

# Religious Education

## Government Guidelines

Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses.

‘The curriculum for a maintained school must be a balanced and broadly based one which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.’ Section 2 79 (1) School Standards and Framework Act.

Breadth and depth can be achieved in RE, if the following are taken into account:

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide- ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

Taken from Religious Education in Schools Non- Statutory Guidance 2010

Here at Richard Avenue we follow the Agreed syllabus for Religious Education in Sunderland. September 2012

## Intent

RE at Richard Avenue aims to develop pupil’s knowledge and understanding of Christianity and other principle religions and their traditions taking into account the multicultural nature of our school. The curriculum has been adapted to reflect the makeup of our pupils and local **community**.

The RE we offer will allow pupils to examine the significance of religion in relation to themselves and others as they consider how religion and beliefs have an impact on individuals, our **community** and the **wider world** thus ensuring we give pupils the opportunity to become **global citizens**. Our RE offers engaging opportunities for personal reflection and spiritual development encouraging pupils to explore their own beliefs in light of what they learn, examine issues of faith and religion, and consider their own responses to questions raised. We encourage empathy within the curriculum thus enabling pupils to develop a sense of identity and belonging. We promote respect for all within the curriculum taught so pupils develop an understanding and appreciation of our diverse society and world thus challenging prejudice, discrimination and racism and promoting **global citizenship**. Our RE curriculum has SMSC and British Values woven into the syllabus and these are key to promoting a well-structured, broad, balanced and coherent curriculum to which all are entitled.

## Implementation

The implementation and teaching of RE promotes our identified curriculum drivers: **curiosity** and **communication**. Each unit of work or lesson is based around a question to challenge and engage **curiosity**. RE promotes enquiry based learning which actively engages pupils in the learning process. It enables them to develop skills, such as questioning and **communication** as they investigate issue surrounding religions and beliefs. All units are enquiry based to produce a challenging, well-structured and balanced scheme of work that allows pupils to follow the cycle of **enquiry** by engaging, exploring, investigating, evaluating, presenting and reflecting. In Key stage 1 and lower key stage 2 they will focus on theological and phenomenological questions with further questions being developed within units of work. At upper key stage 2 the focus will mainly be on theological and phenomenological but ethical questions e.g *how and why should religious people care about the environment?* will be introduced. Within units philosophical questions may be raised e.g *life after death, existence of God*.

The lessons are enquiry based and allow for the three elements of RE to be developed;

1. **knowledge and understanding of religion**: through 4 concepts (Belief, Authority, Expression of belief and Impact of Belief) children will investigate into the nature of religions and beliefs of. They will gain knowledge and understanding about the individual religions and distinctive traditions and will then be encouraged to consider similarities and differences. Older children will be encouraged to connect significant features of religion together e.g views on the environment and will enquire into ultimate / ethical questions.
2. **Critical Thinking**- pupils will have the opportunity to give opinions, support their ideas with reason, consider alternative arguments, weigh up evidence and listen to and respond to views of others, so developing the ability to articulate their own views and form own opinions.
3. **Personal Reflection**. – to develop ability to reflect on religion in relation to own beliefs, values and experiences and the influence of these on daily life, actions and attitudes.

## Impact

We believe that the impact of using the adapted local authority scheme as the basis of our RE curriculum will be for children to have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create **community cohesion**. All children will be more informed about their position in the world, and the decisions they can make impacting their future making them competent **global citizens**. All children in school will be able to communicate and talk confidently about their wellbeing, moral and cultural development for the society in which they live. The RE curriculum will promote **curiosity** and **inquisitive minds**, respect, tolerance and understanding for all those around them including themselves. Our lessons enable high quality work to be produced and evidenced, showcasing a deep understanding of the main religions of the world, in particular their own **community** and their future. This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.

# Richard Avenue Primary School

## Long Term Plan – RE

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Nur</b>	Harvest as a special time – The creation story – Christian Harvest Diwali as a special time for Hindus Christmas as a special time – The Christmas story – Ways Christians celebrate e.g. singing carols	Special Books – The Bible as a special book for Christians Special People – Jesus as special to Christians; stories about Jesus e.g. calming the storm, walking on water Special Times – Easter story – How Christians celebrate in church e.g. Easter Garden	Belonging – Christian baptism – Raksha Bandhan (Hindu) – Christian wedding – Jewish wedding
<b>Rec.</b>	Festivals and celebrations: Eid, Harvest, Diwali, Christmas. Why is Jesus special?  Harvest as a special time – Christian Harvest – Jewish Sukkot Shabbat as a special time for Jewish people Christmas as a special time – The special baby Jesus – Ways Christians celebrate e.g. colours in the church, Advent Ring	Festivals: Chinese New Year, Lent, Easter. (symbols)  Special Books – How holy books are treated e.g. Qur’an, Torah, Guru Granth Sahib Special People – Jesus as special to Christians, stories Jesus told Special Times – Easter story – How Christians celebrate in church e.g. singing, hymns,	Festivals: Ramadan, Eid  Special places, special objects, special music, special people – to select e.g. – Church – explore Christian artefacts, music, meeting special people (e.g. vicar) – Mandir – Hindu murtis and artefacts, Hindu music – Buddhists artefacts e.g. rupa/statue of Buddha, prayer flags – Jewish artefacts e.g. menorah, mezuzah
<b>Year 1</b>	<b>Christianity</b> 1. What can we learn about Christianity from visiting a church  <b>Christianity- Christmas</b> 2. Why are gifts given at Christmas? <b>4hrs</b>	<b>Christianity</b> 1. Why is Jesus special to Christians?  <b>Christianity - Easter</b> 2. What is the Easter story? <b>4hrs</b>	<b>Buddhism</b> 1. Buddha (Why is Buddha special? worship) What can we find out about Buddha?  <b>Islam</b> 2. What does it mean to belong to Islam?
<b>Year 2</b>	<b>Christianity</b> 1. What can we learn from the story of Venerable Bede?  <b>Christianity- Christmas</b> 2. How and why is light important at Christmas?	<b>Christianity</b> 1. What does it mean to belong in Christianity?  <b>Christianity- Easter</b> 2. How do Christians celebrate Easter at church and home? <b>4hrs</b>	<b>Buddhism</b> How do Buddhists show their beliefs?  <b>Islam</b> 2. How do Muslims express beliefs and worship at home and the mosque?
<b>Core Religions are Christianity and Buddhism plus supplementary religion covering 36 hours a year.</b> <b>(Add Islam for RAPS)</b>			
<b>Year 3</b>	<b>Christianity</b> 1. What can we learn about Christian symbols and beliefs by visiting churches?  <b>Christianity- Christmas</b> 2. How and why is Advent important to Christians?	<b>Christianity</b> 1. What do Christians believe about Jesus?  <b>Christianity- Easter</b> 2. What do Christians remember on Palm Sunday?	<b>Sikhism</b> 1. What do Sikhs believe?  <b>Judaism</b> 2. Why is the Torah important to Jewish people? Why is Moses special?

<b>Year 4</b>	<p style="text-align: center;"><b>Judaism</b></p> <p>1. How do Jewish people express their beliefs?</p> <p style="text-align: center;"><b>Christianity- Christmas</b></p> <p>2. Why do Christians call Jesus the light of the world?</p>	<p style="text-align: center;"><b>Christianity</b></p> <p>1. What do Christians believe about God?</p> <p style="text-align: center;"><b>Christianity Easter</b></p> <p>2. Why is Lent such an important period for Christians?</p>	<p style="text-align: center;"><b>Sikhism</b></p> <p>1. How do Sikhs express their beliefs?</p> <p>1. How and why do religious people show care for others? A comparison</p>
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**Christianity (core religion)**

• *either Islam or Sikhism (core religions). To be alternated with UKS2 depending on choice..*

*Pupils may also be introduced to:*

- *one other religion, if appropriate*
- *aspects of secular world views, if appropriate.*

**Coverage 45 hours.**

<b>Year 5</b>	<p style="text-align: center;"><b>Islam</b></p> <p>What do Muslims believe and how are these beliefs expressed?</p> <p style="text-align: center;"><b>Christianity - Christmas</b></p> <p>2. What are the themes of Christmas?</p>	<p style="text-align: center;"><b>Christianity</b></p> <p>1. What do we know about the Bible and why is it important to Christians?</p> <p style="text-align: center;"><b>Christianity- Easter</b></p> <p>2. Why is the Last Supper so important to Christians?</p>	<p style="text-align: center;"><b>Christianity</b></p> <p>1. What can we learn about Christian faith through studying the lives of northern saints?</p>
<b>Year 6</b>	<p><b>Why do people have ceremonies and use ritual in their lives?</b></p> <p style="text-align: center;"><b>Christianity- Christmas</b></p> <p>2. What do the gospels tell us about the birth of Jesus?</p>	<p><b>Why should people with a religious faith care about the environment?</b></p> <p style="text-align: center;"><b>Christianity- Easter</b></p> <p>Why are Good Friday and Easter Day the most important days for Christians?</p>	<p style="text-align: center;"><b>Christianity Statutory bridging unit</b></p> <p>So, what do we now know about Christianity? (exploration through the concepts)</p>

**Christianity (core religion)**

• *either Islam or Sikhism (core religions), whichever of these 2 core religions was not taught at Lower Key Stage 2.*

• *one other supplementary religion (Buddhism, Islam, Judaism) or aspects from these religions.*

**Coverage 45 hours per year.**

All year groups cover: Easter, Eid, Christmas.

## Progression of Concepts Across Key Stages 1 and 2: Christianity

Concepts	Key Stage 1	Key Stage 2
<b>Belief</b>	Belief in God as shown in the Bible: God as One, creator, loving, caring, having authority; God as Father, loving parent. The natural world as God's creation; human responsibility to care for the world. Belief in Jesus as special to God; introduction to Jesus as Son of God through special birth. Death and resurrection of Jesus as important to Christians	The nature of God as creator, ruler, provider, just, loving. Shown through metaphors for God: Potter, Father, Rock, Shepherd, Shield. The otherness of God (transcendent) who inspires awe, wonder, devotion. Introduction to Trinity (Father, Son, Holy Spirit); creator God, loving God, powerful God. Jesus as Son of God; death and resurrection of Jesus and its meaning for Christians. Life after death.
<b>Authority</b>	Bible as the holy book for Christians, treated with respect e.g. read from in Church worship, lectern, special bibles. Some stories from the Bible (Genesis 1 and 2: Creation). Jesus as important shown through Christmas, Easter stories; stories showing Jesus as healer, miracle worker, one who helped and cared for others, Jesus as teacher (introduction to parables), special teaching of Jesus – love God, love your neighbour (link to Belief concept). Leaders – introduction to local church leader e.g. vicar/priest/minister.	Bible as the sacred book; its importance and impact for Christians today. Different types of writing – Old and New Testament. How the Bible is used in private and communal worship and everyday living. Introduction to literal and non-literal interpretations of the Bible. Jesus as significant shown through key events in his life (birth, temptations, baptism, ministry, entry to Jerusalem, arrest, crucifixion, resurrection). Jesus as teacher – teachings of Jesus including selected parables. The power of Jesus to change lives. Leaders – how clergy support and influence Church and local community
<b>Expression of Belief</b>	How Christians celebrate Christmas, Easter, Harvest. The Church building as a place of worship and belonging – introduction to some features of churches e.g. cross, lectern, pulpit, altar. Sunday worship in church e.g. vicar, reading Bible, singing, prayers, sermon, Eucharist, words and actions. How religious identity and belonging are expressed through baptism, services of dedication (symbols, actions, words, promises).  <i>It is anticipated that pupils will visit their local church (any denomination). Opportunities can be given to visit other church buildings e.g. Sunderland Minster, St Peter's Church in Sunderland, Durham Cathedral. Pupils could also be given the opportunity to visit Bede's World in Jarrow.</i>	Understanding of significance of rituals/symbols associated with Christmas (including Advent and Epiphany), Easter (including Lent, Holy Week), Harvest, Pentecost. How buildings, symbolic objects and actions are used to express beliefs and feelings e.g. praying hands, kneeling, raising hands, liturgical colours, special clothes, cross, candle, rosary, windows, banners, statues. Introduction to Eucharist – ritual and meaning. Prayer and its importance for Christians, including Lord's Prayer and individual prayer, aids to prayer. Introduction to diversity of practice in Sunday worship in local area. How commitment, belonging and religious identity are expressed through ceremonies e.g. First Communion, adult baptism, confirmation, membership. How beliefs are expressed through pilgrimage e.g. to Lourdes, Lindisfarne, Durham Cathedral, Holy Land.  <i>visit at least 2 local churches in order to compare features and aspects of worship in different denominations. Sunderland Minster and Durham Cathedral (for work on northern saints).</i>
<b>Impact of Belief</b>	(Links should be made to Belief concept) Christian values: individual love, care, forgiveness, helping others, following example of Jesus. Some examples of how Christians would show these values e.g. the work of local vicar/priest in helping others in church and local community; attitude and work of individual Christians in the community. How Christians care for God's creation (link to Worship concept – Harvest). Stories about Venerable Bede – how his Christian faith affected his life; and how his life had an impact then and now.	How belief in God will affect Christians e.g. prayer to God, belief in life after death, meaning of life. How Christians today follow the commandment of Jesus (love God and love your neighbour as you love yourself) and the Ten Commandments; how Christians demonstrate love, charity, forgiveness in action e.g. work of local church, organisations and Christian charities and individual Christians. How Christians show commitment and belonging to faith community e.g. regular church worship, voluntary work within the church (e.g. Sunday School, music group, church magazine), giving money. Commitment through life in a religious order/monastic community. Intro of how Christian values will affect views on moral issues – environment. Stories about the northern saints e.g. Cuthbert, Aidan, Bede, Hild – how their faith affected their lives and their significance then and now.

### Progression of Concepts Across Key Stages 1 and 2: Islam

Concepts	Key Stage 1	Key Stage 2
<b>Belief</b>	The nature of Allah: One God, no partners, Creator who provides all things.	<p>*The nature of Allah revealed in Qur'an: oneness of God, 99 names of God, gives guidance through messengers and books.</p> <ul style="list-style-type: none"> <li>• Concept of shirk (not associating anything or anyone with God).</li> <li>• Beliefs expressed in Shahadah (One God, Muhammad as prophet of God). God as key Muslim belief.</li> <li>• Islam means submission; central belief.</li> </ul>
<b>Authority</b>	<p>*The Qur'an as a sacred book, how it is treated with respect.</p> <ul style="list-style-type: none"> <li>• Introduction to Muhammad as the prophet of God; some stories from his life.</li> </ul>	<p>*Beliefs about the Qur'an as the final revelation of God, how it was revealed to Muhammad, passages from the Qur'an, its use by Muslims today.</p> <ul style="list-style-type: none"> <li>• Muhammad as the final prophet, use of pbuh (peace be upon him), stories about Muhammad.</li> <li>• The role of the imam as leader/teacher.</li> </ul>
<b>Expression of Belief</b>	<p>*Introduction to Id-ul-Fitr, how this is celebrated in the home.</p> <ul style="list-style-type: none"> <li>• Introduction to Salah in the home.</li> <li>• How religious identity and belonging are expressed through welcoming babies – whisper adhan in baby's ear, honey on lips, aqiqah (cutting baby's hair, naming).</li> </ul>	<p>*Worship in the mosque: salah prayer including call to prayer, wudu (washing), meanings of positions of prayer; Friday prayer (Jumu'ah).</p> <ul style="list-style-type: none"> <li>• How beliefs are expressed through individual and communal commitment to and celebration of Id-ul-Adha (following Hajj) and Id-ul-Fitr (following Ramadan).</li> <li>• Introduction to 5 pillars as expression of faith and commitment for individuals and communities – Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting), Zakah (giving), Hajj (pilgrimage).</li> <li>• How beliefs are expressed through Hajj.</li> </ul>
<b>Impact of Belief</b>	The importance of the home and family in bringing children up in the faith; developing Muslim values and showing commitment to Muslim way of life: e.g. respect for parents, elders, guests; honesty and good manners; obedience; watching parents perform ritual prayer (Salah), fasting (Sawm).	<p>*How Muslim children show commitment to Islam through mosque school (learning Qur'an).</p> <ul style="list-style-type: none"> <li>• How Muslims follow and live by moral codes and how these are shown by individuals and the community (ummah) e.g. honesty, good manners, giving alms (Zakah), voluntary payments/good actions (Sadaqah).</li> <li>• Introduction to how Muslim values will affect views on moral issues – the environment.</li> <li>• How Muslims show care for others e.g. through Muslim Aid.</li> </ul>

## Progression of Concepts Across Key Stages 1 and 2: Sikhism

Concepts	Key Stage 1	Key Stage 2
<b>Belief</b>	<p>*Belief in One God: Creator of all things, the Supreme Truth.</p> <ul style="list-style-type: none"> <li>• Represented in Ik Onkar</li> </ul>	<p>*One God: Creator, Sustainer, Truth, without image, without fear, timeless.</p> <ul style="list-style-type: none"> <li>• Description of God in Mool Mantar, symbolised in Ik Onkar.</li> <li>• Belief in equality: all human beings equal in the sight of God.</li> <li>• Sikh beliefs expressed in the Khanda.</li> <li>• Belief in life after death.</li> </ul>
<b>Authority</b>	<p>*Stories about Guru Nanak – the first of the 10 human Gurus.</p> <ul style="list-style-type: none"> <li>• Guru Granth Sahib: sacred book and living guru, how it is treated with respect.</li> </ul>	<p>*Introduction to the 10 human Gurus with special reference to Guru Nanak, Guru Har Gobind, Guru Gobind Singh (formation of khalsa).</p> <ul style="list-style-type: none"> <li>• Guru Granth Sahib: how the importance of the holy book as a living guru is shown through the way it is treated (through ritual, ceremony, artefacts); some teachings from the Guru Granth Sahib.</li> </ul>
<b>Expression of Belief</b>	<p>*How the birthday of Guru Nanak is celebrated.</p> <ul style="list-style-type: none"> <li>• How religious identity and belonging are expressed through the baby naming ceremony.</li> </ul>	<p>*Worship in the Gurdwara: removing shoes, covering head, singing, listening to hymns, prayers, role of Granthi, congregation/community (sangar).</p> <ul style="list-style-type: none"> <li>• How beliefs of equality and service are expressed through the shared meal (langar).</li> <li>• How beliefs and feelings are expressed through the celebration of Baisakhi, Divali.</li> <li>• How beliefs are expressed through symbols e.g. the Khanda, 5 Ks, Sikh names (Kaur, Singh).</li> <li>• How commitment, belonging and religious identity are expressed through the amrit (initiation) ceremony.</li> <li>• How beliefs are expressed through pilgrimage to The Golden Temple, Amritsar</li> </ul>
<b>Impact of Belief</b>	<p>*The importance of home and family in bringing up children in faith, developing Sikh beliefs and values and showing commitment to Sikh way of life.</p> <ul style="list-style-type: none"> <li>• Introduction to how belief has an impact on values and behaviour e.g. equality (eating together in Gurdwara), vegetarianism, uncut hair.</li> </ul>	<p>*How Sikhs follow and live by Sikh moral codes and how these are shown by individuals and the community e.g. langar meal, kirat karna (earning a living by one's own honest efforts), vand chhakna (sharing), sewa (selfless service), nam simran (thinking about God based on scriptures).</p> <ul style="list-style-type: none"> <li>• Introduction to how Sikh values will affect views on moral issues – the environment.</li> </ul>
Coverage of Sikhism is in Key stage 2. So objectives from KS1 will be covered in KS2.		

## Progression of Concepts Across Key Stages 1 and 2: Judaism

Concepts	Key Stage 1	Key Stage 2
<b>Belief</b>	<p>*Belief in God as One, Creator.</p> <ul style="list-style-type: none"> <li>• Introduction to Shema prayer as expressing key beliefs for Judaism.</li> <li>• Beliefs about creation and natural world; responsibility to be thankful for and care for the created world (e.g. children's tree planting ceremony – Tu B'Shevat).</li> </ul>	<p>*God as One, Creator.</p> <ul style="list-style-type: none"> <li>• God as provider in life; after life.</li> <li>• Beliefs expressed through Shema, first four of the Ten Commandments, Psalms, songs and prayers, stories from the Torah.</li> </ul>
<b>Authority</b>	<p>*Torah: introduction to sacred scrolls, what they are and how they are read from and treated with respect (their place in the synagogue).</p> <ul style="list-style-type: none"> <li>• Some stories from the Torah e.g. story of creation.</li> </ul>	<p>*The importance of the Torah; its place, use and significance in the synagogue and importance for Jews today.</p> <ul style="list-style-type: none"> <li>• Sefer Torah and work of the scribe.</li> <li>• The giving of the Torah to Moses on Mount Sinai.</li> <li>• Ten Commandments and 613 commandments.</li> <li>• Significance of Moses in Judaism; called by God (Burning Bush), leading Israelites out of slavery, receiving Ten Commandments, beginnings of Judaism, importance for Jews today.</li> <li>• Role of the Rabbi as teacher.</li> </ul>
<b>Expression of Belief</b>	<p>*Shabbat – how Shabbat is celebrated in the home, symbolic objects of Shabbat.</p> <ul style="list-style-type: none"> <li>• Other Jewish symbols as expressions of belief, e.g. mezuzah, menorah, kippah, tallit.</li> <li>• How Jews celebrate Hanukkah.</li> </ul>	<p>*The synagogue as a place of worship, education, community. The main features of the synagogue and their significance.</p> <ul style="list-style-type: none"> <li>• Understanding of beliefs and practice associated with daily prayer including significance of kippah, tallit.</li> <li>• Rituals associated with Shabbat.</li> <li>• How beliefs and feelings are expressed through practices of Pesach, Sukkot.</li> <li>• How commitment, belonging, religious identity are expressed through ceremonies e.g. Brit Milah (circumcision), girls' naming, Bar/Bat Mitzvah.</li> </ul>
<b>Impact of Belief</b>	<p>*The importance of the home in developing beliefs and values and demonstrating commitment to Jewish way of life e.g. Friday Shabbat meal as a family, the role of the mother in educating children.</p> <ul style="list-style-type: none"> <li>• How Jews show responsibility to God's creation e.g. Tu B'Shevat (tree planting).</li> </ul>	<p>*How Jews today follow scripture, Jewish laws including the Ten Commandments; the impact on an individual and community life.</p> <ul style="list-style-type: none"> <li>• How Jews show commitment, belonging to faith community and care for others e.g. tzedaka (charity), contribution to work of synagogue and helping others e.g. Jewish charities, caring for those in the community, Mitzvah Day.</li> <li>• Introduction to how Jewish values will affect views on moral issues – environment.</li> </ul>

## Progression of Concepts Across Key Stages 1 and 2: Buddhism

Concepts	Key Stage 1	Key Stage 2
<b>Belief</b>	<p>Belief in Buddha as an enlightened teacher (not a God).</p> <ul style="list-style-type: none"> <li>• Importance of the natural world.</li> <li>• Values of compassion, respect for all living things.</li> </ul>	<p>Characteristics of a Buddha: wisdom, courage, compassion.</p> <ul style="list-style-type: none"> <li>• Dharma, or Law of Life, as a law of cause and effect: karma (kamma).</li> <li>• Buddhists are people who 'take refuge' in three treasures (or jewels): Buddha, Dharma (or Law of Life), Sangha (Buddhist community); symbol of the three jewels.</li> <li>• Purpose of Buddhist practice is to be free from suffering and experience happiness.</li> </ul>
<b>Authority</b>	<p>* Example of Buddha's life – his birth, growing up as prince Siddharta, giving up palace life to search for truth and an answer to suffering; symbol of the Bodhi tree.</p> <ul style="list-style-type: none"> <li>• Introduction to Buddhist teaching – compassion, respect for living things, no stealing or telling lies.</li> <li>• Buddhist stories illustrating these values, e.g. Siddharta and the Swan, The Monkey King.</li> </ul>	<p>*Background – Buddha's life: the four signs and the renunciation, years in the forest, enlightenment and teaching of the middle way, his death.</p> <ul style="list-style-type: none"> <li>• Buddha as one who is looked to as an example.</li> <li>• Buddha's first teachings: Four Noble Truths, Eightfold Path and Five Moral Precepts.</li> </ul>
<b>Expression of Belief</b>	<p>*Worship in the home: Buddhist home shrine – statue of Buddha (rupa), mandala, incense, candles, water, food, bell – engaging all the senses.</p> <ul style="list-style-type: none"> <li>• Introduction to meditation as a form of Buddhist worship.</li> <li>• Symbols and aids to worship, e.g. prayer beads, prayer wheels and flags, lotus flower.</li> </ul>	<p>*Meditation as worship, and different types of meditation (including chanting).</p> <ul style="list-style-type: none"> <li>• Importance of Buddhist study – reading and reciting the sutras.</li> <li>• Engaging with the Buddhist community: monks and laity.</li> <li>• In some Buddhist communities, particularly Theravadan, there is a celebration called Wesak – Buddha's birth, enlightenment and death.</li> <li>• Ceremonies connected with becoming a monk or a nun.</li> </ul>
<b>Impact of Belief</b>	<p>*How ordinary people who are Buddhists behave: demonstrating compassion, generosity, honesty, patience, care for all living things.</p> <ul style="list-style-type: none"> <li>• Belonging and commitment demonstrated in ordained communities through special clothing, shaven head, alms bowl.</li> <li>• The importance of the Buddhist community – lay people, monks, nuns, priests. How mutual support and responsibility is shown.</li> </ul>	<p>*In some communities, observing strict rules of behaviour (precepts), such as being vegetarian.</p> <ul style="list-style-type: none"> <li>• In some communities, people may choose to become ordained as monks or nuns</li> <li>• Introduction to how Buddhist values will affect views on moral issues e.g. environment.</li> <li>• How Buddhists follow and live by Buddhist moral codes (e.g. Eightfold Path, Five Moral Precepts) and how these are shown by individuals and the community.</li> <li>• Symbol of the Wheel (see symbol above).</li> </ul>