief using technical language.</li> </ul>

### Key Stage 3 assessment exemplar 3

'You should always forgive someone.' - To what extent do you agree with this statement?

Guidance on how to go about this task

Explain reasons why somebody might agree with this statement

Explain reasons why somebody might disagree with this statement

Explain to what extent you agree with the statement giving clear reasons for your view

As part of your answer you must refer to Christian teaching and give examples and quotations where possible e.g.

1. The Parable of the Lost Son
2. Jesus' teaching about forgiveness. E.g. the saying from the cross, the Lord's prayer
3. Stories of forgiveness e.g. Mrs Gee walker, Rev Julie Nicholson




























<b>Flightpath 3</b>	<ul style="list-style-type: none"> <li>I can give my own belief about forgiveness and state two religious beliefs about forgiveness</li> </ul>
<b>Flightpath 4</b>	<ul style="list-style-type: none"> <li>I can describe what people believe about forgiveness, giving a few religious beliefs and using a brief description of belief / or practice.</li> </ul>
<b>Flightpath 5</b>	<ul style="list-style-type: none"> <li>I can describe a range of religious beliefs about forgiveness using key words, including a brief description of a belief and practice</li> <li>I can describe my own view about forgiveness</li> </ul>
<b>Flightpath 6</b>	<ul style="list-style-type: none"> <li>I can describe what people believe using simple descriptions of religious belief and practices.</li> <li>I can compare beliefs about forgiveness describing a similarity and difference between them.</li> </ul>
<b>Flightpath 7</b>	<ul style="list-style-type: none"> <li>I can describe what people believe using simple descriptions of religious belief and practice, giving a reason for these.</li> <li>I can compare people's religious beliefs by describing one or two similarities and differences about forgiveness.</li> <li>Describe my own view and why others disagree.</li> </ul>
<b>Flightpath 8</b>	<ul style="list-style-type: none"> <li>I can describe what people believe using descriptions of religious belief and practice, giving a few reasons for these</li> <li>I can compare religious beliefs by describing some similarities and differences in religious belief</li> <li>I can explain my own view and why others disagree</li> </ul>

### Key Stage 3 assessment exemplar 4

Level	Description
<b>Foundation</b> <b>0% - 20%</b>	<ul style="list-style-type: none"> <li>• Write full sentences to explain my ideas and the views of others.</li> <li>• Identify religious items and their uses within the faith.</li> <li>• Show the experiences of people within a faith and how they compare to you.</li> </ul>
<b>Foundation +</b> <b>21% - 34%</b>	<ul style="list-style-type: none"> <li>• Explain the importance of different opinions with reasons to support.</li> <li>• Recognise other peoples views on a range of ideas.</li> <li>• Use more detail to explain symbols and religious artefacts.</li> </ul>
<b>Standard</b> <b>35% - 48%</b>	<ul style="list-style-type: none"> <li>• Develop extended writing with a range of supporting evidence.</li> <li>• Show similarities and differences between different values and ideas.</li> <li>• Start to examine religious texts and explain their importance</li> </ul>
<b>Extended</b> <b>49% - 62%</b>	<ul style="list-style-type: none"> <li>• Show clear links between beliefs and practices and how they connect.</li> <li>• Use detail to explain how a religion affects a persons life and routine.</li> <li>• Show understanding of key texts and how they affect a believer</li> </ul>
<b>Advanced</b> <b>63% - 76%</b>	<ul style="list-style-type: none"> <li>• Use a range of examples to show different concepts and viewpoints.</li> <li>• Give a thoughtful and supported viewpoint on different issues in RE.</li> <li>• Use comparisons of different beliefs and their values.</li> </ul>
<b>Advanced +</b> <b>77% - 90%</b>	<ul style="list-style-type: none"> <li>• Show greater maturity and independence discussing religious issues.</li> <li>• Show clear links between different areas of work in RE.</li> <li>• Use and evaluate text-based evidence when responding to issues.</li> </ul>
<b>Exceptional</b> <b>91% - 100%</b>	<ul style="list-style-type: none"> <li>• Select my information and present it using a range of sources.</li> <li>• Offer more independent conclusions about religious issues.</li> <li>• Evaluate my own ideas using evidence to support my views.</li> </ul>

## RE Primary curriculum exemplars

### RE Primary curriculum exemplar 1

Foundation stage follow the Early Years Framework							
	Autumn Term		Spring Term		Summer Term		
	Year One						
Key Stage One	Year One	Who is Jesus? A great teacher or a great leader? 	How and why do people celebrate Birthdays?	Why is it important to recognise the birth of a baby?	Why is the Bible important? 	What makes a church a special place for Christian people? 	How do the stories from the Gurus and the concept of seva affect Sikh children? 
	Year Two	What is important for Jewish people?  Judaism	Why is Christmas important to Christians? 	What are the ultimate questions? 	What is important for Muslims? 	How does the Khalsa influence the lives of Sikh people? 	Should we look after our world? 
Lower Key Stage Two	Year Three	Who are the 'Saints of God' and why are they important? 	What are the special religious texts?	What do people believe about the creation of our world?	Is Easter a festival of new life or sacrifice? 	What is important for Jews about being part of God's family?  Judaism	What do we mean by the bread of life? 
	Year Four	How and why are churches different? 	What moral guidance do sacred texts provide?	Why is prayer important to Muslims? 	Why should we give peace a chance? 	Is it fair? 	Why do some people go on a spiritual journey? 
Upper Key Stage Two	Year Five	Hinduism What can stories and images of deities tell us about Hindu beliefs? 	How and why do 'religions' help the poor? Fundraising/aid etc	Christianity Who people say that I am? (Jesus explored through art) 	Are the 10 commandments still relevant today? 	Beliefs and actions in the world What key beliefs influence people's faith and how do people live out their lives?	How has religion influenced St Ives? Detectives – shop fronts, food, street names, art, statues etc 
	Year Six	Buddhism What does it mean to be a Buddhist? Can we all be enlightened? 	How could we make our society equal?	Christianity and Judaism Is religion what you say or what you do?  Judaism	Why is it important to be good?	Christians in other parts of the world What is it like to be a Christian in Vellore? 	Learning from the Baha'i faith – unity 

## RE Primary curriculum exemplar 2

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Foundation Stage	Christianity and religious beliefs represented in the class, school and local community.	Christianity and religious beliefs represented in the class, school and local community.	Christianity and religious beliefs represented in the class, school and local community.	Christianity and religious beliefs represented in the class, school and local community.	Christianity and religious beliefs represented in the class, school and local community.	Christianity and religious beliefs represented in the class, school and local community.
Year 1	<b><u>The Christian Family</u></b>	<b><u>Celebrations</u></b> Focus on the Christmas story.	<b><u>The Family in Islam</u></b> How does being a Muslim make a difference to a family?	<b><u>What makes a place special?</u></b> What makes places special for Christians and Muslims?	<b><u>Books and stories</u></b> Special books to me. Nick Butterworth stories	<b><u>Questions about God</u></b> Link to Christianity and Islam
Year 2	<b><u>Harvest and Thanksgiving</u></b> Introduce other religions: Christian (harvest) Jewish (Sukkot) Hindu (Divali)	<b><u>Christmas</u></b> Why are presents given at Christmas time? Introduce advent and the meaning	<b><u>Books and stories</u></b> Islamic and Jewish stories, Drama opportunities	<b><u>Who is Jesus?</u></b> Easter Story (link to y5)	<b><u>Places of worship</u></b> Visit a mosque and church Build a church out of lego with features	<b><u>Special Times</u></b> Ramadan (fasting, visitor in) and Eid
Year 3	<b><u>The Hindu community</u></b> (maybe some ideas from current y4 unit) Look at temples, Gods, Mandir, Divali ~ what does it mean to Hindu's	<b><u>How is Christmas celebrated around the world</u></b> Include not all celebrate Christmas e.g. Jews ~ how do they celebrate? Create real time timeline e.g. how Spain celebrate ~ presents in Jan when 3 wise men arrive Sweden Christmas eve presents Unpick advent story Focus question ~ how does this support their beliefs about God?	<b><u>Family life and who are Jews?</u></b> NOT focusing on Torah (just mention) Shabat and kosher foods. Planning a party using kosher foods.	<b><u>How do people pray?</u></b> Look at Jews, Muslims, Christians and other such as Quakers to compare	<b><u>How can we make a difference in our world today?</u></b> Don't have to be religious to make a difference e.g. children in need. Red crescent (Islam), Red Cross, Christian Aid, 5 pillars Some religions say they have to give money away	<b><u>Sacred Writings</u></b> Look at Torah and Bible What are the similarities between them?
Year 4	<b><u>Sikhs in Britain</u></b> Temple visit or visitor in	<b><u>Different places of Christian worship.</u></b> Look at Quakers, cathedral, Pentecostal, Salvation Army, Baptist What kind of place of worship would you have?	<b><u>Commitment and Belonging</u></b> Must be done across religions. Debate similarities and differences.	<b><u>Is Easter the festival of new life or sacrifice?</u></b> Go through the Easter story. Focus on temptation in the story. Temptation activity ~ roles	<b><u>Good and Evil</u></b> What makes a good person or a bad person? What do different religions say? Image of person with good on one side/evil on the other, discuss.	<b><u>Peace</u></b> Use Islamic prayer example. Cover across religions.

		In groups use photocopy boxes and children use what learnt to create their own place of worship. Must be able to justify.		on the table and children not able to eat them. Why do we have Easter Eggs? How do they fit in with the story? What do they think is the real meaning of Easter?		
Year 5	<b><u>Words of wisdom</u></b> <b><u>NOT CURRANT PLANNING</u></b> Looking at Gospels (stories of Jesus) and stories of Guru Nanak (Sikh) and Islamic stories. What do these stories tell us? What does it mean to live as a ....?	<b><u>Whose world is it?</u></b>	<b><u>Art and Music in religion</u></b> <b><u>(mixture of current y4/5 units)</u></b> Crosses in Ecuador created on death to tell a person’s life story. Islamic art –no people, how are they portrayed instead? Modern art depictions of bible stories Eastern orthodox imagery Exploring religious music and how this makes you feel. e.g for Islamic music Maher Zain ‘The Chosen one’ tells a story of the rituals of Isalm . Each part of video represents a part of the story. Discuss.	<b><u>The Easter Story</u></b> Dissecting the Easter story. Write their own version of the Easter story, appropriate for Y 2 children. Around school set up ‘stations’ linked to different parts of the story to form a trail. Using QR codes, y2s visit stations to discover the Easter Story using QR codes.	<b><u>What does it mean to be a person of faith today?</u></b> Focus on Christianity and Islam	<b><u>What is Islam?</u></b> Koran, Hajj, 99 article, stories, look at the theology, look at prayer example again,
Year 6	<b><u>Stories of Faith</u></b> Gospels, what do they tell us? Why are they different?	<b><u>What does it mean to be a Christian?</u></b> Own ideas and thoughts Impact of Christianity Revisit ~ Different denominations within the Christian faith,	<b><u>What is Buddhism?</u></b> 8 paths, Siddhartha, stories about Siddhartha, Buddhism around the world. Thoughts ~ could I be a Buddhist?		<b><u>What happens when we die?</u></b> Look at what different beliefs and religions say. Hinduism ~ reincarnation. Buddhism ~ rebirth Look at stories linked to it.	<b><u>People of Faith, courage and commitment</u></b> Use examples of real living examples from different faiths e.g. Bear Grylls, Mo Farrah

		what differences do these make?		What do other religions believe? Own beliefs?	
--	--	---------------------------------	--	--	--

## RE Primary curriculum exemplar 3

RE Existing Units Suggested Units	RE Existing Units Suggested Units	RE Existing Units Suggested Units
<b>Y1</b>	<ul style="list-style-type: none"> <li>• People in Christianity</li> <li>• Places in Christianity</li> <li>• Books and Stories</li> </ul>	<ul style="list-style-type: none"> <li>• People in Christianity</li> <li>• Places in Christianity</li> <li>• Rituals and Festivals (Christian and Islam)</li> </ul>
<b>Notes</b>	Y1 experience in RE should start from a family basis and experiences that the child or a child of their age within a different faith would have. They are beginning to understand what it means to 'have a faith' as well as looking at other faiths. While looking at 'Places in Christianity', connections and comparisons should start to be made with a mosque. Islam has been suggested as the 'other faith' to look at as it is easier to understand and connect with Christianity as it also worships a single God. Children should start to see that although we might look / sound / think differently, we are not all different across faiths, we look at things in very similar ways. Rituals and festivals will give the children further opportunities to compare and find similarities and differences. 66% Christianity and 33% Islam <a href="http://www.discoverislam.co.uk/">http://www.discoverislam.co.uk/</a>	
<b>Y2</b>	<ul style="list-style-type: none"> <li>• Family in Judaism</li> <li>• Torah</li> <li>• Family Ties</li> </ul>	<ul style="list-style-type: none"> <li>• Family in Judaism</li> <li>• Christianity – Jesus</li> <li>• Books and Stories (Bible and Torah)</li> </ul>
<b>Notes</b>	'Christianity - Jesus' has been put forward as a suggested unit to ensure that '50% or more of RE taught is Christianity'. The suggestions are that the children in Y2 start to question who Jesus was, what he was like as a child and what life was like for him growing up. This will lead into Y3 - Inspirational Leader, where his ministry and what it meant to people who came into contact with him is looked at. The fact that Jesus was a Jew who attended a synagogue makes the link with the other Y2 Focus Religion of Judaism. Books and Stories gives Y2 the chance to look at Christianity and Judaism side by side. As in Y1, keeping things at a 'family' level when studying other religions is best practise. 50% Christianity and 50% Judaism.	
<b>Y3</b>	<ul style="list-style-type: none"> <li>• Jesus an inspirational leader</li> <li>• Church Year - Christmas</li> <li>• Church Year - Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus an inspirational leader</li> <li>• Church Year - Christmas</li> <li>• Hinduism</li> </ul>
<b>Notes</b>	Although the 'Church Year - Christmas' unit remains, we should now be expanding children's experiences from purely family based to the wider community. That means that in this unit, how other Christians celebrate Christmas around the world should be explored. The Hinduism unit means that we are engaging with different religions in each year group but should link to Jesus as an Inspirational Leader by questioning who others are inspired by. 66% Christianity and 33% Hinduism	
<b>Y4</b>	<ul style="list-style-type: none"> <li>• Christianity in Action</li> <li>• 5 Pillars of Islam</li> <li>• Values</li> </ul>	<ul style="list-style-type: none"> <li>• Faiths in Action</li> <li>• 5 Pillars of Islam</li> <li>• Church Year - Easter</li> </ul>
<b>Notes</b>	Church Year - Easter has been separated from Church Year - Christmas and moved to Y4. Many younger children still have the 'He was born at Christmas and 3/4 months later is killed?' confusion and this will help to alleviate this. As part of the unit on Islam, connections can be made back to Y1 and also with the 'Faiths in Action' unit by learning about Zakat, where 10% of a Muslims income goes to others - including, if they have little money, their time. Christianity in Action has become Faiths in Action - this will be roughly spread that half of this unit will be looking at how Christians show their faith in action and the other half looking at other faiths - including those with no faith, recognising that you don't have to have a religion to give. 50% Christianity, 30% Islam and 20% Other faiths.	
<b>Y5</b>	<ul style="list-style-type: none"> <li>• Words of Wisdom</li> <li>• Sikhism</li> <li>• Hinduism</li> </ul>	<ul style="list-style-type: none"> <li>• Words of Wisdom</li> <li>• Sikhism</li> <li>• Religions impact on the World</li> </ul>
<b>Notes</b>	The 'Words of Wisdom' unit should be spent unpicking the meaning behind the stories that Jesus told. This will link with the 'Sikhism' unit where the stories told by Guru Nanak can also be explored for greater meaning. The Religions impact on the world can focus on the environment, climate change etc. and what the religions are saying / doing about these situations (with a leaning more towards Christianity). Art Stories? 50% Christianity, 30% Sikhism and 20% Other faiths (including none). <a href="https://www.basicsofsikhi.com/">https://www.basicsofsikhi.com/</a>	
<b>Y6</b>	<ul style="list-style-type: none"> <li>• Stories of Faith</li> <li>• Religions in the Community</li> <li>• Beliefs and Actions</li> </ul>	<ul style="list-style-type: none"> <li>• Buddhism</li> <li>• Worship and Prayer</li> <li>• What does it mean to be a Christian? OR Stories of Creation</li> </ul>
<b>Notes</b>	Buddhism is one of the more complex and deep thinking religions and so a great one to leave until Y6. 'What does it mean to be a Christian?' has move from family (Y1 and Y2) and wider community (Y3 and Y4) to a more global focus and a bigger impact. Different denominations within the Christian faith also come into focus - How do they 'pray'? Worship? If 'Stories of Creation' is chosen then it would have a Christianity basis but with other religions coming in, as well as those with no religion. Worship and Prayer would work in the same way. 50 % Christianity, 30 Buddhism and 20% Other faiths.	

## RE Primary curriculum exemplar 4

Year 1			
Christianity			
Autumn		Enquiry Question	Notes
	A1	What makes a Christian Person Special?	Introduce Christian family life. What do you do as a family? Are there any special places you go to? Can you remember visiting the church at...?
	A2	What is Christmas and Advent?	Introduce Christmas and Advent. What does Christmas look like? What are your ideas on Christmas?
Judaism			
Spring		Enquiry Question	Notes
	SP1	What makes Judaism Special?	What do you notice about their clothes?
	SP2	What is a Jewish Festivals?	What do they celebrate? Look at Hanukah – similar to Christmas
Big Question			
Summer		Enquiry Question	Notes
	S1	What do Christian and Jewish stories tell us?	Explore Christian and Jewish stories - What do Christian and Judaism story tell us? Danial and the Lion, Temple Lamp and Other Stories.

Year 2			
Christianity			
Autumn		Enquiry Question	Notes
	A1	What was life like as Jesus?	Why is he special? (recap special people)
	A2	What is the meaning of Christmas?	What does Christmas look like? I wonder what Christmas advent calendars symbolise – Discussion activity; provide children with a range of advent calendars.
Islam			
Spring		Enquiry Question	Notes
	SP1	What makes Islam special?	Explore family life – special clothes, place of worship, holy day? (Friday)
	SP2	The importance of Islamic stories	Story links – Golden Domes and Silver Lanterns, Krahn
Big Question			
Summer		Enquiry Question	Notes
	S1	Why is the world special?	What do you like about the world? Think about special places. Children could start by going on a walk around local area.... What makes Wisbech special, What do they like about their area.

Year 3			
Big Question			
Autumn		Enquiry Question	Notes
	A1	What is religion in Wisbech?	How does Wisbech celebrate Christmas?
Christianity			
Spring		Enquiry Question	Notes
	SP1	Why was Jesus important?	Why was Jesus important? What was he trying to teach people (Kingdom of God) – bring in stories such as Loaves and the fishes, Miracle of the blind man, Solomon builds a temple Why is he special?
	SP2	What is the meaning of Easter?	Begin to look at Easter story in Bible.
Sikhism			
Summer		Enquiry Question	Notes
	S1	What makes Sikhs special?	Who is a Sikh? What do Sikhs believe? Who is special? Gurdwara is the place where Sikhs come together for congregational worship, look/taste different Sikh food, A Kara is a steel or iron bracelet, that identify a <b>Sikh</b> as dedicated to their religious order.

Year 4			
Christianity			
Autumn		Enquiry Question	Notes
	A1	Why do Christians pray and worship?	Where can we pray? Look at a variety of places of worship- Quakers, Pentecostal, church. What is a prayer? Look at Lord's prayer, Could children write their prayer or wise words and share.
Hinduism			
Spring		Enquiry Question	Notes
	SP1	What is Hinduism?	I wonder what Hindus believe? (Say it and pause ) What makes a Hindu special? What do they celebrate? (Diwali)
Big Question			
Summer		Enquiry Question	Notes
	S1	How does religion help us?	Why is it important to give and help? Look at charities – Oxfam Do other religions give – Muslim and Jews.

Year 5			
Christianity			
Autumn		Enquiry Question	Notes
	A1	Does the Bible help us to decide what is right and wrong?	Explore the British Values and the 10 commandments. Can children make their own? Who else tells us what is right and wrong?
Islam and Judaism			
Spring		Enquiry Question	Notes
	SP1	What do Muslims believe?	5 pillars of Islam – could create on playground What do Muslims believe? .
	SP2	What does it mean to be a Jew?	What is it like to be a Jew? Explore the Torah
Big Question			
Summer		Enquiry Question	Notes
	S1	Do you need to believe in God to be Human?	What does it mean to be human? Is it about different beliefs and religions? I wonder who tell you right from wrong? What happens when you die?

Year 6			
Christianity			
Autumn		Enquiry Question	Notes
	A1	Does the Bible help us to decide what is right and wrong?	Explore the British Values and the 10 commandments. Can children make their own? Who else tells us what is right and wrong?
Islam and Judaism			
Spring		Enquiry Question	Notes
	SP1	What do Muslims believe?	5 pillars of Islam – could create on playground What do Muslims believe? .
	SP2	What does it mean to be a Jew?	What is it like to be a Jew? Explore the Torah
Big Question			
Summer		Enquiry Question	Notes
	S1	Do you need to believe in God to be Human?	What does it mean to be human? Is it about different beliefs and religions? I wonder who tell you right from wrong? What happens when you die?

## Resources and websites

This syllabus does not prescribe in the same detail what to teach and when as previous the previous syllabus. This allows schools to plan and teach to their individual needs and circumstances. Teachers should consider the religious experience of the pupils in the classroom and the whole school when planning which religions to look at and in which order. Each Key Stage builds upon the one before, so by the time pupils reach the end of KS3, they should have had the opportunity to receive a broad, inclusive religious education.

Our Agreed Syllabus allows for the planning of high quality learning experiences through an enquiry-based model using a range of [pedagogies](#). Throughout the RE curriculum pupils should be encouraged to **explore** religions, **engage** with their knowledge, and **reflect** on their learning and their lives. This should be reflected in schools planning of their RE curriculums.

The websites listed below offer schools and teacher's information and resources that should be used to help inform and influence planning only.

### Generic Resources

- <http://www.bbc.co.uk/religion/religions/>
- <http://www.reonline.org.uk/>
- <http://www.natre.org.uk/>
- <http://www.retoday.org.uk/>
- <http://www.shapworkingparty.org.uk/calendar.html>
- <https://www.tes.com/teaching-resources>
- <https://www.religiouseducationcouncil.org.uk/>
- <http://www.woolf.cam.ac.uk/>
- <https://interfaith.org.uk/>
- <https://www.twinkl.co.uk/>

### Buddhism

- <http://www.bbc.co.uk/religion/religions/buddhism/>
- <http://www.thebuddhistsociety.org/>
- <http://kadampa.org/reference> (website with information on Kadampa Buddhism)

### Christianity

- <http://www.bbc.co.uk/schools/religion/christianity/>
- <http://www.understandingchristianity.org.uk/>
- <https://www.christianaid.org.uk/schools>
- <https://cafod.org.uk/Education/Education-resources>
- <https://www.quaker.org.uk/children-and-young-people/teachers>
- <https://www.salvationarmy.org.uk/schools-and-colleges>
- <http://www.barnabasinchurches.org.uk/ideas/>

### Hinduism

- <http://www.bbc.co.uk/religion/religions/hinduism/>

- <http://www.hindu counciluk.org/>

### Humanism

- <https://humanism.org.uk/>
- <http://www.ugandahumanistschoolstrust.org/>

### Islam

- <http://www.bbc.co.uk/religion/religions/islam/>
- <http://www.discoverislam.co.uk/>
- <http://www.1001inventions.com/> (link to a website that showcases famous Muslim inventions, scientists and inventors)

### Judaism

- <http://www.bbc.co.uk/religion/religions/judaism/>
- <https://www.myjewishlearning.com/>
- <https://www.chabad.org/kids> (website with clips and games)
- <https://teachersportal.org.uk/schools/> (link to the teachers portal for the Jewish museum in London)

### Sikhism

- <http://www.bbc.co.uk/religion/religions/sikhism/>
- <http://sikh counciluk.org/>
- <http://www.sikheducation service.co.uk>
- <https://www.basicsofsikhi.com/resources/>

## Acknowledgements for the Agreed Syllabus

Thank you to the following for their involvement and input into this agreed syllabus:

### Schools

- Billing Brooke Special School – Northamptonshire
- Croyland School (LA) – Northamptonshire
- Deanshanger Primary (LA) – Northamptonshire
- Ermine Street C o E – Cambridgeshire
- Hatton Park – Cambridgeshire
- Hayfield Cross C o E – Northamptonshire
- Houghton Primary – Cambridgeshire
- Jack Hunt School – Peterborough
- Kings School – Peterborough

- Lumbertubs Primary – Northamptonshire
- Northampton School for Boys – Northampton
- Meadow primary School - Cambridgeshire
- Oakham Primary –Rutland
- Paston Ridings Primary School – Peterborough
- Peckover Primary school – Cambridgeshire
- The Vine Inter Church School – Cambridgeshire
- The Avenue Infants – Northamptonshire
- St Mary and St John, North Luffenham - Rutland
- Uppingham Community College – Rutland
- Warboys Primary School – Cambridgeshire
- Whissendine Primary – Rutland

### **SACRE Clerks**

- Jane Hall
- Kerri McCourty
- Kit Silcock
- Lucia Hawes

### **ASC members**

- Cllr Wendy Brackenbury
- Dr Shirley Hall
- Harkirat Singh
- Ian Forsyth
- Janet Scott
- Julia Ewans – Chair
- Justine Davis
- Katy Walker
- Rev Doug Spenceley
- Rev Phillip Davies
- Sukaina Manji
- Tony Orgee

### **LA adviser for RE**

- Amanda Fitton

### **Other contributions**

- Aga Cahn

- Cathy Mitchell
- Chris Paddock
- Daniel Tabor
- Gurdev Singh
- Kelsang Rak-ma
- Rev Peter Holmes

# The Agreed Syllabus for Religious Education 2018-2023

## GLOSSARY OF TERMS

Buddhism  
Christianity  
Hinduism  
Humanism  
Islam  
Judaism  
Sikhism

This glossary is based on the Northamptonshire Agreed Syllabus for Religious Education 2011



## Buddhism Glossary

As Buddhism spread throughout the East, it came to be expressed in many different languages. Terms in the Sanskrit and Pali of India are in most common use in the West, although Japanese and Tibetan terms also occur frequently. Pali is the language of the texts of the Theravada school, whilst Sanskrit is used for general Mahayana. Zen Buddhism uses terms expressed in Japanese, and Tibetan Buddhism, Tibetan. There is no preferred form. For convenience, the Pali term appears first, followed by the Sanskrit, except where otherwise indicated. Italicised phrases represent a literal translation. Bold type indicates that this is also a glossary entry.

### Abhidhamma

#### Abhidharma

*Further or higher teaching.* 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 **Sutta Pitaka**.

#### Amitabha Amitayus (Sanskrit)

Also, Amida (Japanese). **Buddhas** having unlimited light and life respectively.

### Anapanasati

#### Anapanasmruti

*Mindfulness of the breath.* The practice most usually associated with the development of concentration and calm, but also used in the training of **Vipassana** (insight).

### Anatta

#### Anatman

*No self; no soul.* Insubstantiality; denial of a real or permanent self.

### Anicca

#### Anitya

*Impermanence; transience.* Instability of all things, including the self.

### Arahat, Arahant

#### Arhat

*Enlightened disciple.* The fourth and highest stage of Realisation recognised by the **Theravada** tradition. One whose mind is free from all greed, hatred and ignorance.

### Asoka

#### Ashoka

Emperor of India in the 3rd century BCE.

### Atta

#### Atman

*Self; soul.*

### Bhikkhu

#### Bhikshu

Fully ordained Buddhist monk.

### Bhikkhuni

#### Bhikshuni

Fully ordained Buddhist nun.

### Bodhi Tree (Pali)

The tree (*figus religiosa*) under which the **Buddha** realised Enlightenment. It is known as the Tree of Wisdom.

### Bodhisatta (Pali)

*A Wisdom Being.* One intent on becoming, or destined to become, a **Buddha**. **Gotama**, before his Enlightenment as the historical Buddha.

### Bodhisattva (Sanskrit)

A being destined for Enlightenment, who postpones final attainment of Buddhahood in order to help living beings (see **Mahayana**).

### Brahma Viharas (Pali)

The four sublime states: loving kindness, compassion, sympathetic joy, and evenness of mind.

### Buddha

#### Buddha

*Awakened or Enlightened One.*

### Dalai Lama (Tibetan)

*Great Ocean.* Spiritual and temporal leader of the Tibetan people.

### Dana

#### Dana

*Generosity; giving; gift.*

### Dhamma

#### Dharma

*Universal law; ultimate truth.* The teachings of the **Buddha**. A key Buddhist term.

### Dhammapada

#### Dharmapada

Famous scripture of 423 verses.

### Dukkha

#### Duhkha

*Suffering; ill; unsatisfactoriness; imperfection.* The nature of existence according to the first Noble Truth.

### Gompa (Tibetan)

Monastery; place of meditation.

### Gotama

#### Gautama

Family name of the **Buddha**.

### Jataka (Pali)

*Birth story.* Accounts of the previous lives of the **Buddha**.

**Jhana**  
**Dhyana**

Also Ch'an (Chinese) and **Zen** (Japanese). Advanced meditation.

**Kamma**  
**Karma**

*Action.* Intentional actions that affect one's circumstances in this and future lives. The **Buddha's** insistence that the effect depends on volition marks the Buddhist treatment of kamma as different from the Hindu understanding of **karma**

**Karuna**  
**Karuna**

*Compassion.*

**Kesa** (Japanese)

The robe of a Buddhist monk, nun, or priest.

**Khandha**  
**Skandha**

*Heap; aggregate.* The Five Khandhas together make up the 'person' (form, feeling, perception, mental formation and consciousness).

**Khanti**  
**Kshanti**

*Patience; forbearance.*

**Kilesa**  
**Klesa**

Mental defilement or fire, such as greed, hatred or ignorance.

**Koan** (Japanese)

A technical term used in **Zen** 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). **Bodhisattva** of Compassion, depicted in female form. Identified with Bodhisattva Avalokitesvara.

**Lama** (Tibetan)

*Teacher*, or one who is revered.

**Lotus Sutra** (Sanskrit)

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**

*Path*, leading to cessation of suffering. The fourth Noble Truth.

**Mahayana**

*Great Way or Vehicle.* Teachings that spread from India into Tibet, parts of Asia and the Far East, characterised by the **Bodhisattva** ideal and the prominence given to the development of both compassion and wisdom.

**Mala** (Pali)

Also, Juzu (Japanese). String of 108 beads used in Buddhist practice (like a rosary).

**Metta**  
**Maitri**

*Loving kindness.* A pure love which is neither grasping nor possessive.

**Metta Sutta** (Pali)

Buddhist scripture which describes the nature of loving kindness.

**Metteya**  
**Maitreya**

One who has the nature of loving kindness. Name of the future **Buddha**.

**Mudda**  
**Mudra**

Ritual gesture, as illustrated by the hands of **Buddha** images.

**Mudita**

**Mudita**

*Sympathetic joy.* Welcoming the good fortune of others.

**Nibbana**  
**Nirvana**

*Blowing out* of the fires of greed, hatred and ignorance, and the state of secure perfect peace that follows. A key Buddhist term.

**Nirodha**  
**Nirodha**

*Cessation* (of suffering). The third Noble Truth.

**Panna**

**Prajna**

*Wisdom.* Understanding the true nature of things.

**Parami**  
**Paramita**

A perfection or virtue. One of the six or ten perfections necessary for the attainment of Buddhahood.

**Parinibbana**

**Parinirvana**

Final and complete **nirvana** reached at the passing away of a **Buddha**.

**Patimokkha**

**Pratimoksha**

The training rules of a monk or nun - 227 in the case of a **Theravada** monk.

**Pitaka** (Pali)

*Basket.* Collection of scriptures (see **Tipitaka**).

**Rupa**

**Rupa**

*Form.* Used of an image of the **Buddha**; also, the first of the Five Khandhas.

**Sakyamuni**

**Shakyamuni**

*Sage of the Shakyas* (the tribe of the **Buddha**). Title of the historical Buddha.

**Samadhi**

**Samadhi**

*Meditative absorption.* A state of deep meditation.

**Samatha**

**Samatha**

A state of concentrated calmness; meditation (see **Vipassana**).

**Samsara**

**Samsara**

*Everyday life.* The continual round of birth, sickness, old age and death which can be transcended by following the Eightfold Path and Buddhist teaching.

**Samudaya**

**Samudaya**

*Arising; origin* (of suffering). The second Noble Truth.

**Sangha**

**Sangha**

*Community; assembly.* Often used for the order of **bhikkhus** and **bhikkunis** in Theravadin countries. In the **Mahayana** countries, the Sangha includes lay devotees and priests, eg in Japan.

**Sankhara**

**Samskara**

*Mental/karmic formation.* The fourth of the five **Khandhas**.

**Sanna**

**Samjna**

*Perception.* Third of the five **Khandhas**.

**Satori** (Japanese)

*Awakening.* A term used in **Zen** Buddhism.

**Siddattha**

**Siddhartha**

*Wish-fulfilled.* The personal name of the historical Buddha.

**Sila**

**Sila**

*Morality.*

**Sutta**

**Sutra**

*Text.* The word of the **Buddha**.

**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 **Buddha**.

**Theravada**

**Sthaviravada**

*Way of the elders.* A principal school of Buddhism, established in Sri Lanka and South East Asia. Also found in the West.

**Thupa/Cetiya**

**Stupa**

*Reliquary*(including pagodas).

**Tipitaka**

**Tripitaka**

*Three baskets.* A threefold collection of texts (**Vinaya, Sutta, Abhidhamma**).

**Tiratana**

**Triratna**

*The triple refuge.* **Buddha**, the **Dhamma** and the **Sangha**. Another way of referring to the three jewels.

**Tulku** (Tibetan)

Reincarnated **Lama**.

**Upaya** (Pali)

Any skilful means, eg meditation on loving kindness, to overcome anger.

**Upekkha**

**Upeksha**

*Equanimity; evenness of mind.*

**Vajrayana** (Sanskrit) *Thunderbolt;*

*Diamond Way.* Teachings promulgated later, mainly in India and Tibet. Another term for esoteric Buddhism.

**Vedana** (Pali)

*Feeling.* The second of the Five **Khandhas**.

**Vihara** (Pali)

*Dwelling place; monastery.*

**Vinaya** (Pali)

The rules of discipline of monastic life.

**Vinaya Pitaka** (Pali)

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**

*Consciousness.* The fifth of the Five **Khandhas**.

**Vipassana**

**Vipashyana**

Insight into the true nature of things. A particular form of meditation (see **Samatha**).

**Viriya**

**Virya**

*Energy; exertion.*

**Wesak**

**Vesak** (Sinhalese)

**Buddha** 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, e.g. **Zen**.

**Zazen** (Japanese)

Meditation while seated, as in **Zen** Buddhism.

**Zen** (Japanese)

*Meditation*. Derived from the Sanskrit 'dhyana'. A school of Mahayana Buddhism that developed in China and Japan.

## Christianity Glossary

Unlike the other five world faiths included in this glossary, most of the terms given below are in English and will be familiar to many people. The historic languages of the Christian scriptures are Hebrew, Greek and Latin. The Old Testament was written largely in Hebrew, with some texts in Aramaic and Greek (Apocrypha). The whole of the Old Testament was translated into Greek, although many words and passages have their origin in Aramaic. Latin became increasingly the language of the Western Church from the 5th century AD when the Bible was translated into Latin.

### Absolution

The pronouncement by a priest of the forgiveness of sins.

### AD (Anno Domini)

*In the Year of our Lord.* The Christian calendar dates from the estimated date of the birth of **Jesus Christ**.

### Advent

*Coming.* The period beginning on the fourth Sunday before **Christmas** (40 days before Christmas in the Eastern Orthodox tradition). A time of spiritual preparation for Christmas.

### Agape

*The love of God.* New Testament word used for the common meal of Christians; a Love Feast.

**Altar** (Communion Table, Holy Table) Table used for **Eucharist**, **Mass**, **Lord's Supper**. Some denominations refer to it as Holy Table or Communion Table.

### Anglican

**Churches** 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) *Revelatory*, of God's present purposes and of the end of the world. (ii) Used of a literary genre, for example, 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 **Jesus Christ** to preach the **Gospel**.

### Ascension

The event, 40 days after the **Resurrection**, when Jesus 'ascended into heaven' (see Luke 24 and Acts 1).

### Ash Wednesday

The first day of **Lent**. In some **Churches**, penitents receive the sign of the cross in ashes on their foreheads.

### Atonement

**Reconciliation** 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 **Church**, which grew out of the Anabaptist movement during the 16th century **Reformation**. (ii) A Christian who practises **Believer's Baptism**.

### Baptistry

(i) Building or pool used for **baptism**, particularly by immersion. (ii) Part of a **church**, where **baptism** takes place.

### BC (Before Christ)

Period of history before the estimated birth of **Jesus Christ**.

### Believer's Baptism

The **baptism** 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 **Roman Catholic** context).

### Blessed Sacrament

Bread and wine which have been consecrated and set aside for future use (usually in the **Roman Catholic Church**).

### Brethren

Christian, Exclusive or Open Brethren are Christian groups which emphasise piety, high moral values, faithfulness to the Bible and plural leadership.

### Canon (Scripture)

The accepted books of the Bible. The list varies between denominations.

### Catholic

(i) *Universal*. (ii) Often used as an abbreviation for **Roman Catholic**.

### Charismatic

A modern movement within the **Church**, emphasising spiritual gifts, such as healing or speaking with tongues.

### Chrismation

(i) The **Orthodox** second **sacrament** of initiation by anointing with chrism (a special oil). Performed at the same time as **baptism**. (ii) Anointing with oil, for example, healing or coronation.

### Christ (Messiah)

*The anointed one.* 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 **Jesus Christ** (25 December, in most **Churches**).

### 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 **sacraments** observed by some **Churches** whose priest confidentially hears a person's confession. (ii) An admission, by a Christian, of wrongdoing. (iii) A particular official statement (or profession) of faith.

### Congregationalist

Member of a Christian body which believes that each local **church** is independent and self-governing under the authority of Christ.

### Consubstantiation

Doctrine of the **Eucharist** associated with Luther, which holds that after consecration, the substances of the Body and Blood of **Jesus Christ** 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 **Jesus Christ** and many who opposed the Romans.

### Easter

Central Christian festival which celebrates the **resurrection** of **Jesus Christ** 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 **New Testament**.

### Eucharist

*Thanksgiving.* A service celebrating the sacrificial death and **resurrection** of **Jesus Christ**, using elements of bread and wine (see **Holy Communion**).

### Evangelical

Group, or **church**, placing particular emphasis on the **Gospel** and the scriptures as the sole authority in all matters of faith and conduct.

### Evangelist

A writer of one of the four **New Testament** Gospels; a preacher of the **gospel**.

### Font

Receptacle to hold water used in **baptism**.

### Free Churches

Non-conformist denominations, free from state control (used of 20 **Churches**).

### Good Friday

The Friday in **Holy Week**. Commemorates the day Jesus died on the cross.

### Gospel (Evangel)

(i) *Good news* (of salvation in **Jesus Christ**). (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 **Eucharist**, **Mass**, **Lord's Supper**, **Liturgy**). Recalls the last meal of Jesus, and celebrates his sacrificial and saving death.

### Holy Spirit

The third person of the Holy **Trinity**. 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 Easter, when Christians recall the last week of Jesus' life on Earth.

### Icon or Ikon

Painting or mosaic of **Jesus Christ**, the Virgin Mary, a saint, or a **Church** feast. Used as an aid to devotion, usually in the **Orthodox** tradition.

### Iconostasis

Screen, covered with **icons**, used in Eastern **Orthodox churches** to separate the sanctuary from the nave.

### Incarnation

The doctrine that God took human form in **Jesus Christ**. It is also the belief that God in Christ is active in the **Church** and in the world.

### Jesus Christ

The central figure of Christian history and devotion. The second person of the **Trinity**.

### Justification by Faith

The doctrine that God forgives ('treats as just') those who repent and believe in **Jesus Christ**.

### Kerygma

The central message about Jesus proclaimed by the early Christians.

### Kyrie (Greek)

*O Lord*. 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.

### Lent

Penitential season. The 40 days leading up to **Easter**.

### Liturgy

(i) Service of worship according to a prescribed ritual such as Evensong or **Eucharist**. (ii) Term used in the **Orthodox Church** for the Eucharist.

### Logos

*Word*. Pre-existent Word of God incarnate as **Jesus Christ**.

### Lord

Title used for Jesus to express his divine lordship over people, time and space.

### Lord's Supper

Alternative term for **Eucharist** in some **Churches** (predominantly **Non-conformist**).

### Lutheran

A major **Protestant Church** that receives its name from the 16th century German reformer, Martin Luther.

### Mass

Term for the **Eucharist**, used by the **Roman Catholic** and other **Churches**.

### Maundy Thursday

The Thursday in **Holy Week**. Commemorates the **Last Supper**.

### Methodist

A Christian who belongs to the Methodist **Church**, which came into existence through the work of John Wesley in the 18th century.

### Missal

Book containing words and ceremonial directions for saying **Mass**.

### Mother of God

The title given to the Virgin Mary, mainly in the **Orthodox** and **Roman Catholic Churches**, to underline the Trinitarian belief that Jesus was truly God (in this context, God refers to God incarnate as seen in **Jesus Christ**).

### New Testament

Collection of 27 books forming the second section of the **Canon** of Christian Scriptures.

### Non-conformist

Term used to describe **Protestant** 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 **Apocrypha**.

### Ordination

In episcopal **Churches**, 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 Orthodox **Church** 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, for example, Nicaea, Chalcedon.

### Palm Sunday

The Sunday before **Easter**, commemorating the entry of Jesus into Jerusalem when he was acknowledged by crowds waving palm branches.

### Paraclete (Comforter)

*Advocate*. Term used for the **Holy Spirit**.

### Parousia

*Presence.* The Second Coming or return of **Jesus Christ**.

### Passion

The sufferings of **Jesus Christ**, especially in the time leading up to his **crucifixion**.

### 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 **Holy Spirit**.

### Pentecostalist

A Christian who belongs to a **Church** that emphasises certain gifts which were granted to the first believers on the Day of **Pentecost** (such as the power to heal the sick and speak in tongues).

### Pope

The Bishop of Rome, head of the **Roman Catholic Church**.

### Presbyterian

A member of a **Church** that is governed by elders or 'presbyters'; the national Church of Scotland.

### Protestant

That part of the **Church** which became distinct from the **Roman Catholic** and **Orthodox** 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 **Holy Spirit**, 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 **heaven**.

### Quaker

A member of the Religious Society of Friends, established through the work of George Fox in the 17th century.

### Reconciliation (Confession)

(i) **Sacrament** of the (Roman) **Catholic Church**, consisting of Contrition, **Confession** of sins, and **Absolution**. (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 **Jesus Christ** in setting people free through his death.

### Reformation

A 16th century reform movement that led to the formation of **Protestant** Churches. It emphasised the need to recover the initial beliefs and practices of the **Church**.

### Resurrection

(i) The rising from the dead of **Jesus Christ** on the third day after the **crucifixion**. (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 **Church** owing loyalty to the Bishop of Rome, as distinct from **Orthodox** and **Protestant** Churches.

### Sacrament

An outward sign of an inward blessing, as in **baptism** or the **Eucharist**.

### Salvationist

A member of the Salvation Army founded by William and Catherine Booth in the 19th century.

### Sanctification

The process by which a believer is made holy, to become like **Jesus Christ**.

### 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

*Having a common viewpoint.* It is applied to the presentation of Jesus' life in the first three gospels of Matthew, Mark and Luke in contrast with that given in the Gospel of John.

### Tabernacle

(i) A receptacle for the **Blessed Sacrament**, not immediately consumed but set aside or 'reserved' (mainly in **Roman Catholic** and Eastern **Orthodox Churches**). The presence of the consecrated elements is usually signalled by a continuously burning light. (ii) Term used by some denominations of their building.

### Transubstantiation

**Roman Catholic** doctrine concerning the **Mass**, defined at the Lateran Council of 1215, and confirmed at the Council of Trent in 1551. This states that in the **Eucharist**, at the words of consecration, the substance of the bread and wine becomes the substance of the Body and Blood of **Jesus Christ**, and that he is thus present on the altar.

### Trinity

Three persons in one God; doctrine of the three-fold nature of God – Father, Son and **Holy Spirit**.

### Unction (Sacrament of the Sick)

The anointing with oil of a sick or dying person.

### **United Reformed Church**

A **Church** formed by the union of English **Congregationalists** with the **Presbyterian** Church of England, and subsequently the Reformed Association of the Churches of Christ.

### **Vatican**

The residence of the **Pope** in Rome, and the administrative centre of the **Roman Catholic Church**. 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 **Jesus Christ** by the Virgin Mary through the power of the **Holy Spirit** and without the agency of a human father.

## Hinduism Glossary

The main references are to Sanskrit terminology, although variants are found and used in other Indian languages. Lakshmi, Laksmi, Vishnu or Visnu type variants are not always included because of their frequency. Many of these terms will also be found in books on Buddhism and Sikhism, but with somewhat different meanings.

Proper names and place names are only included in this list if variant forms are commonly used. The preferred form appears first, followed by any variants.

### Acharya

#### Acarya

*One who teaches by example.* Usually refers to a prominent or exemplary spiritual teacher.

### Advaita

#### Adwaita

*Non-dual.* Refers to the impersonalistic philosophy which unqualifyingly equates God, the soul and matter.

### Ahimsa

#### Ahinsa

*Not killing.* 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

*Noble.* 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 **Vedas**.

### Atman

#### Atma

*Self.* 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

*One who descends.* 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

*The Song of the Lord.* Spoken by **Krishna**, 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 **Upanishad**.

### Bhajan

#### Bhajana

Devotional hymn or song.

### Bhakti

*Devotion; love.* 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 **Trimurti**, and in charge of creative power; not to be confused with **Brahman** or **Brahmin**.

### Brahmachari

#### Brahmacari

#### Brahmacharin

#### Brahmacarin

One in the first stage of life, a celibate student of Vedic knowledge.

#### Brahmacharya

#### Brahmacarya

**Also two words – Brahma and chari, cari, charin or carin**

The first **ashrama** or stage of life.

### 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

#### Brahmana

The first of the four **varnas**, 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 **Brahman** and **Brahma**).

### Darshan Shastras

Six systems of Hindu philosophy – Nyaya, Vaisheshika, Sankhya, **Yoga**, Vedanta and Meemansa.

### Dassehra

### Dussehra

### Dassera

### Dashara

(Other variants are also found)  
*Ten days*. Also called Vijay Dashami. Celebrates the victory of **Rama** 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, for example, in connection with **Durga** (see **Navaratri**).

### Dharma

*Religion or religious duty* is the usual translation into English, but literally it means *the intrinsic quality of the self or that which sustains one's existence*.

### Dhoti

A garment made of natural fibre (usually cotton or silk), worn by males, which covers the lower body and legs.

### Dhyana

Meditation.

### Divali

### 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 **Parvati**; wife of **Shiva**.

### Dvaita

### Dwaita

*Dual*. Refers to the personalistic philosophy that differentiates between God, the soul and matter.

### Dwarka

### Dvarka

### Dvaraka

### Dwaraka

Pilgrimage site on the west coast of India.

### Ganesha

### Ganesh

### Ganupati

### Ganapati

A Hindu deity portrayed with an elephant's head – a sign of strength. The deity who removes obstacles.

### Ganga

*The Ganges*. Most famous of all sacred rivers of India.

### Gangotri

Source of the River Ganges.

### Gotra

Exogamous group within **Jati**.

### Grihastha

### Gristhi

### Grhastha

The second stage of Hindu life; one who belongs to that stage, that is, the householder (*grihasti*).

### Guna

*Rope; quality*. Specifically refers to the three qualities of **sattva** (goodness), **rajas** (passion) and **tamas** (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 (*son of the wind God*).

### 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 **havan** fire is burned.

### Hitopadesh

Stories with a moral.

### Holi

The festival of colours, celebrated in Spring.

### Homa

Term often used interchangeably with **havan**.

### 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 **guru**.

### Janmashtami

### Janmashtmi

The birthday of **Krishna**, celebrated on the eighth day of the waning moon in the month of Badra.

### Japa

### Jap

The quiet or silent repetition of a mantra as a meditative process.

### Jati

*Caste* is the usual translation, meaning occupational kinship group.

### Jnana

### Gyan

*Knowledge*.

### 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 **Durga**).

### 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

*Action*. 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 **avatar** of **Vishnu**. One of the most popular of all Hindu deities in contemporary Britain. His teachings are found in the **Bhagavad Gita**.

### Kshatriya

#### Khatri

Second of the four **varnas** 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

### Bhagavad Gita.

### Mala

#### Maala

Circle of stringed beads of wood or wool used in meditation.

### Mandala

#### Mandal

A circle, area or community/group.

### Mandir

*Temple*.

### 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

*Path* (see **Jnana yoga**, **Karma yoga** and **Bhakti yoga**).

### Mata

*Mother*. Often associated with Hindu goddesses who represent **shakti** (power).

### Mathura

Holy place connected with **Krishna**.

### Maya

*Not this*. Usually, it refers to illusion, particularly where the permanent soul identifies itself with temporary matter, for example, the body. It can also mean *power*.

### Moksha

#### Moksa

Ultimate liberation from the process of transmigration, the continuous cycle of birth and death.

### Mundan

The head-shaving ceremony. Performed in the first or third year of life.

### Murti

#### Moorti

*Form*. The image or deity used as a focus of worship. „Idol“ should definitely not be used, and „statue“ may also cause offence.

### Navaratri

#### Navaratra

The Nine Nights Festival preceding

**Dassehra**, and held in honour of the goddess **Durga**.

### Nirvana

The cessation of material existence.

### Panchatantra

Part of the supplementary Vedic scriptures, composed of animal stories with a moral.

### Parvati

The consort of **Shiva**, also known by other names such as **Durga**, **Devi**, etc.

### Prahlada

#### Prahalada

A great devotee of **Vishnu**, connected with the festival of **Holi**.

### Pranayama

#### 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

*Worship*. General term referring to a variety of practices in the home or **Mandir**.

### Purana

*Ancient.* Part of the Smriti 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 **gunas** (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.

### Rama

The incarnation of the Lord, and hero of the **Ramayana** (avoid using the variant „Ram“ for obvious reasons).

### Ramayana

#### Ramayan

The Hindu epic that relates the story of **Rama** and **Sita**, composed by the sage Valmiki thousands of years ago.

### Ramnavami

#### Ramnavmi

The birthday festival of **Rama**.

### 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 **Veda** of chanting; material mainly from the **Rig Veda**, 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

#### Sanskara

#### 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 Saraswati, the goddess of learning.

### Sattva

#### Sattwa

*Goodness*, 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 **Shiva**.

### 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 **Shiva**. Also called Mahashivaratri.

### Shraddha

#### Sraddha

Ceremony in which sanctified food is offered to the poor and needy in memory of departed ancestors.

**Shri****Sri**

*Illustrious.* Used as a title of respect, for example Shri Krishna. Also a respectful title for men. The feminine form is Shrimati (Mrs).

**Shruti****Srti, Sruti**

*That which is heard.* AA term specifically applied to the Four Vedas, including the Upanishads.

**Sita****Seeta**

The divine consort of **Rama**.

**Smriti****Srti**

*That which is remembrered.* Scriptures less ancient than the **Vedas**. Includes the **Ramayana** and **Mahabharata**.

**Sutra****Sutta**

Short sayings or verses relating to various rituals, or encapsulating profound philosophical meaning.

**Swami****Svami**

*Controller.* Sometimes, more specifically, Goswami (*one who can control his/her senses*). An honorific title applied to a religious teacher or holy person, particularly the sannyasi.

**Swastika****Svastika**

From the **Sanskrit** for well-being; a mark of good fortune. The four arms signify the four directions (space), the four **Vedas** (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**.

**Tilaka****Tilak**

The mark made on the **murti** or on the forehead of a worshipper. It is a symbol of the power of God within.

**Trimurti**

*The three deities.* Refers to **Brahma**, **Vishnu** and **Shiva**, who personify and control the three **gunas**. 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**

*To sit down near.* A sacred text based on the teaching of a guru to a disciple. The **Upanishads** explain the teachings of the **Vedas**.

**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**

The third stage of life, typified by retirement and asceticism.

**Vanaprasthi****Vanaprastha**

*Forest dweller.* One who is in the third stage of life.

**Varanasi****Banares****Benares****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**

*Colour.* 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****Varnashrama Dharma**

The system whereby society is divided into four **varnas** (divisions), and life into four **ashramas** (stages).

**Varsha Pratipada**

The day of Creation, celebrated as New Year's Day by many Hindus.

**Veda**

*Knowledge.* Specifically refers to the four **Vedas**, though any teaching which is consistent with the conclusions of these scriptures is also accepted as Vedic.

**Vijay Dashmi****Vijaya Dashami**

Another name for Dassehra.

**Vishnu****Visnu**

A Hindu god. With **Brahma** and **Shiva** forms the **Trimurti**.

**Vrat****Vratam**

Vow. Often including abstention from certain foods.

**Vrindavan****Brindavan****Vrindavana****Brindaban**

The sacred village connected with Krishna's pastimes as a youth.

**Yajur Veda**

One of the four **Vedas**, dealing with the knowledge of **karma**.

**Yamuna**

**Jamuna**

**Jumna**

Tributary of the River **Ganga** (*Ganges*), considered by many Hindus to be the most sacred of all holy rivers.

**Yatra**

**Jatra**

*Pilgrimage*. 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**

*Age*, or extended period of time, of which there are four.

## Humanism Glossary

Humanism is a major ethical non-theistic tradition. This glossary is based on one provided by the British Humanist Association ([www.humanism.org.uk](http://www.humanism.org.uk))

### Agnosticism

Open-mindedness or genuine doubt as to the truth of claims made for the reality or existence of God or any supernatural domain.  
- Belief or assertion that God or gods lack convincing evidence and arguments.  
The word is formed from “a” (“without”) and “gnosis” (“knowledge”).

### Atheism

Denial of the existence of God or gods. The word is formed from “a” (“without”) and “theos” (“deity, god”).

### Ethics

Moral rules and principles to govern human conduct. Some religions see them as influenced by divine interventions; humanists consider them to be constructed solely by people working together in a society.

### Faith

1. Frequently used to mean the same as religion.
2. Trust.

### God

In some religions, the cause and support of all that is and the source of morality. Usually regarded as taking a direct interest in individuals in this life and judging them after death. Buddhism, Confucianism, Taoism, Humanism and some Christians do not use the concept.

### Humanism

A view of life, and a way of life, based solely on our understanding of the natural world, human feelings, intelligence and creativity and on a personal commitment to valuing and cooperating with

one another as fellow human beings.

Humanists regard people as responsible both for themselves and for the societies and life stances that they create; they regard all life stances, including all religions, as human creations, without any supernatural input. They believe that this is the only life we have, so it is infinitely precious, and that by working together we can make it better for everyone.

### Life stance

The style and content of an individual's (or a community's) relationship with that which is most ultimate in and guides their lives: the consequences for life that flow from this.  
The term encompasses both theistic and non-theistic positions without favouring one more than the other. Christianity and Islam are theistic life stances, for example, while Buddhism, Confucianism, Taoism and Humanism are non-theistic life stances.

### Naturalistic

A world view that does not use any notion of the divine or supernatural.  
Humanism is founded on a naturalistic world view, rather than a supernatural view: thus evolution provides an account of how we come to be as we are biologically and socially, while meaning and purpose are the creations of our shared imagination, feeling and story-telling.

### Religion

A serious, examined way of life based on a set of beliefs and practices with one or more of the following dimensions: mythical, doctrinal, spiritual, ethical, ritual, social, symbolic, belief in a god, gods or the supernatural. Most humanists would say that humanism is not a religion but this is debatable on the basis of the definition above. Confucianism, Taoism and major strands of Buddhism and Jainism do not involve a god or gods, and there are non-theistic strands in Christianity and Hinduism.

### Science

The enterprise of creating and organising human understanding of the natural world, including humanity, through open enquiry, imaginative theory devising, invited challenge and testing against evidence.

### Secular

This word can be used in two different ways:

1. Excluding and rejecting religion.
2. A civil society in which government and its services are structured independently of religion organisations, which protects freedom of belief as it does other freedoms, and treats people equally.

### Spiritual

The highest expression and activity of the human person deriving from whatever source.  
 “The potential for spiritual development is open to everyone and is not confined to the development of religious beliefs or conversion to a particular faith.”  
 (1)

### Spirituality

“Spirituality refers to the inner nature of human beings often expressed in the search for meaning and purpose in life; the sense of personal value and values; reflections on the challenges life brings; and a sense of mystery and awe at the universe.” (2)

### Supernatural

1. “Other-worldly” reality radically different from ordinary experience;
  2. From beyond the world as we know it;
  3. Hidden or occult.
- See also Naturalistic

### Theistic

Involving a god or gods.

### Ultimate Questions

Highest or deepest, or most searching and far-reaching, questions of meaning in life and death. (1) Some aspects of Religious Education are concerned with responses to Ultimate Questions. Many of the responses to these questions are theistic (e.g. Christianity, Islam). Others are non-theistic (e.g. Buddhism, Jainism, Confucianism, Taoism, Humanism.)

- (1) *“SPIRITUAL AND MORAL DEVELOPMENT – A DISCUSSION PAPER”*: National Curriculum Council (1993)
- (2) *“A RELIGIOUS EDUCATION SYLLABUS FOR INDEPENDENT SCHOOLS”*: Independent Schools Joint Council (1994)

## Islam Glossary

The Qur'an was revealed in Arabic. Therefore Arabic is the language of Islam, Islamic worship, theology, ethics and jurisprudence. Islam is inextricably linked with the Arabic language despite the variety of languages spoken by the believers.

For British teachers and pupils who have not encountered Islamic terms, this transliteration is a simplified version of that used by contemporary scholars. An apostrophe is used to indicate a pause. The reader will note that the words *salah* and *zakah* end in „h“ when they appear alone. When part of a phrase, these words are written with a „t“ at the end, for example, *Salat-ul-Zuhr*, *Zakat-ul-Fitr*, as a guide to pronunciation.

### Abd

*Servant*. As in Abdullah, servant of Allah.

### Abu Bakr

The first **Khalifah**, successor to the leadership of the Muslim community after the death of the Prophet Muhammad (peace and blessings of Allah be upon him).

### Adam

Adam (peace be upon him). The first man, and first Prophet of Allah.

### Aadhan

Call to prayer. From the same root, **Mu'adhin** (one who makes the call to prayer).

### Aishah

One of the wives of the Prophet Muhammad (peace and blessings of Allah be upon him), and daughter of **Abu Bakr**. (Radhi-Allahu-anhum – *may Allah be pleased with them*).

### Akhirah

Everlasting life after death – the hereafter.

### Akhlaq

Conduct, character, attitudes and ethics.

### al-Amin

*The Trustworthy*. The name by which Prophet Muhammad (peace and blessings of Allah be upon him) 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

*The Opener*. **Surah 1** of the **Qur'an**. Recited at least 17 times daily during the five times of **salah**. Also known as „The Essence“ of the Qur'an.

### al-hamdu-li-Llah

*All praise belongs to Allah*. Frequently used as an expression of thanks to Allah.

### al-Kafi

The title of the books of **Hadith** compiled by Muhammad (peace and blessings of Allah be upon him) ibn-Yaqub Koleini, a **Shi'ah** scholar.

### al-Khulafa-ur-Rashidun

*The Rightly Guided Khalifahs*. The first four successors to the leadership role of the Prophet Muhammad (peace and blessings of Allah be upon him). They were **Abu Bakr**, **Umar**, **Uthman** and **Ali** (Radhi-Allahu-anhum – *may Allah be pleased with them*).

### al-Madinah

Madinatu'n-Nabi (*The City of the Prophet*). The name given to **Yathrib** after the Prophet Muhammad (peace and blessings of Allah be upon him) migrated there in 622 CE and founded the first Islamic state.

### Ali

Cousin and son-in-law of the Prophet Muhammad (peace and blessings of Allah be upon him); husband of **Fatimah Zahrah**; father of Hassan, Hussein, and Zainab; the fourth of „al-

**Khulafa-ur-Rashidun** according to Sunnis, and the first successor accepted by Shi'ah Islam (Radhi-Allahu-anhum – *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 or neuter characteristics.

### Allahu Akbar

*Allah is most great*.

### Angels

Beings created by Allah from light. They have no free will and are completely obedient to Allah.

### Ansar

*Supporters*. The Muslims of **al-Madinah**, who welcomed, helped and supported the Muslims who migrated from **Makkah**.

### Arafat

A plain, a few kilometres from **Makkah**, where pilgrims gather to worship, pray and ask for forgiveness. This takes place on the ninth day of the Islamic month of **Dhul-Hijjah**, the day before **Id-ul-Adha**.

### Asr (Salat-ul-Asr)

Mid-afternoon **salah** which may be performed from late afternoon until a short while before sunset.

### As-Salamu-Alaykum

*Peace be upon you.* An Islamic greeting.

### Ayah (sing.)

A unit within a **Surah** of the **Qur'an**.

### Barakah

Blessings.

### Bilal

The first **Mu'adhin** of Islam (see **Adhan**), a companion of Prophet Muhammad (peace and blessings of Allah be upon him), formerly an Abyssinian slave (Radhi-Allahu-anhu – *may Allah be pleased with him*).

### Bismillah

*In the name of Allah.*

### Bismillah-ir-Rahman ir-Rahim

*In the name of Allah – All Gracious, All Merciful.* The preface to all **Surahs** of the **Qur'an** except the ninth one. It is usually said by Muslims before eating or beginning any action.

### Dar-ul-Islam

*House or abode of Islam.* Sometimes used to refer to lands ruled by Islamic **Shari'ah**.

### Da'wah

*Call.* 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 **Allah** to whom the **Zabur** (the Book of Psalms) was given.

### Dhikr

*Remembrance.* Remembrance of **Allah** in one's heart or by reciting His names or sections from the Qur'an.

### Dhimmi

A non-Muslim living freely under the protection of an Islamic state.

### Dhul-Hijjah

The month of the Hajj, 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 **salah** which may be performed from dawn until just before sunrise.

### Fard

Obligatory duty according to divine law, for example, offering **salah** five times a day.

### Fatihah

See **al-Fatihah**.

### Fatimah (al-Zahrah)

Daughter of the Prophet Muhammad (peace and blessings of Allah be upon him); wife of **Ali**; mother of Hassan, Hussein and Zainab (Radhi-Allahu-anhum – *may Allah be pleased with them*).

### Fatwa

The legal guidance of a pious, just, knowledgeable Muslim scholar and jurist, based on the **Qur'an**, **Sunnah** and Islamic **Shari'ah**.

### Fiqh

*Understanding.* Islamic jurisprudence.

### Ghusl

Greater ablution. Formal washing of the whole body prior to worship (see **Wudu**).

### Hadith

Saying; report; account. The sayings of the Prophet Muhammad (peace and blessings of Allah be upon him), as recounted by his household, progeny and companions. These are a major source of Islamic law. Some Hadith are referred to as Hadith Qudsi (*sacred Hadith*) having been divinely communicated to the Prophet Muhammad (peace and blessings of Allah be upon him).

### Hafiz

Someone who knows the whole Qur'an by heart.

### Hajar

Hagar. Wife of the Prophet **Ibrahim**, and mother of the Prophet **Isma'il** (peace be upon them).

### Hajj

Annual pilgrimage to **Makkah**, 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, Hajjah.

### Halal

Any action or thing which is permitted or lawful.

### Haram

Anything unlawful or not permitted.

### Haram Sharif

The grand mosque in **Makkah**, which encompasses the **Ka'bah**, the hills of **Safa and Marwah** and the well of **Zamzam**.

### Hijab

*Veil.* 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**

*Departure; exit; emigration.* The emigration of the Prophet Muhammad (peace and blessings of Allah be upon him) from **Makkah** to **Madinah** in 622 CE. The Islamic calendar commences from this event.

**Hira**

The name of a place near **Makkah**, where the Prophet Muhammad (peace and blessings of Allah be upon him) went for solitude and worship. It was there that he received the first revelation of the Qur'an.

**Ibadah**

All acts of worship. Any permissible action performed with the intention to obey Allah.

**Iblis**

The Jinn who defied **Allah** by refusing to bow to **Adam** (peace be upon him), and later became the tempter of all human beings (see **Shaytan**).

**Ibrahim**

*Abraham* (peace be upon him). A Prophet of **Allah** to whom the „scrolls“ were given.

**Id**

*Recurring happiness.* A religious holiday; a feast for thanking **Allah** and celebrating a happy occasion.

**Id Mubarak**

Id blessings! Greeting exchanged during Islamic celebrations.

**Id-ul-Adha**

Celebration of the sacrifice, commemorating the Prophet **Ibrahim**'s willingness to sacrifice his son **Isma'il** for **Allah** (peace be upon them). Also known as *Id-ul-Kabir* – *the Greater Id* – and *Qurban Bayram* (Turkish) – *feast of sacrifice*.

**Id-ul-Fitr**

Celebration of breaking the fast on the day after **Ramadan** ends, which is also the first day of *Shawal*, the tenth Islamic month. Also known as *Id-ul-Saghir* – *the Lesser Id* – and *Sheker Bayram* (Turkish) – *sugar feast*.

**Ihram**

The state or condition entered into to perform either **Hajj** or **Umrah**. 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**

*Leader.* A person who leads the communal prayer, or a founder of an Islamic school of jurisprudence. In **Shi'ah** Islam, Imam is also the title of

**Ali** (Radhi-Allahu-anhu – *may Allah be pleased with him*) and his successors.

**Imamah**

Office and function of an **Imam**. Religious authority in **Shi'ah** Islam; successor to the Prophet Muhammad (peace and blessings of Allah be upon him) as leader of the Muslim community.

**Iman**

Faith.

**Injil**

*Gospel.* A book given to Prophet **Isa** (peace be upon him).

**Iqamah**

Call to stand up for **salah**.

**Isa**

Jesus. A Prophet of **Allah**, born of the virgin Mary (peace be upon them).

**Isha (Salat-ul-Isha)**

Evening **salah** which may be performed from just over an hour after sunset, until midnight.

**Islam**

Peace attained through willing obedience to **Allah**'s divine guidance.

**Isma'il**

*Ishmael.* A Prophet of **Allah**. Son of the Prophet **Ibrahim** and **Hajar** (peace be upon them).

**Isnad**

Chain of transmission of each **Hadith**.

**Jibril**

*Gabriel.* 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 (peace and blessings of Allah be upon him). Mother of **Fatimah Zahrah** (Radhi-Allahu-anhum – *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 (peace and blessings of Allah be upon him). 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 (peace and blessings of Allah be upon him) was born, and where the **Ka'bah** is located.

### Maryam

Mary. The virgin mother of the Prophet **Isa** (peace be upon them).

### Masjid

*Place of prostration.* 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

*Place appointed*, at which pilgrims enter into the state of **ihram**.

### Mi'raj

The ascent through the heavens of the Prophet Muhammad (peace and blessings of Allah be upon him).

### Mu'adhin

Caller to prayer (see **Adhan**). Known in English as „muezzin“.

### Muhammad

*Praised.* Name of the final Prophet (peace be upon him).

### Muharram

First month in the Islamic calendar, which is calculated from the time the Prophet Muhammad (peace and blessings of Allah be upon him) migrated to **Yathrib (Madinah)**.

### Musa

Moses (peace be upon him). A Prophet of **Allah** to whom the **Tawrah** (Torah) was given.

### Mumin

Faithful. A believer, a practising Muslim who wholeheartedly yields to **Allah**'s 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 **Shahadah**.

### Muzdalifah

Place where pilgrims on **Hajj** stop for a time during the night of the day they spend at Arafat.

### Nabi

Prophet of **Allah**.

### Niyyah

Intention. A legally required statement of intent, made prior to all acts of devotion such as **salah**, **Hajj** or **sawm**.

### Qadar

**Allah**'s complete and final control over the fulfilment of events or destiny.

### Qiblah

Direction which Muslims face when performing **salah** – towards the **Ka'bah** (see **Mihrab**).

### Qur'an

That which is read or recited. The Divine Book revealed to the Prophet Muhammad (peace and blessings of Allah be upon him). **Allah**'s final revelation to humankind.

### Rak'ah

A unit of **salah**, 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 Allah in the **Qur'an**.

### Rasul

Messenger of **Allah**.

### Sa'y

Walking and hastening between **Safa** and **Marwah**, 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 and Marwah

Two hills in **Makkah**, near the **Ka'bah**, now included within the grand mosque (see **Sa'y**).

### Sahih al-Bukhari

The title of the books of **Hadith** compiled by Muhammad ibn Isma'il al-Bukhari, a **Sunni** scholar. The collection is described as Sahih (authentic).

### Sahih Muslim

The title of the books of **Hadith** compiled by Abul Husayn Muslim ibn al-Hajjaj, a **Sunni** scholar. The collection is described as Sahih (authentic).

### Salah

Prescribed communication with, and worship of, **Allah**, performed under specific conditions, in the manner taught by the Prophet Muhammad (peace and blessings of Allah be upon him), and recited in the Arabic language. The five daily times of salah are fixed by **Allah**.

### 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 **Qur'an** and **Sunnah**.

### Shaytan

*Rebellious; proud.* The devil (see **Iblis**)

### Shi'ah

*Followers.* Muslims who believe in the **Imamah**, successorship of **Ali** (Radhi-Allahu-anhu – *may Allah be pleased with him*) after the Prophet Muhammad (peace and blessings of Allah be upon him) and eleven of his most pious, knowledgeable descendants.

### Shirk

*Association.* 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 **Qur'an** to leaders at all levels, from family to government.

### Sirah

Biographical writings about the conduct and example of the Prophet Muhammad (peace and blessings of Allah be upon him).

### Subhah

String of beads used to count recitations in worship.

### Sunnah

Model practices, customs and traditions of the Prophet Muhammad (peace and blessings of Allah be upon him). This is found in both **Hadith** and **Sirah**.

### Sunni

Muslims who believe in the successorship of **Abu Bakr**, **Umar**, **Uthman** and **Ali** (Radhi-Allahu-anhum – *may Allah be pleased with them*) after the Prophet Muhammad (peace and blessings of Allah be upon him).

### Surah

Division of the **Qur'an** (114 in all).

### Takbir

Saying „Allahu Akbar!“ Recited during **salah**, **Id** and other celebratory occasions.

### Tawaf

Walking seven times around the **Ka'bah** in worship of **Allah**. Also, a part of **Hajj** and **Umrah**.

### Tawhid

Belief in the Oneness of **Allah** – absolute monotheism as practised in **Islam**.

### Tawrah

*The Torah.* The book given to the Prophet **Musa** (Moses) (peace be upon him).

### Ulama

Scholars of Islamic law and jurisprudence (sing. Alim).

### Umar ibn ul-Khattab

The second Khalifah 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 Khalifah of **Islam**.

### Wudu

Ablution before **salah**.

### Yathrib

Town to which the Prophet Muhammad (peace and blessings of Allah be upon him) migrated from **Makkah** (see **al-Madinah**).

### 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 **Ramadan**.

**Zamzam**

Name of the well adjacent to the **Ka'bah** in **Makkah**. The water first sprang in answer to Hajar's search and prayers (see **Hajar** and **Sa'y**).

**Zuhr (Salat-ul-Zuhr)**

**Salah** which can be performed after midday until afternoon.

## Judaism Glossary

Most of the terms included in this section are Hebrew in origin. However, since the Jewish diaspora, many terms reflect the different countries where Jews have settled. For example, many words are in Yiddish, a common language (a mixture of German, Russian and Hebrew) developed by Jews throughout Central and Eastern Europe. The preferred form in this glossary uses the Sephardic pronunciation, which is equivalent to modern Hebrew as spoken in Israel today. As with all transliterations, there may be acceptable differences in the ways in which words are spelt. The preferred form is given first, followed by any variants.

### **Afikomen** (Greek)

*Dessert.* Portion of a **matzah** eaten near the end of the Seder.

### **Agadah**

#### **Aggadah**

*Telling.* Rabbinical teachings on moral values.

### **Aleinu**

Key prayer at the conclusion of each service.

### **Aliyah**

*To go up.* (i) Being called to read the **Sefer Torah** in the **synagogue**. (ii) The migration of Jews to **Israel**.

### **Amidah**

*Standing.* The standing prayer.

### **Aron Hakodesh**

*Holy Ark.* The focal point of the synagogue, containing **Torah** scrolls.

### **Ashkenazim**

Jews of Central and Eastern European origin.

### **Bar Mitzvah**

*Son of Commandment.* A boy's coming of age at 13 years old, usually marked by a **synagogue** ceremony and family celebration.

### **Bat Mitzvah**

#### **Bat Chayil**

*Daughter of Commandment.* As above, but for girls from 12 years old. May be marked differently between communities.

### **Bet ha Knesset**

#### **Beit ha Knesset**

#### **Shul**

*House of Assembly.* **Synagogue**.

### **Bimah**

Dais. Raised platform primarily for reading the **Torah** in the **synagogue**.

### **Brit Milah**

#### **Berit Milah**

#### **Bris**

Circumcision.

### **Challah**

#### **Hallah**

Enriched bread used particularly on **Shabbat** and during festivals.

### **Chazan**

#### **Hazzan**

#### **Cantor**

Leader of reading, singing and chanting in the services of some **synagogues**.

### **Chumash**

*Five.* The **Torah** in book form, used in the **synagogue** and the home.

### **Circumcision**

Religious rite of **Brit Milah**, performed by a qualified **mohel** on all Jewish boys, usually on the eighth day after birth.

### **Gemara**

#### **Gemarah**

Commentary on the **Mishnah** included in the **Talmud**.

### **Genizah**

Storage place for damaged religious texts.

### **Haftarah**

*Completion.* Passages from **Nevi'im** (Prophets) read in the **synagogue** (linked to weekly **Torah** and festival readings).

### **Hagadah**

#### **Haggadah**

*Telling.* A book used at **Seder**.

### **Halakhah**

#### **Halacha**

*The Way.* The code of conduct encompassing all aspects of Jewish life.

### **Hanukiah**

#### **Chanukiah**

#### **Menorah**

Nine-branched **Hanukkah** lamp used at the festival of Hanukkah.

### **Hanukkah**

#### **Chanukah**

*Dedication.* An eight-day festival of lights to celebrate the re-dedication of the temple following the Maccabean victory over the Greeks.

### **Hasid (plural Hasidim)**

#### **Chasid (plural Chasidim)**

*Pious.* Member of the Orthodox movement of **Hasidism**.

### **Hasidism**

#### **Chasidism**

A religious and social movement formed by Israel Baal Shem Tov (from the 18th century onwards).

### Havdalah

*Distinction.* Ceremony marking the conclusion of **Shabbat**.

### Hebrew

#### Ivrit

Ancient Semitic language; language of the **Tenakh** (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

*One who struggles with God.* 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 **kosher** home and lifestyle.

### Ketubah

#### Ketubbah

Document that defines rights and obligations within Jewish marriage.

### Ketuvim

*Writings.* Third section of the **Tenakh**.

### Kibbutz (plural Kibbutzim)

Israeli collective village based on socialist principles.

### Kiddush

*Holy.* A prayer sanctifying **Shabbat** and festival days, usually recited over wine.

### Kippah

#### Yamulkah

#### Capel

Head covering worn during prayers, **Torah** study, etc. Some followers wear it constantly.

### Knesset

*Assembly.* Israeli parliament.

### Kol Nidrei

#### Kol Nidre

*All vows.* Prayer recited on the evening of **Yom Kippur**.

### Korach

Name of the leader who defied Moses in the wilderness

### Kosher

#### Kasher

*Fit; proper.* Foods permitted by Jewish dietary laws.

### Ladino

Language used predominately by **Sephardim**.

### Magen David

*Shield of David*, popularly called Star of David.

### Maimonides

*Rabbi Moses ben Maimon* (1135–1204), a leading Jewish philosopher, medical writer and codifier of Jewish law.

### Mashiach

#### Moshiach

#### Messiah

*The anointed one* who will herald in a new era for Judaism and all humankind.

### Matzah (plural Matzot)

A flat cracker-like bread which has been baked before it rises; used at **Pesach**.

### Menorah

Seven-branched candelabrum which was lit daily in the Temple.

### Mezuzah

A scroll placed on door posts of Jewish homes, containing a section from the **Torah** and often enclosed in a decorative case.

### Midrash

Collections of various Rabbinic commentaries on the **Tenakh**.

### 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.

### Mishkan

*Dwelling.* The original travelling sanctuary used prior to the building of the permanent Temple in Jerusalem.

### Mitzvah (plural Mitzvot)

*Commandment.* The **Torah** contains 613 Mitzvot. Commonly used to describe good deeds.

### Mohel

Person trained to perform **Brit Milah**.

### Moshav (plural Moshavim)

Collective village or farm in Israel.

### Ner Tamid

*Eternal light.* The perpetual light above the **Aron Hakodesh**.

### Nevi'im

*Prophets.* Second section of the **Tenakh**.

### 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, for example, 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

*Sayings of the Fathers.* Part of the **Mishnah** containing ethics of Rabbinical sages.

### Pikuakh Nefesh

*Save a soul.* The setting aside of certain laws in order to save a life.

### Pogrom

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

*My teacher.* An ordained Jewish teacher. Often the religious leader of a Jewish community.

### Rashi

*Rabbi Shlomo ben Yitzhak (1040 – 1105).* A French rabbinical scholar and leading commentator on the **Torah** and **Talmud**.

### Rebbe

*Rabbi.* The term used by **Hasidim** for their religious leader.

### Rosh Hashanah

#### Rosh Ha-Shanah

*Head of the Year.* Jewish New Year.

### Seder

*Order.* A home-based ceremonial meal during **Pesach**, at which the Exodus from Egypt is recounted using the **Hagadah**.

### Sefer Torah

**Torah** scroll. The five books of Moses hand-written 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

*Weeks.* One of three pilgrim festivals. Shavuot is celebrated in the summer, seven weeks after **Pesach**.

### Shekhina

The divine presence.

### Shema

Major Jewish prayer affirming belief in one God. The Shema is found in the **Torah**.

### Shemot

*Names.* 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

*Desolation.* 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 Rosh Hashanah

### Siddur

*Order.* Daily prayer book.

### Simchat Torah

*Rejoicing of the law.* Festival celebrating the completion and recommencement of the cycle of the weekly **Torah** reading.

### Sukkah (plural Sukkot) Tabernacle;

*booth.* A temporary dwelling used during **Sukkot**.

### Sukkot

One of three biblical pilgrim festivals, Sukkot is celebrated in the Autumn.

### Synagogue

#### Shul

#### Bet Haknesset

#### Bet Hamidrash

Building for Jewish public prayer, study and assembly.

### Tallit

#### Tallith

*Prayer shawl.* Four-cornered garment with fringes.

### Talmud

**Mishnah** and **Gemara**, collected together.

**Tefillah**

**Tefila**

*Self-judgement.* Jewish prayer and meditation.

**Tefillin**

**Tephilin**

**T'filin**

**Phylacteries**

Small leather boxes containing passages from the **Torah**, strapped on the forehead and arm for morning prayers on weekdays.

**Tenakh**

**Tanakh**

The collected 24 books of the Jewish Bible, comprising three sections: **Torah**, **Nevi'im**, and **Ketuvim** (Te;Na;Kh).

**Teshuva**

*Repentance.* Returning to God.

**Tikkun Olam**

**Tikun**

Care for the world and environment.

**Torah**

*Law; teaching.* The Five Books of Moses.

**Tzedaka**

*Righteousness.* An act of charity.

**Tzitzit**

**Tzittzit**

Fringes on the corners of the **Tallit**. Also commonly refers to the fringed undervest worn by some Jewish males.

**Yad**

Hand-held pointer used in reading the **Sefer Torah**.

**Yahrzeit**

*Year-time.* Anniversary of a death.

**Yeshiva**

College for study of the **Torah** and **Talmud**.

**Yiddish**

Language used predominantly by **Ashkenazim**.

**Yishuv**

*Gathering.* The Jewish community of **Israel**.

**Yom Hashoah**

Day to commemorate the **Shoah**.

**Yom Kippur**

*Day of Atonement.* Fast day occurring on the tenth day after Rosh Hashanah; a solemn day of **Tefillah** and **Teshuva**.

**Zionism**

Political movement securing the Jewish return to the land of **Israel**.

## Sikhism Glossary

Sikh terms are drawn from the Punjabi language, and the versions below are based upon that language. Many of these terms will also be found in books on Hinduism and Buddhism but with somewhat different meanings. As with all transliterations, there are problems which are difficult to resolve. This is particularly true when moving from the Gurmukhi script which has an alphabet of 35 letters, to the Roman alphabet which has only 26 letters. Names of persons and places are only included in this list if variant forms are commonly used.

### Akal Purakh

*The Eternal One.* A designation frequently used of God by **Guru Nanak**.

### Akal Takht

#### Akal Takhat

*Throne of the Eternal; throne of the Timeless One.* Building facing the Golden Temple in Amritsar, where Sikhs gather for political purposes.

### Akhand Path

Continuous reading of the **Guru Granth Sahib** from beginning to end.

### Amrit

*Nectar.* 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 **Khalsa**. „Baptism“ should not be used.

### Anand karaj

#### Anand Sanskar

*Ceremony of bliss.* Wedding ceremony.

### Ardas

*Prayer.* The formal prayer offered at most religious acts.

### Baisakhi

#### Vaisakhi

A major Sikh festival celebrating the formation of the **Khalsa**, 1699 CE.

### Bangla Sahib

The site of the martyrdom of **Guru Har Krishan** (Delhi).

### Bhai Khanaya

A Sikh commended by **Guru Gobind Singh** for serving water to the enemy wounded.

### Bhai Lalo

A humble carpenter who opened his house to **Guru Nanak**. The **Guru** 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 **Guru Granth Sahib**. 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 **Guru**, compiled some years after his death.

### Giani

A person learned in the Sikh scriptures.

### Granthi

Reader of the **Guru Granth Sahib**, who officiates at ceremonies.

### Gurbani

#### Bani

#### Vani

Divine word revealed by the Gurus. The **Shabads** contained in the **Guru Granth Sahib**.

### Gurdwara

#### Gurudwara

Sikh place of worship. Literally the „doorway to the **Guru**“.

### Gurmat

*The Guru's guidance.*

### Gurmukh

One who lives by the **Guru's** teaching.

### Gurmukhi

*From the Guru's mouth.* Name given to the script in which the scriptures and the Punjabi language are written.

### Gurpurb

#### Gurpurab

A **Guru's** anniversary (birth or death). Also used for other anniversaries, for example, of the installation of the **Adi Granth**, 1604 CE.

### Guru

Teacher. In Sikhism, the title of **Guru** is reserved for the ten human Gurus and the **Guru Granth Sahib**.

### Guru Arjan

The fifth **Guru** who was the first Sikh martyr (1563–1606).

### Guru Gobind Singh Guru Govind Singh

(Original name: **Guru Gobind Rai**)  
Tenth Sikh **Guru**. It is important to note that the title „Guru“ must be used with all the Gurus“ names. Sikhs usually use further terms of respect, for example Guru Gobind Singh Ji or **Guru Nanak Dev Ji**.

### Guru Granth Sahib Adi Granth

(„Granth“ by itself should be avoided)  
Primal collection of Sikh scriptures, compiled by **Guru Arjan** and given its final form by **Guru Gobind Singh**.

### Guru Har Gobind Guru Hargobind Guru Hargovind Sixth Sikh **Guru**.

### Guru Har Krishan Guru Harkishan Guru Harkrishan Eighth Sikh **Guru**.

### Guru Nanak The first **Guru** and the founder of the Sikh faith (1469–1539).

### Guru Tegh Bahadur The ninth **Guru** who was martyred for the principle of religious tolerance (1622–1675).

### Haumai *Egoism*. The major spiritual defect.

### Hukam *God's will*.

### Hukam Vak Random reading taken for guidance from the **Guru Granth Sahib**.

### Ik Onkar *There is only One God*. The first phrase of the **Mool Mantar**. It is also used as a symbol to decorate Sikh objects.

### Janamsakhi Janam Sakhi *Birth stories*. Hagiographic life stories of a **Guru**, especially **Guru Nanak**.

### Japji Sahib A morning prayer, composed by **Guru Nanak**, which forms the first chapter of the **Guru Granth Sahib**.

### Jivan Mukht Jivan Mukht Enlightened while in the material body; a spiritually enlightened person, freed from worldly bonds.

### Kachera Traditional underwear/shorts. One of the five Ks (see **panj kakke**).

### Kakka See **panj kakke**. Singular of the Punjabi letter K (plural „kakke“)

### Kangha Kanga Comb worn in the hair. One of the five Ks (see **panj kakke**).

### Kara Steel band worn on the right wrist. One of the five Ks (see **panj kakke**).

### Karah parshad Karah Prasad Sanctified food distributed at Sikh ceremonies.

### Kaur *Princess*. Name given to all Sikh females by **Guru Gobind Singh** (see **Singh**).

### Kesh Kes Uncut hair. One of the five Ks (see **panj kakke**).

### Khalsa *The community of the pure*. 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 **panj kakke**). „Dagger“ should be avoided.

### Kirtan Devotional singing of the compositions found in the **Guru Granth Sahib**.

### Kirtan Sohila A prayer said before retiring for sleep. It is also used at the cremation ceremony and when the **Guru Granth Sahib** is laid to rest.

### Kurahit Prohibitions, for example intoxicants.

### Langar Guru ka Langar *Guru's kitchen*. The gurdwara dining hall and the food served in it.

### Mela *Fair*. Used of Sikh festivals which are not **gurpurbs**.

### Manji Manji Sahib Small platform on which the scripture is placed.

### Manmukh Munmukh Self-orientated (as opposed to **gurmukh**).

### Mool Mantar Mul Mantar *Basic teaching; essential teaching*. The basic statement of belief at the beginning of the **Guru Granth Sahib**.

**Nam Simran**

**Nam Simaran**

**Naam Simran**

Meditation on the divine name, using passages of scripture.

**Nankana Sahib**

Birthplace of **Guru Nanak**. Now in Pakistan.

**Nishan Sahib**

Sikh flag flown at **gurdwaras**.

**Nit nem**

The recitation of specified daily prayers.

**Panj kakke**

*The five Ks*. The symbols of Sikhism worn by Sikhs.

**Panj piare**

**Panj Pyare** (other forms may also be found)

*The five beloved ones*. Those first initiated into the **Khalsa**; those who perform the rite today.

**Panth**

The Sikh community.

**Patases**

**Patashas**

Sugar bubbles or crystals used to prepare **Amrit**.

**Punjab**

**Panjab**

*Land of five rivers*. The area of India in which Sikhism originated.

**Ragi**

Sikh musician who sings compositions from the **Guru Granth Sahib**.

**Rahit**

Sikh obligations, for example, 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**

*Word*. Hymn from the **Guru Granth Sahib**; the divine word.

**Sikh**

*Learner; disciple*. A person who believes in the ten Gurus and the **Guru Granth Sahib**, and who has no other religion.

**Singh**

*Lion*. Name adopted by Sikh males (see **kaur**).

**Sis Ganj Sahib**

The site of the martyrdom of **Guru Tegh Bahadur** (Delhi)

**Vak**

**Vaak**

A random reading taken for guidance from the **Guru Granth Sahib**.

**Vand chhakna**

Sharing one's time, talents and earnings with the less fortunate.

**Waheguru**

*Wonderful Lord*. A Sikh name for God.