

RE vocabulary

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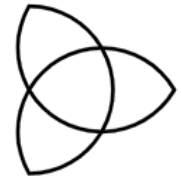
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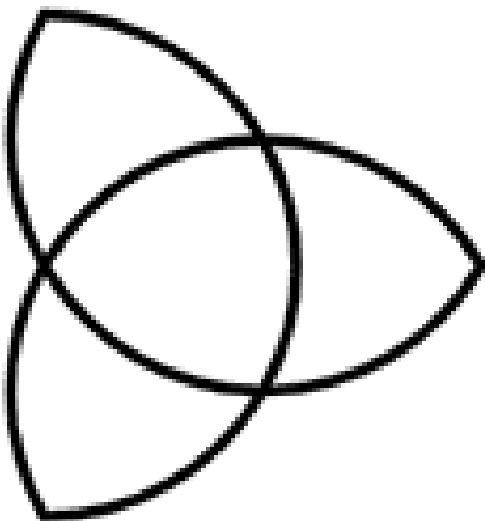
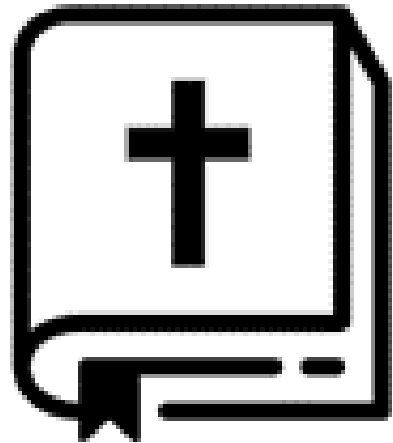
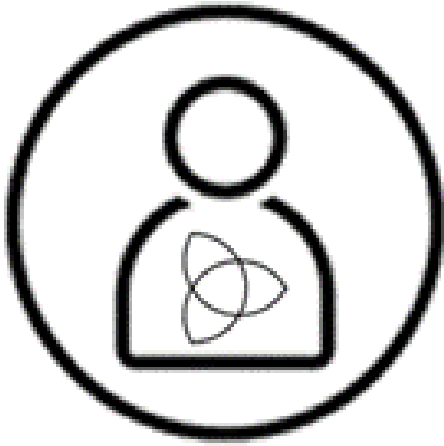
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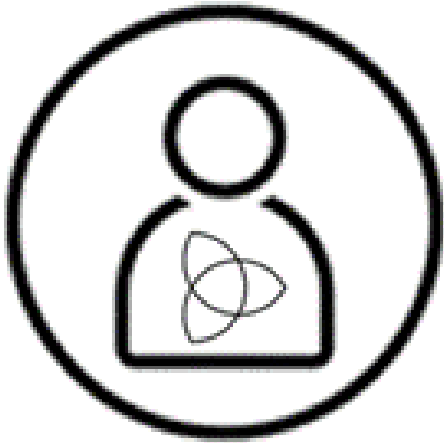
Flash cards for children

Teaching guide



Christianity





Incarnation



Revelation



Salvation



Gospel

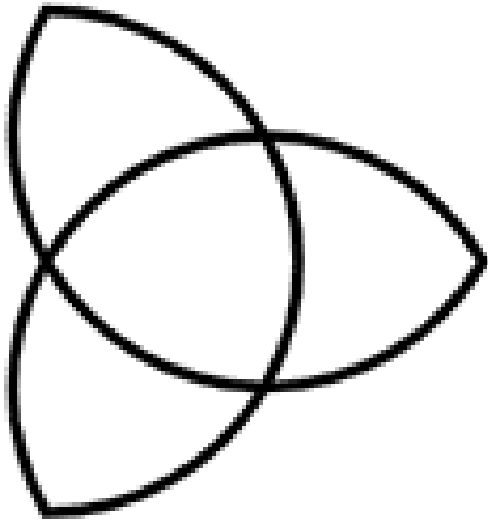
Revelation is the idea of God passing on messages to followers usually through a messenger. Or through His direct communication with a prophet who will then continue to share this message.

Gospel means good news. In Christianity these are the books of the life of Jesus Christ. The good news refers directly to salvation which can be found through Him.

Incarnation is the idea that God took human form through Jesus.

Look at the etymology of the word to help. From the Latin "carne" meaning flesh and "incarnate" meaning made flesh.

Salvation is to be saved. In Christianity, this refers to Jesus's *crucifixion* and *resurrection* which restored a broken covenant with God and so saved those who believe.



Trinity






Covenant


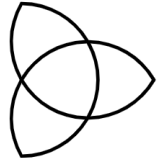

Covenant means an agreement. In Christianity, this refers to the agreements made between God and man.

This includes the original covenant with Adam and Eve (which was broken) as well as new covenants such as marriage between two people.

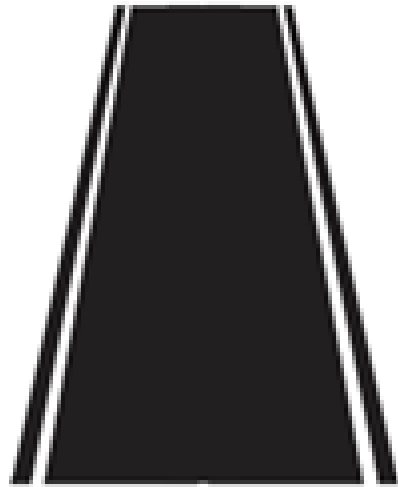
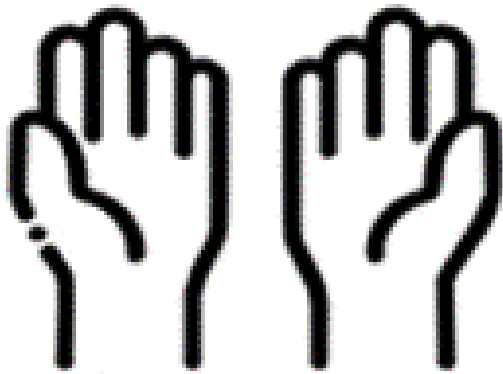
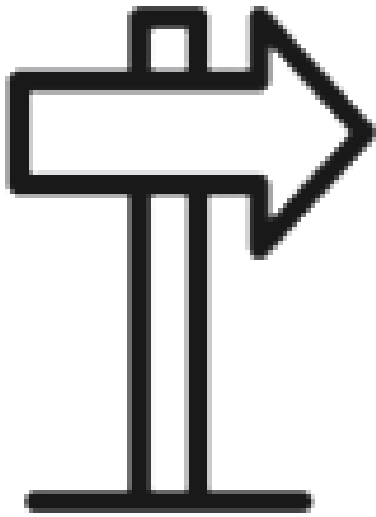
Trinity refers to the three ways in which God is represented. The Father, the Son and the Holy Spirit. These three are all part of one God.

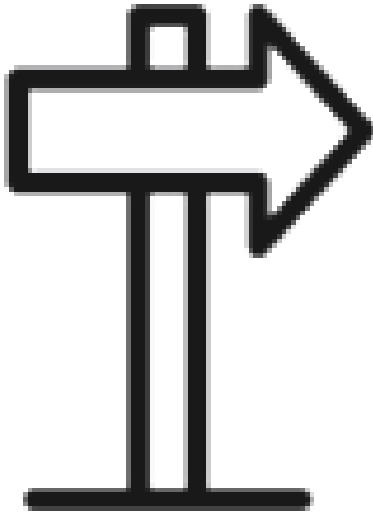
	Art	DT	Maths	English	Geography	History	PSHE	Science
Key stage 1	Gospel – story through art.	Trinity – stability of three-legged things.	Trinity – the number three.	Gospel – special books. Gospel – recount. Covenant – instructions. Revelation – realisation of a character.	Salvation - rainforests	Salvation – Florence Nightingale. Gospel – chronology in history.	Salvation – helping others. Gospel – looking after those who need our help. Covenant – agreements in class-room/ at home.	Trinity – different forms of the same thing.
Key Stage 2	Gospel – stories through art/ architecture - stained glass windows.	Incarnation – chilli con carne in cooking. Covenant – agreement with client.	Trinity – thirds.	Gospel – how information is found in a text. Gospel – newspaper reports. Covenant – writing to complain. Revelation – realisation of a character.	Covenant – environment Salvation – rivers	Incarnation – ancient Egypt Salvation – war, times of need. Covenants – agreements in times of war. Gospel – chronology in history.	Revelation – media spreading messages and news. Salvation – helping others. Gospel – looking after others/ refugees/ environment. Covenant – legal system.	Trinity – states of matter. Salvation – changes in habitats.

Vocabulary	Dual coding	Definition	Links to curriculum
Incarnation	 <p>Symbol – in person. Trinity within the person to symbolise the idea of God incarnate.</p>	<p>Incarnation is the concept that God took human form through Jesus. It can also refer to the belief that God in Christ is active in the church and the whole world.</p> <p>The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans.</p> <p>Look at the etymology of the word to help. From the Latin “carne” meaning flesh and “incarnate” meaning made flesh.</p> <p>Children could be shown a bowl of chili con carne. Explain to children that chili is a spicy dish with no meat. However, chili con carne literally means that same dish with meat. Children to understand that it is as though God were literally made of flesh.</p>	<p>Cooking: chili con carne – or cooking anything with meat and linking to carne.</p> <p>History: Link to Ancient Egyptian religion and mythology. They believed that the Pharaoh was a God incarnate sent to rule over them and to be obeyed. Although they had a different set of beliefs also.</p> <p>Link could also be made to Hinduism with <i>reincarnation</i>. Same root word “carne” with a prefix re- meaning <i>again</i> – this can be explicitly linked when looking at spelling rules also.</p>
Revelation	 <p>Symbol – seeing/hearing things directly - inspired by God. Big ideas.</p>	<p>The idea of God passing on messages to followers usually through a messenger. Or through his direct communication with a prophet who will then continue to share this message.</p> <p>Book of revelations is the final book of the Christian bible also.</p> <p>Children can be supported to understand this by explaining instances of revelations in the bible. When God has chosen to talk to a messenger such as Moses or Noah.</p>	<p>PSHE: Media and how it is used to spread a message, thinking about the impact this can have on the behaviour of others.</p> <p>English: link to how the word revelation can be used to mean a shocking or enlightening disclosure. This can be used when looking at reading books or when children are writing.</p> <p>Link could also be made to the prophet Muhammed in Islam and how this is a revelation as he was tasked with spreading the news of God.</p>
Salvation	 <p>Symbol – being saved from sin – cross within a life ring.</p>	<p>To be saved. In Christianity, this refers to Jesus’s crucifixion and resurrection which restored a broken covenant with God.</p> <p>Jesus’ death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.</p> <p>Children could be shown two hills with a big space between them. Write God on the right-hand side. Explain that when people died, Christians believed that was the end as they couldn’t return to God. Then draw the cross in the middle to create a bridge from people to God and explain how Jesus’ death and resurrection created a way back to God.</p>	<p>PSHE: looking at salvation army and their aims. Saving the environment also. Different kinds of salvation. Helping others.</p> <p>History: looking at salvation in times of war. Also looking at the link between what was happening at the time the Jewish people needed Salvation and why they were waiting for the <i>Messiah</i>. Florence Nightingale also saving many through her innovation with cleanliness.</p> <p>Geography/Science: looking at the environmental needs for salvation such as habitat changes and losses/ rainforest and deforestation.</p>

<p>Gospel</p>	 <p>Symbol – the book of gospel.</p>	<p>Good news (of salvation in Jesus Christ). This refers to the account of Jesus’ life and work.</p> <p>Christians believe Jesus’ incarnation is ‘good news’ for all people. (‘Gospel’ means ‘good news’.) His life, teaching and ministry embody what it is like to be one of the People of God, what it means to live in relationship with God. Jesus’ example and teaching emphasise loving one’s neighbour – particularly the weak and vulnerable – as part of loving God.</p>	<p>Reading: looking at other books and how they get information across. Extracts from the gospel could be easily used for guided reading practice. Link to newspapers and spreading news also.</p> <p>English: Link to newspapers writing etc.</p> <p>PSHE: Looking after the weak and vulnerable in society – link to the lessons taught by Jesus in the Gospel and how these have been applied to give British Values as well as our judicial system.</p>
<p>Trinity</p>	 <p>Symbol – trinity, three sections of the same thing. All part of one. No end or beginning.</p>	<p>Three persons in one God; idea of the three-fold nature of God - Father, Son and Holy Spirit.</p> <p>Important for children to understand that it is 3 parts of one. It is a way in which Christians can better understand God not three actual separate entities.</p> <p>An example can be given to children of an apple. There is the seed, the flesh and the skin. All are three parts of the same apple.</p>	<p>DT: when constructing things, 3 is often a stable base as they balance each other well.</p> <p>Science: 3 states of matter but still all the same “thing”. Ice – Water – Steam. All the same thing in 3 different states of matter. Also looking at different parts of plants/digestion system/animal life stages and how these are all parts of the same one thing.</p> <p>Maths: the number three, what is special about this number, what is this number made from. A link fractions as thirds.</p> <p>Link could be made to Hinduism and the Trimurti as 3 ways of understanding Brahman. Also link to the 99 names for Allah in Islam. There are not 99 different gods, there is just the one God.</p>
<p>Covenant</p>	 <p>Symbol – agreement.</p>	<p>An agreement.</p> <p>In Christianity, this often refers to the original agreement between God and the first people (Adam and Eve). An agreement that they could live in paradise and never experience death or suffering as long as they agreed to not eat from the tree of knowledge. In breaking this covenant, they were cast out and into a world of death and suffering. Through his sacrifice and resurrection, Jesus repaired part of this covenant. Christians believe they must now repair the suffering in the world.</p> <p>Re-covenant of Noah and the rainbow. Covenant was re-established with the rainbow after the flood.</p> <p>Also, other covenants within the religion and in day-to-day life – such as marriage.</p> <p>This could be explained to children through class charters which they have signed or things they have agreed to do. What are the consequences for breaking an agreement? Big group</p>	<p>PSHE: Legal system linking here. Justice system. Legal covenants. You have many human rights even if you break the law – however, some of your more luxury rights are taken away.</p> <p>English: Letters of – complaint etc. where agreements are made and broken.</p> <p>History: Looking at the start and ends of wars. How agreements are drawn and broken which often start a war and then a new agreement is made to end the war.</p> <p>DT: agreement with clients. When children are creating something and they need to follow a client’s brief. An agreement has been made to supply something to the client.</p>

Islam

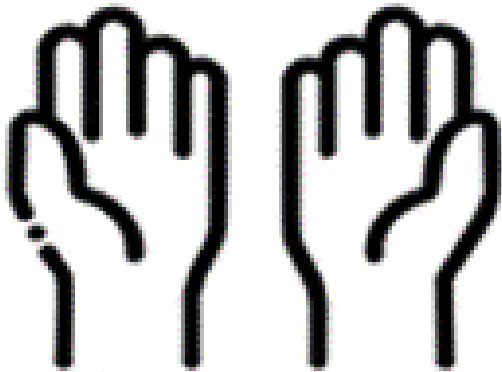




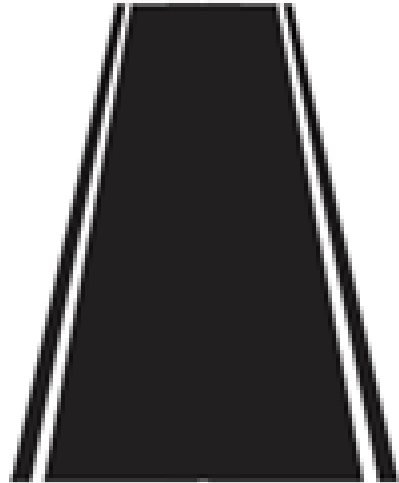
Prophet



Tawhid



Abd



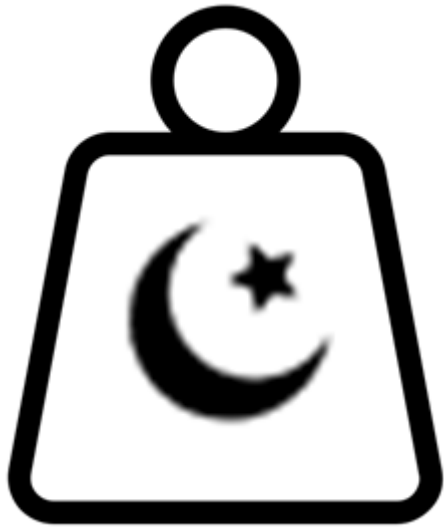
Sharia

Tawhid is the Islamic belief in one God who is whole and indivisible. Although there are 99 names for Allah, these are all a means for understanding Allah rather than individual "Gods"

Shariah is the straight path. The path to **Allah**. Choosing to stay on the path by following the laws set out to help them.

Prophets are special people who help Muslims make good choices, they had been given messages from Allah.

It is the job of the **Abd** to do the will of Allah and to ensure they are serving the world which has been created. Guided by the *Khalifa (regent - someone who rules on behalf of someone else)*.



Jihad









Ummah

Ummah is about the community including local and global communities within Islam. It is about connectivity within religion.

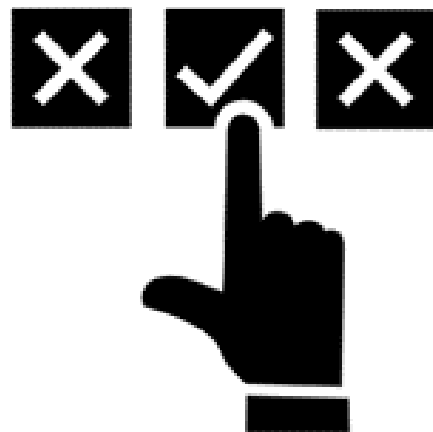
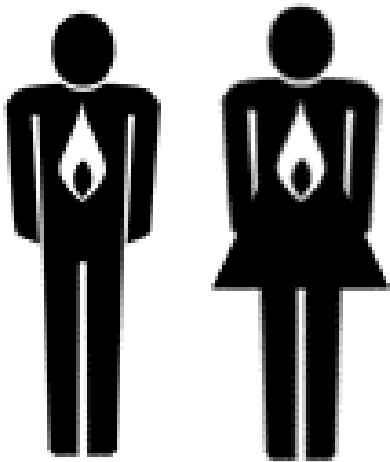
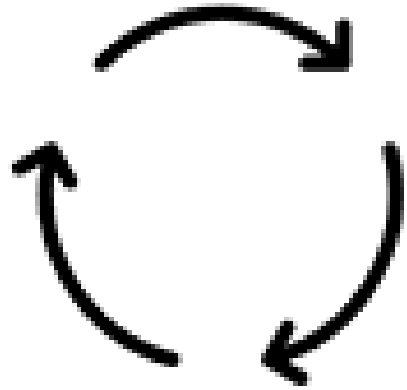
Jihad is the personal individual struggle against evil in the way of Allah. It can also be collective defence of the Muslim community.

	Art	DT	Maths	English	Geography	History	PSHE	Science
Key stage 1	Tawhid – nature inspired art.	Shariah – inventing new things.	Tawhid – fractions and shapes. Abd – money, writing on coins.	Prophet – become a messenger. Ummah – writing addresses.	Ummah – understanding the environment (local areas)	Ummah – famous explorers, space race. Tawhid – famous explorers, space race.	Tawhid – every part of one world. Abd – serving others and the planet.	Shariah – understanding the world around us.
Key Stage 2	Ummah - Architecture.	Shariah – inventing new things	Tawhid – shapes and fractions.	Prophet – sending a message. Ummah – writing address.	Ummah – understanding the environment (global and local). Tawhid – oneness of the natural world. Sharia – human impact on environment.	Prophet – messengers in times of war. Sharia – straight paths of Romans. Jihad – Just War. Archbishop proving wars.	Prophet – messages from government/media. Tawhid – every part of one world.	Tawhid – living things and their environment. Abd – animals including humans, living things and their environment. Shariah – understanding the world around us.

<p>Prophet</p>	 <p>Symbol – helping find the direction providing guidance.</p>	<p>Special people who help Muslims make good choices; they were given messages from Allah.</p> <p>Some of the prophets (messengers for Allah) who are important in the Islamic faith: Dawud – David, a prophet to whom the book of Psalms was given. Isa – <i>Jesus</i>. Prophet born to the virgin Mary. Who was given the <i>Injil</i> (Gospel) Muhammad – <i>praised</i>. The final prophet.</p> <p>For children’s understanding, this can be linked to people who give messages to them each day. For example: their teacher gives information which has been given to them by the school/government.</p>	<p>English – links to other special books that have been passed down. Even writing their own messages and becoming a messenger in some way. Links to newspaper reports etc.</p> <p>PSHE/Citizenship – who else gives you messages ie. local government with things to follow. News reports etc. can these all be trusted in the same way?</p> <p>History – messengers in history in historic battles etc. Records of significant events being made and kept.</p> <p>Could also be linked to messengers in Christianity including <i>revelations</i>.</p>
<p>Tawhid</p>	 <p>Symbol – one.</p>	<p>Belief in the Oneness of Allah - absolute monotheism as practised in Islam.</p> <p>Muslim belief in one God who is whole and indivisible. Although there are 99 names for Allah, these are all a means for understanding Allah rather than individual “Gods”</p>	<p>Maths – using a collection of shapes to make one whole shape. The oneness of things coming together. Fractions all becoming 1 whole.</p> <p>PSHE/Citizenship – oneness of humanity. Everyone being part of one world.</p> <p>Science – living things and their environment.</p> <p>Art – inspiration from art.</p> <p>Geography – oneness of the natural world. How things work together in harmony.</p>
<p>Abd</p>	 <p>Symbol - worship/ open/ receiving knowledge</p>	<p>Servant. As in Abdullah, servant of Allah</p> <p>It is the job of the abd to do the will of Allah and to ensure they are serving the world which has been created. Guided by the <i>Khalifa</i> (<i>regent- someone who rules on behalf of someone else</i>).</p> <p>Activity suggestion: asking children to consider who is responsible for keeping their bedroom and toys tidy and in working order. It is the adults house, and they might have given them the toy, but if the child destroys it who is responsible? Link this to keeping the world safe and looked after.</p>	<p>PSHE/Citizenship – serving others/ the planet etc. authority figures. Government.</p> <p>History – impact of rulers and hierarchy through time – looking at authority. Governments etc. God or Government? Conscientious objectors in wars.</p> <p>Maths – money/writing on the coins also. “Obtains the faith”</p> <p>Science – living things and their environments. Ensuring that things are properly looked after.</p>

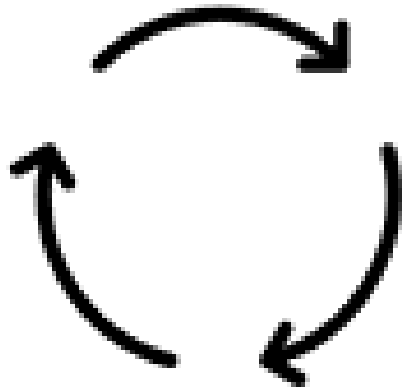
<p>Sharia</p>	 <p>Symbol – straight path</p>	<p>Islamic law based upon the Qur'an and Sunnah.</p> <p>The straight path. The path to Allah. Choosing to stay on the path regardless by following the laws set out to help them.</p> <p>Activity: what are our school rules which ensure that we make progress? Can children think of a way in which to link this.</p>	<p>History: linking to the Romans creating lots of straight roads/paths. They did this to be able to see everything and reach their destinations quicker.</p> <p>Science: investigating the world around us and understanding how things work.</p> <p>DT – creating new ways of understanding the world around them and making things better for others.</p>
<p>Jihad</p>	 <p>Symbol – spiritual discipline/ personal struggle to devotion, making an effort. Explain that although it is an effort, it is a wanted effort.</p>	<p>Personal individual struggle against evil in the way of Allah. It can also be collective defence of the Muslim community.</p> <p>Lesser and greater jihad. Set of laws (sharia) to follow and obey. Greater jihad referring to the daily struggle and inner spiritual struggle of striving to live as a Muslim. Lesser jihad is a physical struggle or 'holy war' in defence of Islam.</p> <p>Effort or struggle.</p> <p>This can be explained to children by asking them what they have to do? Things like doing our homework and following school rules – it's not always easy but you need to do these things why?</p>	<p>PSHE/Citizenship: links to Archbishop approving wars. Is this just – Archbishop has approved each one which has been fought so far. This could also be linked in History. Thinking about what is a "just" war.</p>
<p>Ummah</p>	 <p>Symbol – mosque to show community – inside a world. Global.</p>	<p>This is about the local community as well as the whole global community. Connectivity within the religion.</p> <p>School as a community, then village/town and county etc. getting wider and wider. Children can write their address and then discuss how each line gives them a new sense of community. House number, street, town, city etc. (could go on to the world, universe etc.).</p>	<p>English – write the address. Ask them to understand how each line is a different aspect of community.</p> <p>Geography – understanding their environment around them. The community of the town and the city etc.</p> <p>Science – famous explorers and space race links.</p>

Hinduism

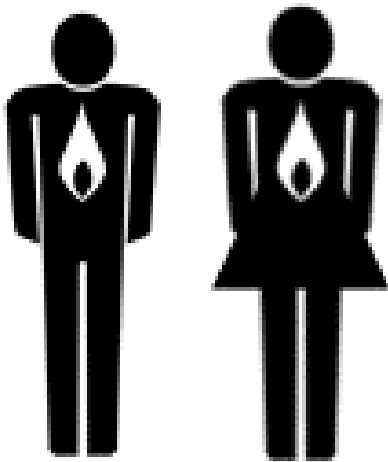




Dharma



Samsara



Atman



Moksha

Samsara means the life cycles. This is the journey the *atman* is on.

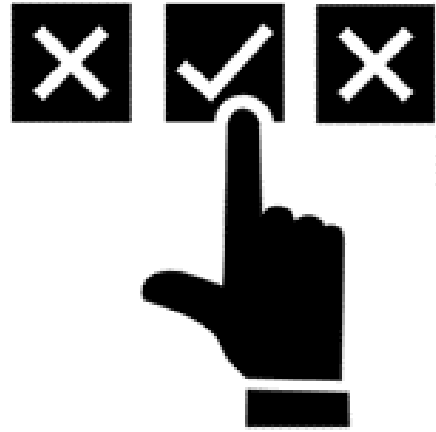
Dharma is religion or religious duty. It is the essential things an individual must do.

Moksha is the *atman* breaking free from *samsara* and returning to Brahman. This is the completion of its journey and the ultimate goal.

Atman (the soul) – the bit of the ultimate reality (Brahman) in all living things



Aum


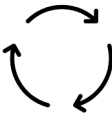



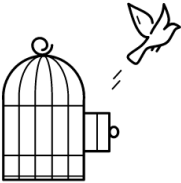
Karma



Karma refers to the actions which are carried out to help a human do their *dharma*.

Aum is considered by some Hindus to be the first sound to ever exist, the sound of creation and the beginning of the life cycle. Aum as a symbol is comprised of Brahman and the *atman*. Important to Hindu creation story.

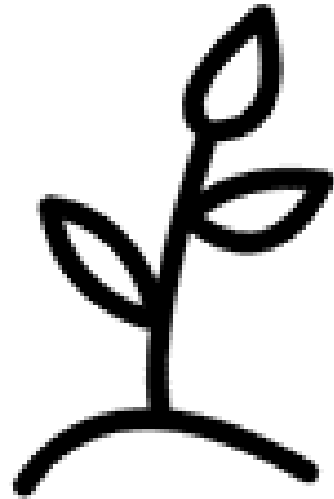
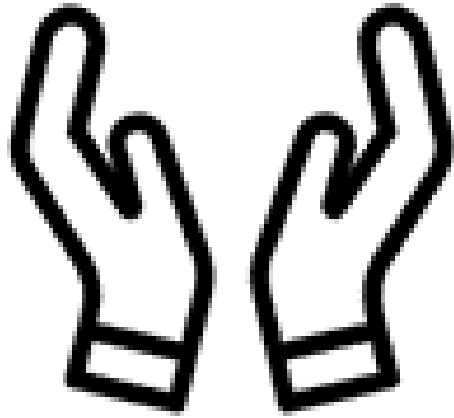
	Art	DT	Maths	English	Geography	History	PSHE	Science
Key stage 1	Aum – the symbol as art	Aum – stability of three-legged things.	Aum – the number 3 Aum – the number 0	Dharma/Karma – instructions.	Dharma – rainforests, environment. Karma – local environment	Dharma – choices in history. Moksha – Liberation	Dharma – doing the right thing. Karma – making choices.	Samsara – life cycles Atman – changes of state of matter Karma – laws of cause and effect.
Key Stage 2	Moksha – liberation through art.	Aum – stability of three-legged things.	Aum – the number 3 Aum – the number 0	Moksha – writing to persuade, discuss.	Samsara – journey of a river Atman – journey of a river Moksha – journey of a river	Dharma – choices in history. Moksha – Liberation Aum – calendar (BC/AD) Samsara – empires	Dharma – making moral choices. Moksha - liberation Karma – moral duty.	

<p>Dharma</p>	 <p>Symbol – weighing up a decision. Ensuring you are considering what is your duty and which is the right path.</p>	<p>Religion or religious duty is the usual translation into English, but literally it means: the essential quality of the self or that which sustains one’s existence</p> <p>Human beings can achieve moksha by completing their <u>dharma</u>. The actions they carry out (karma) can help them do this.</p> <p>Dharma tends to be focused on what you should do (positives) rather than what you shouldn’t do (negatives).</p> <p>Examples from Hinduism: The story of Rama and Sita in the Ramayana - a story about doing or not doing your duty (dharma). The story of Arjuna and Krishna in the Mahabharata – a story about doing your duty even when it is hard/challenging to do so.</p> <p>Teaching suggestion: Ask children to consider what the consequences of not performing their own duties might be. What are their duties? How do they know this? Explore the word “duty” and what this means to them.</p>	<p>PSHE/Citizenship – moral obligations. What is the right thing to do? What is your duty? Understanding and links to how this may be different in different cultures.</p> <p>History – duty of different historical groups. Did they think they were doing the right thing? Had they considered their actions.</p> <p>English – instruction writing. Following a set of rules which help you to create or achieve something.</p> <p>Classroom – code of conduct/ duty to learn and behave in a certain way. “Be” statements. Give examples.</p> <p>Links to other religions: looking at the duty of Mohammed in Islam or Jesus in Christianity.</p>
<p>Samsara</p>	 <p>Symbol – cycle, three stages (birth, life, death)</p>	<p>The samsara is the cycle the atman is on. It is referring to life cycles.</p> <p>The cycle of life – linking this to understanding other life cycles. Tree cutting, the apple then the rotten apple. The rotten apple giving way to new life with the seeds. Birth, life, death, reincarnation – links to the Trimurti as a way of understanding Brahman also. Looking at Hindu creation beliefs as a way of understanding the cycles.</p> <p>Teaching suggestion: ask children to consider the life cycle of any living thing can they identify the stages of birth, life and death? When you look at the life cycle of a frog (for example) we show the life cycle starting and ending with new life.</p>	<p>Science – life cycles of animals/plants as a way of understanding the life cycle of a human. Water cycle also.</p> <p>Geography – looking at the journey of a river and linking to the water cycle and life cycles.</p> <p>History – the rise and fall of empires giving way to inventions and new ways of living.</p>

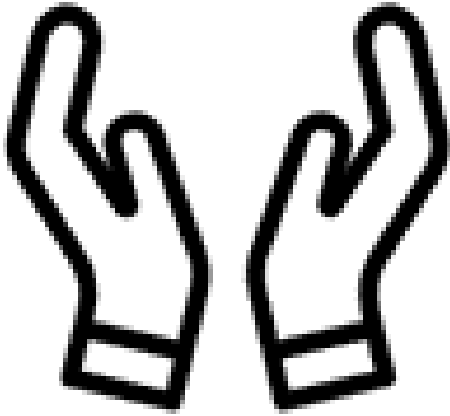
<p>Atman</p>	 <p>Symbol – the flame inside someone/their life force.</p>	<p>Self. Can refer to body, mind, or soul, depending on context. Ultimately, it refers to the real self. It is the part of the person which remains constant even in reincarnation.</p> <p>The Atman (the soul) – the bit of the ultimate reality (Brahman) in all living things.</p> <p>The atman travels continuously through the cycle of life: samsara (birth, life, death, reincarnation). The goal is for the atman to break free from this cycle of life (moksha).</p> <p>Teaching suggestion: Activity suggestion: show children a row of candles and light one, pass the flame to the next candle from the first then extinguish the original flame. Explain to children that it is the flame that stays the same, but the candle is different each time. The candle is like a body/container etc. the flame is the atman which moves and is the same each time.</p>	<p>Science – consider the journey of different states of matter. Ice into water into water vapour – same compositions but new things.</p> <p>Geography – consider the journey of a river and how it starts in one place and ends in another. Look at an actual river if you stare you can see water. If you keep looking, it's new water. The river is the same, but it is always different water. The atman is the river, the water is the body.</p>
<p>Moksha</p>	 <p>Symbol – freedom. Release from a container to return home.</p>	<p>The atman breaking free from samsara and being able to return to be one with Brahman. Human beings can achieve moksha by fulfilling their dharma.</p> <p>Humans need to do good karma in order to get closer to achieving moksha which is the ultimate goal.</p> <p>Teaching suggestion: flame from the candles becomes part of a big bonfire. Returns to a bigger fire. Link back to Atman. Would constant rebirth become boring? Can children understand how this might explain you would want to be released from this? Death is sometimes described as a release especially if there is a lot of pain etc. Even fun things become too much and can need to be released from this.</p>	<p>PSHE – could look at influential people who have helped liberate others through their positive choices. Although it is not about self-liberation, a parallel could still be drawn.</p> <p>Geography – Journey of a river ending at the sea. The atman returning to the bigger part.</p> <p>Art – liberation through art. Such as the work by Banksy and other street artists. As well as pop art as a way to make art available to all and William Morris about replication.</p> <p>English – writing to discuss or persuade could be about the idea of Moksha or liberation in general.</p>

<p>Aum</p>	 <p>Symbol – the writing for aum.</p>	<p>Some Hindus believe this to be the first sound to ever exist, the sound of creation and the beginning of the life cycle.</p> <p>Aum as a symbol is comprised of Brahman and the <i>atman</i>. Important to Hindu creation story.</p> <p>Teaching suggestion: links could be made to the understanding of God in Christianity as being 3 parts of the same thing and the 99 names of Allah in Islam. Explain the Hindu creation story to children that this is not the first universe, instead this is part of a constant reincarnation on a bigger scale.</p>	<p>Maths – explore 0 and its significance. 0 is everything and nothing, it can make numbers greater and smaller. It is powerful. Maths for the 3, it is the origin of the number 3 also. Could we look at this number also. An exploration of the digits and numbers 3 and 0.</p> <p>History – link to calendars and the adoption of the 0 from India which the church still does not use as it favours Roman Numerals.</p> <p>DT – links could be made to how stable 3-legged objects are like stools etc. Triangular structures also.</p> <p>Art – the symbol as an artistic expression. Creating art from this.</p>
<p>Karma</p>	 <p>Symbol – doing the choice.</p>	<p>Action. Meaning the choices which are made.</p> <p>The actions which are carried out to help a human do their <i>dharma</i>. There is a more westernised view that, “if you do good things, good things happen.” It is important to make the distinction for children’s understanding that this is not the same. It is about doing the right actions which help complete a personal <i>dharma</i> which in turn allows the <i>atman</i> to continue its <i>samsara</i> and achieve <i>moksha</i>.</p> <p>Teaching suggestion: consider the long-term effects of a good choice and a bad choice. How would the bad choice impact on future choices? How would good choices impact on future choices?</p>	<p>PSHE/Citizenships – look at the duty for different groups of people and what actions need to be met to allow them to complete these actions. School rules – cause and consequences. Restorative justice.</p> <p>Science – laws linked to cause and effect such as gravity (what goes up, must come down).</p>

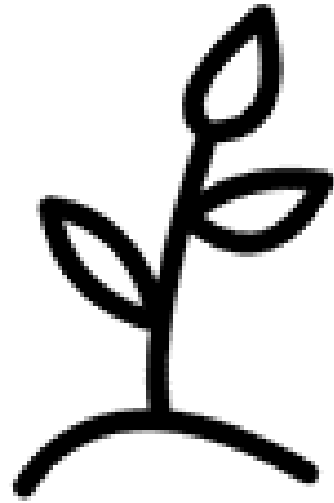
General



	Art	DT	Maths	English	Geography	History	PSHE	Science
Key stage 1	<p>Creation – making something from nothing.</p> <p>Religious – art made for religious purposes.</p>	<p>Creation – making something from nothing.</p>	<p>Justice – balanced measurements.</p>	<p>Worship - Links to special books.</p>	<p>Worship – Famous landmarks</p> <p>Creation – natural and manmade.</p>	<p>Sacrifice – Florence Nightingale.</p>	<p>Sacrifice – environment.</p>	<p>Creation – plant reproduction.</p> <p>Justice – fair test.</p>
Key Stage 2	<p>Mortality – within art.</p> <p>Creation – making something from nothing.</p> <p>Religious – art made for religious purposes.</p>	<p>Creation – making something from nothing</p>	<p>Justice – balanced measurements.</p>	<p>Justice – writing to persuade, explain or discuss.</p>	<p>Creation – natural and manmade.</p> <p>Sacrifice – rainforest, environment.</p>	<p>Justice – just war.</p> <p>Sacrifice – WW1, WW2</p>	<p>Creation – animal and human reproduction.</p> <p>Justice – justice system.</p> <p>Sacrifice – refugees, environment.</p> <p>Mortality – of the planet.</p>	<p>Creation – evolution. Reproduction.</p> <p>Justice – fair experiment.</p>



Worship



Creation



Justice



Sacrifice

Creation is about how the world began. There are many religious and non-religious teachings about how the world began.

Sacrifice is the act of giving something, which is yours, for a greater purpose, often to show devotion.

Worship is an act of devotion and can take many forms. For some it can be through direct communication with god or God. Each religion will have different expectations when it comes to worship. Worship can be done in a formal setting with others as well as more informally and alone.

Justice is the notion of something being fair and reasonable.

Ensuring an equality and a rebalance when there is not equality.





Mortality







Religious

Religious is about spiritual or divine beliefs and practises.

Mortality is about life and death. Mortality means living things die.

<p>Worship</p>	 <p>Symbol – hands held up as though in worship. Important to note, this is not the only way in which to worship.</p>	<p>Prayer is just one way to worship, either individually or collectively. It is considered communication with a deity. Worship can also be through singing, actions (e.g. charity, looking after others and the environments).</p> <p>Worship is often considered an act of devotion and can take many forms. For some it can be through direct communication with a deity (such as praying to God in Christianity). Each religion will have different norms and expectations when it comes to worship but this will also be personal to an individual. Worship can be done in a formal setting with others (such as through the pilgrimage to Mecca which many Muslims do each year) as well as more informally at independently.</p> <p>Could also consider significant festivals a joint worship, for example Diwali, Christmas, or Eid.</p> <p>Christianity: Singing to show worship, prayer, collective worships where many come together, church/cathedral as a place of worship, worship through actions and care for the world. Islam: prayer (can also mention Salah: pray 5 times a day, facing Mecca), Mosque as a place of worship, can be done anywhere also through actions and care for the world. Hinduism: can be individual and include offerings to deity at a shrine at home, Mandir as a place of worship.</p>	<p>Could the question be posed to children of how else people come together to “worship” or show devotion. Such as, to a football team, at a concert etc. Links to non-religious worship here also.</p> <p>Geography: famous landmarks including famous places of worship such as Mecca, Notre Dame Cathedral etc.</p> <p>English: Links to special books.</p>
<p>Creation</p>	 <p>Symbol – new beginnings, something from nothing.</p>	<p>How the world began. There are many religious and non-religious teachings about how the world began.</p> <p>Some treat the recounts of creation as literal order of events, whereas others treat these as a figurative representation.</p> <p>Christianity: Book of Genesis (Genesis 1 and Genesis 2). God created the world in 7 days. God created everything Islam: Allah created the universe, there is no single story of creation, but it is referenced throughout the Qur'an. Allah created everything. Hinduism: Brahma created the universe out of himself, Vishnu preserves the world and the universe and one day Shiva will ultimately destroy the universe. The view that this existence is part of a phase of creation, life, and destruction.</p>	<p>Science: The big bang. Can we look at some of the other religious creation stories alongside this. Can a scientific explanation live alongside a more religious one? (For example, where did the big bang come from, could religion argue that a creation story is a way of understanding the seemingly un-understandable?)</p> <p>PSHE: link to creation during the RSE units in KS2 specifically reproduction.</p>

<p>Justice</p>	 <p>Symbol – balanced scales of Justice</p>	<p>The notion of something being fair and reasonable.</p> <p>Aristotle – “it is in justice that the ordering of society is centred”</p> <p>Making something equal again/equality.</p>	<p>PSHE: great chance to look at the justice system. Direct links to the 10 commandments and many of our modern laws and societal norms. Could discuss laws in other countries and how these link to religion also.</p> <p>History: What is a “just war” looking at the idea of justice in times of war and the impact religion can have on war also – Archbishop of Canterbury signing off on wars before the happen for example.</p> <p>English: writing to persuade and looking at a balanced argument for discussion also. Could link to receiving justice or challenging a perceived injustice.</p>
<p>Sacrifice</p>	 <p>Symbol – sacrifice. The knight has been sacrificed and is laying down. Link to Harry Potter and Wizard Chess.</p>	<p>The act of giving something for a greater purpose, often to show devotion.</p> <p>Christianity: Jesus sacrificing himself on the cross; followers sacrificing animals in the bible and earlier forms of worship within the religion (story of Abraham asked to sacrifice his son for God as a sign of trust and devotion).</p> <p>Islam: Symbolising submission to God. Some Muslims sacrifice animals (goats, cow, or sheep) and one third of this animal should go to feed those less fortunate during Eid, reflect prophet Ibrahim’s willingness to sacrifice his son for God. 2.5% of earnings should be given to the poor (zakat) paid by the head of a household.</p> <p>Hinduism: Gandhi once said that if you take a tree to build your house, you should plant five for the future. The notion that you should only take exactly what you need and no more. Trying to give and make sacrifice to society also by giving art, writing, or building and not for money but for the sake of giving. Less about giving up and more about giving back.</p>	<p>History: Links to war again and sacrifices many had to make both through giving their lives and work/rations/caring for others. Florence Nightingale’s sacrifice for her patients.</p> <p>PSHE: Sacrifices made for the environment and looking after the world. This could also link to Geography. More current also, links to refugees and the many sacrifices they have made for safety and their families.</p>
<p>Mortality</p>	 <p>Symbol – Heartbeat.</p>	<p>Life and death.</p> <p>Christianity: the belief that mortality was given to humanity as a consequence for breaking the original covenant with God. Jesus’ sacrifice on the cross and resurrection then allowed for Christians to live forever in the Kingdom of God. ‘And the dust returns to the earth as it was, and the spirit returns to God who gave it.’ (Ecclesiastes 12:7).</p> <p>Islam: The Qur’an teaches that death is exactly like sleeping. The period between death and resurrection passes like one night of sleep. At the moment of death, everyone knows his or her destiny. For the disbelievers, death is a horrible event; the angels beat them on the faces and rear ends as they snatch away their souls. The Qur’an mentions two deaths; the first death lasted until we were born into this world. The second death terminates our life in this world. ‘All that is on earth will perish.’ (The Holy Qur’an 55:26).</p>	<p>PSHE: Link to dying planet – keeping things carbon natural and also global warming at the hands of humanity.</p> <p>Art – artists. Mortality of art and its impact.</p>

<p>Religious</p>	 <p>Symbol – looking at belief.</p>	<p>Relating to beliefs and practices linked to the sacred and divine/spirituality. The various different teachings within a religion.</p> <p>Examples of what is and isn't religious – difference for teaching children. Which are religious/non-religious beliefs and which could be either, why? Ask children to sort statements into two piles so they can discuss what they think is a religious thinking and what isn't.</p>	<p>Art: art made for religious purposes. Either to celebrate, worship or retell events (stain glass windows, painting, sculpture etc).</p>
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