## SACRE SACRE

Standing Advisory Council on Religious Education

THE BIRMINGHAM AGREED SYLLABUS FOR RELIGIOUS EDUCATION 2022

## TEACHER PLANNING TOOLS CONTENT OVERVIEWS

A SUMMARY OF CONTENT AVAILABLE TO TEACHERS
ARRANGED BY DISPOSITION

## The Birmingham Agreed Syllabus for Religious Education: Content Overview

Disposition Being Imaginative and Exploratory		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	The scientific world view of a god-less universe that came into existence by chance is explored along with creation stories from several religious traditions.	Artistic freedom and the freedom of thought are highly valued in modern day Britain. This unit raises questions about limitations imposed by religious traditions.
Learning From Experience	Pupils discuss the basis of a scientific world view - empirical evidence. They consider what is needed, when confronted by opposing views, to be confident of what is true.	Activities and discussion about the source of (artistic) thoughts and ideas. Pupils explore the uniqueness of imagination / creative thought.
Learning About Religious Traditions and Non-Religious Worldview	<ul> <li>Sikhism/Islam/Christianity/Buddhism/ Judaism views about beauty.</li> <li>Scientific worldview: diversity and uniqueness in the natural world.</li> <li>Non-religious view of the origins of life. The big bang theory.</li> <li>Christian/Islam/Judaism – intelligent design theory.</li> <li>Explore several creation stories drawn from a number of different religious and non-religious traditions including those represented by the pupils in the class.</li> </ul>	<ul> <li>Christianity – the use of art in worship</li> <li>Places of worship in Birmingham – to explore different approaches to the use of art in religious buildings.</li> <li>Islam – tessellating patterns</li> <li>Hinduism – sacred dance</li> <li>Christianity- the physical portrayal of Jesus - in art.</li> <li>Humanism- Creative Freedom found in non-religious art forms</li> </ul>
Learning From Faith and Non-Religious Worldviews	Can I see purpose in the world around me? (creation)	Do I consider creativity to be linked to spirituality?
Learning to Discern	Is it ok to impose a worldview (religious or otherwise): to insist that the one way of seeing things (imagining, appreciating, explaining) is right and all other views are wrong?	Is it ok that some forms of artistic expression are not permitted in some traditions?

Disposition Appreciating Beauty		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	The scientific world view of a god-less universe that came into existence by chance is explored along with creation stories from several religious traditions.	The Lord's prayer – an introduction.
Learning From Experience	Pupils discuss the basis of a scientific world view - empirical evidence. They consider what is needed, when confronted by opposing views, to be confident of what is true.	Activities and discussion to explore the beauty found in words – their meaning and their patterns/rhythms.
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Sikhism/Islam/Christianity/Buddhism/ Judaism – views on beauty.</li> <li>Scientific worldview: diversity and uniqueness in the natural world.</li> <li>Non-religious view of the origins of life. The big bang theory.</li> <li>Christian/Islam/Judaism – intelligent design theory.</li> <li>An opportunity to explore several creation stories drawn from a number of different religious and non-religious traditions including those represented by the pupils in the class.</li> </ul>	Christianity – the Lord's prayer. The story of how it was given; it's intrinsic beauty; the relationship it describes; and the phrase by phrase meaning.
Learning From Faith and Non-Religious Worldviews	Can I see purpose in the world around me? (origins of the universe)	How does this make you feel? (eg the beauty of prayer)
Learning to Discern	Is it ok to impose a worldview (religious or otherwise): to insist that the one way of seeing things (imagining, appreciating, explaining) is right and all other views are wrong?  Where is beauty? Is it only in things that can be seen?	What is the downside to saying <i>some</i> things are beautiful?

Disposition Expressing Joy		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	Expressions of joy are often in response to (or anticipation of) blessings. Joy can be expressed by individuals and by whole communities.	Religious joy is often, but not always about partying. In many Traditions joy can also be found in self-denial and obedience.
Learning From Experience	From discussion pupils explore 'joy': a happiness not always reliant upon prosperity now.	Consider the wide spectrum of religious, non-religious and cultural expressions of joy in Birmingham.
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Hinduism - The story of Diwali;</li> <li>Hinduism - Good triumphing over evil - message of Diwali;</li> <li>Hinduism - celebrating Diwali -</li> <li>Hinduism - new year, fresh start, renewal.</li> <li>Hinduism - art relating to Diwali - diva lamps - rangoli patterns</li> </ul>	<ul> <li>Christianity, Islam &amp; Judaism – expressions of joy in worship;</li> <li>Islam – 5 pillars – Sawm – why fasting during Ramadan is considered a joy.</li> <li>Islam - Eid-ul-Fitr - celebration marking the end of Ramadan</li> <li>Islam - Eid-ul-Adha- celebration marking the end of Hajj</li> </ul>
Learning From Faith and Non-Religious Worldviews	When (times/occasions) do I express joy/ sadness?	When is it important for me to express joy/sadness?
Learning to Discern	Are some celebrations more cultural than religious? Why do many people celebrate Diwali? Is the celebration only religious? Do some people who are not religious celebrate Diwali? Is that OK?	To what extent is it ok to join in with celebrations from traditions not my own?  If I am not Muslim, can I celebrate Eid? What reasons could there be?

Disposition Being Thankful		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	Religious Traditions teach that God is the ultimate supplier of all our needs, and as such deserves thanks.	Heartfelt gratitude is more than mere 'manners'. It can lead to radical changes in behaviour.
Learning From Experience	Explore whether people can be self-sufficient by considering where our food comes from.	Discuss what being thankful looks like. Compare polite words said by habit and heartfelt gratitude.
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Christianity - Harvest Festival - consider why Christians thank God at Harvest time;</li> <li>Christianity - How today's harvest festivals meet modern day needs;</li> <li>Humanism- naming ceremony, giving thanks for a new life;</li> <li>Islam - Explore the concept that parents are gifts from Allah (God);</li> <li>Islam - Introduce the six pillars of Imaan (belief)</li> </ul>	<ul> <li>Christianity - Giving thanks by actions is one indication of a living faith – James 2;</li> <li>Christianity - Giving thanks by words – Hannah's prayer 1 Samuel 2;</li> <li>Christianity - Giving thanks by worship - linking Psalms and modern worship songs;</li> <li>Christianity - Giving thanks by money – story of the generous widow – Mark 12;</li> <li>Islam - Giving thanks by actions;</li> <li>Islam - Giving thanks by words;</li> <li>Islam - Giving thanks by worship;</li> <li>Islam - Giving thanks by money.</li> </ul>
Learning From Faith and Non-Religious Worldviews	Am I a thankful person?	How and to whom do I show gratitude?
Learning to Discern	Is thanking others simply polite, or more important than that?  How does my being thankful affect me? How does my being thankful affect others?	If I am just thankful for what I have, and ignore others who don't have as much, is that OK?

Disposition Caring for Others, Animals and the Environment		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	Caring for others, animals and the environment is a recognition of responsibility. Practises designed to meet these responsibilities exist in many traditions.	The family unit is the primary caring structure in society.  Traditions acknowledge this in wedding services and marriage practises.
Learning From Experience	Activities and discussion planned to create the link from caring to accountability. If we care we should also 'do something'.	Activities and discussion sharing a wide range of experiences of 'weddings'. Pupils to explore the difference between 'wedding' and 'marriage'. These terms not limited pupils also discuss other forms of family unit.
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Christian – Genesis 1:28 – humanity is appointed to be 'stewards' over the animal kingdom</li> <li>Buddhism – 5 Precepts- teaching on not harming living things</li> <li>Jainism – teaching on caring for the environment – Ahimsa: the principle of non-violence</li> </ul>	<ul> <li>UK practise of civil and religious 'marriage' ceremonies</li> <li>Islam – Nikkah (Islamic marriage ceremony)</li> <li>Islam – marital arrangements – Mahr</li> <li>Islam – difference in cultural practise across Islam world</li> <li>Humanism- importance of love and support, wedding ceremonies, celebration of two people</li> <li>Christian – the biblical basis of Christian marriage</li> <li>Christian vows – the marriage covenant</li> </ul>
Learning From Faith and Non-Religious Worldviews	What would it be like if no one cared for me or my world?	The fundamental basis for a caring society is often found within family units. The family unit is highly valued in most traditions
Learning to Discern	Is there a time when I feel I should not show concern? Can people go too far in showing concern? How far is too far? How far would I go?	What are the good things about families? What can the difficulties be?

Disposition Sharing and being Generous		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	Giving and sharing is an important part of living in society.  Giving is a high priority in most traditions	Giving can take the form of hospitality or volunteering
Learning From Experience	Discussion and activities that demonstrate everyone can share (not everything costs money). Story – non-religious Rainbow Fish – relating to sharing to happiness	Activities and discussion about what has 'value' (eg. sentimental attachment rather than monetary value).
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Christian story of the Rich Fool</li> <li>Ancient Egyptian practice of burial with all worldly goods</li> <li>Sikhism – story of Duni Chand and the needle</li> <li>Islam – Pillars 3 – Zakah. Muslim practise of giving Zakah and charity</li> <li>Christian practise of harvest festival</li> </ul>	<ul> <li>Christian – story of Mary and Martha</li> <li>Christian – early Church practise of sharing (Romans 12)</li> <li>Sikhism - langar – the practise of hospitality</li> <li>Sikhism – Sewa – the practise of free service</li> <li>Non-religious volunteer work</li> </ul>
Learning From Faith and Non-Religious Worldviews	Do I like to give or receive presents? Am I rich enough to share? How rich do I need to be to share?	Am I hospitable? Do I ever volunteer?
Learning to Discern	Is spontaneous and extreme giving a good thing? What about if a person gives away everything they have and can't look after their family?	Do our motives for giving or serving make any difference to the giving or service?

Disposition  Responding to Suffering		
Responding to Suffering  By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	An exploration of the strong motivations within traditions for the relief of prima facie suffering eg poverty	Deeper exploration of motivations to relieve suffering
Learning From Experience	A series of discussions in order to lead pupils from pain/suffering to empathy for the suffering of others	A series of discussion stimuli in order to widen pupils' understanding of suffering
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Islam – Pillar 3 Zakah and Pillar 4 Sawm</li> <li>Islam – Muslim teaching (Hadith) about practise of empathy</li> <li>Islam – Islamic Relief faith in action</li> <li>Humanism- 'The Golden Rule' and responding to others altruism, practical action</li> <li>Christianity – Easter story (Mark 14-16)</li> <li>Christianity -various reactions to the events of the Easter story</li> <li>Christianity – explanation of the Christian beliefs that underpin the Easter story</li> </ul>	Christianity – Easter story (Mark 15) with emphasis on the separation of Jesus from God
Learning From Faith and Non-Religious Worldviews	How do I respond when I or others are hurt or are in pain?	How do I respond to suffering of others?
Learning to Discern	Is it important to help people in pain?	When does the suffering of others cause me suffering? Is this OK? When is it too much?

Disposition Being Merciful and Forgiving		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	Forgiveness is the restoration of relationship despite hurt caused.	Mercy is the removal of the threat of punishment despite the offence given.
Learning From Experience	Activities and discussion to explore the relative difficulty of seeking and/or giving forgiveness	Discussion to explore the relationship between crime and punishment
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Christianity – story – unforgiving servant</li> <li>Christianity – true life stories of forgiveness</li> <li>Christianity – Bible story – Joseph forgiving his brothers (Genesis Ch 30-50)</li> <li>Christianity – Easter story – forgiveness of thief on the cross (Luke 23)</li> </ul>	<ul> <li>Christianity – C.S. Lewis 'Narnia' allegory of Jesus' sacrificial death</li> <li>Christianity – Gospel account of crucifixion (Mark 16)</li> <li>Christianity – Bible story of unforgiving servant (Matthew 18)</li> <li>Christianity/Islam/Jainism the importance of forgiveness in each religious tradition</li> </ul>
Learning From Faith and Non-Religious Worldviews	How can I show love through forgiving others?	How can I show love through forgiving others?
Learning to Discern	When might it be hard to forgive something?	Are there any conditions for forgiveness? Does the response of the other person matter?

Disposition		
Being Fair and Just		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	Life is unfair	Life is unfairno matter what your background
Learning From Experience	Activities and discussion to spark the pupils' understanding of fairness and justice	Recap activities to focus on discrimination. Discuss a wide range of discriminatory behaviour
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Islam – Pillar 5 – Hajj - The story of the Black Stone</li> <li>Islam – Muslim views of fairness and justice</li> <li>Sikhism – Story - Bandi Chhor Divas</li> </ul>	<ul> <li>Christianity/Islam - unfairness and injustice</li> <li>Tradition of choice – an example of persecution</li> <li>Christianity – story – woman at the well (John 4)</li> <li>Christianity – explore Jesus' teaching and example of treating others fairly</li> </ul>
Learning From Faith and Non-Religious Worldviews	What can I do about unfair situations?	What can I do about unfair situations?
Learning to Discern	Is it always right to attempt to change unfair situations?	What do I do if I see that being 'fair and just' comes into conflict with what my tradition says?

Disposition Living by Rules		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	All rules do not always apply to everyone	Some rules originating in religious traditions underpin the rules of law whilst others contradict and conflict with it
Learning From Experience	Activities and discussion to show the complex hierarchy/structure of rules (eg in respect of - education) and how they govern a range of situations/relationships	Rule-making activity designed to stretch the pupils' understanding of the purpose and nature of rules for social government
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Christianity - The Ten Commandments given by God; interpreted/explained by Jesus</li> <li>Christianity - Jesus summarised the 10 Commandments into two</li> <li>Christianity - Jesus taught a fresh understanding of law</li> <li>Christianity - the purpose of the law</li> <li>Islam - The 5 Pillars - Salah</li> </ul>	<ul> <li>Christianity – exploring links between 10         Commandments and UK law- the human construct of rules     </li> <li>Traditions and The Golden Rule (treat others as you would like to be treated)</li> <li>Humanism- importance of empathy, compassion, reason and respect</li> </ul>
Learning From Faith and Non-Religious Worldviews	Could I live without rules?	Could I live without rules?
Learning to Discern	How should I decide which rules I should follow?	Should I follow the rules of my tradition when they contradict the law?

Disposition Being Accountable and Living with Integrity		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	Most traditions adopt a moral code	Some individuals adopt one consistent moral code. Others address questions of morality individually on each occasion
Learning From Experience	Activities and discussion to facilitate self-knowledge and promote discussion of personal integrity	Activities and discussion highlighting inconsistency in stated moral position and behaviour. Pupils begin to explore whether morality is 'absolute' or 'relative'
Learning About Religious Traditions and Non- Religious Worldviews	<ul> <li>Islam – story of the temptation of Iblis</li> <li>Christianity – story of Adam and Eve</li> <li>Non-religious – a moral tale (The pudding like a night on the sea)</li> <li>Islam – story of personal accountability</li> </ul>	<ul> <li>Christianity – story of Jesus and the woman (Luke 7)</li> <li>Humanism- one way to be happy is to make others so-Robert Ingersoll</li> <li>Hinduism – the Hindu practise of treating cows as sacred</li> </ul>
Learning From Faith and Non- Religious Worldviews	Is a personal or religious moral code a good thing? Or not?	How do I deal with difficult (moral) decisions?
Learning to Discern	Could you imagine a situation where having a moral code (religious or not) would be a problem?	How do people or traditions ever change in the light of challenge? How are traditions challenged to change?

Disposition Being Temperate, Self-Disciplined and Seeking Contentment		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	The impact of any and every 'audience' upon behaviour	Taking personal responsibility for our own behaviour by choosing those who will influence us
Learning From Experience	Activities, role play and discussion to raise pupil awareness of peer pressure and the impact of 'audience'	Activities, role play and discussion about people's responses when in a group under stress
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Christianity/ Hinduism/Jainism/Islam – look at the life of a historical person in relation to their religious views</li> <li>Christianity – look at the life of a contemporary Christian in relation to their religious views</li> <li>Or</li> <li>Islam – The life of Yusuf Islam</li> <li>Or</li> <li>Sikhism – The Guru Granth Sahib</li> </ul>	<ul> <li>Christianity – Turning the other cheek (Matthew 5)</li> <li>Christianity – Jesus' reaction to injustice (Matthew 27)</li> <li>Buddhism – Recap Four Noble Truths</li> <li>Buddhism – explore the Buddhist practise of meditation</li> <li>Humanism- Accepting personal responsibility for our actions- link to Plato's Ring of Gyges and Harry Potter's invisibility cloak</li> <li>Baha'l – restrain from criticism of others</li> </ul>
Learning From Faith and Non-Religious Worldviews	Who influences my behaviour?	Who do I choose/allow to have influence over my behaviour?
Learning to Discern	Is it ever right to question 'expected behaviour'?	Can I envisage situations when following a tradition could lead to behaviour considered by some to be antisocial?

Disposition Being Modest and Listening to Others		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	We have two ears and one mouth indicating that listening is more important than expressing our own opinions	Explore the Christian view of Easter and key elements of Islam teaching about those events
Learning From Experience	Activities to simulate 'listening to others'. Discussion on the benefits of listening	Activities and discussion to explore the meaning of the words 'pride' and 'humility'
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Christianity – the story of the wise and foolish builders (Matthew - 7)</li> <li>Christianity – historic and contemporary faith and behaviour stories</li> <li>Islam – Second Pillar – Salah – teaching from Qur'an</li> <li>Islam – explore practise of 'informal' prayers</li> <li>Humanism- Willingness to adapt or change a point view when faced with new evidence- design experiment to test a claim on evidence</li> </ul>	<ul> <li>Christianity – story of Jesus washing disciples' feet (John 13)</li> <li>Christianity – the Last Supper and explanation (from 1 Corinthians 11)</li> <li>Christianity – contemporary celebration of foot washing</li> <li>Christianity – Jesus' humility (Philippians 2) – especially at the cross</li> <li>Christianity – Jesus' reward (Philippians 2)</li> <li>Islam – explore Muslim stories and beliefs of Prophet Isa's (Jesus) ascension</li> </ul>
Learning From Faith and Non-Religious Worldviews	What can I learn through listening to others?	How can I learn to listen respectfully to those who hold different views from me?
Learning to Discern	Which messages are important for me to pay attention to? Which messages should I not listen to? How do I support, or encourage others to speak?	Is humility always a good thing?

Disposition Creating Inclusion, Identity and Belonging		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	'External' signs of group identity often signify a deeper sense of belonging	The inner sense of religious identity is hard to display and is sometimes reflected in names
Learning From Experience	Activities to help pupils focus on the ways we identify as belonging	An exercise in self-awareness where pupils attempt to describe themselves at more than a superficial level
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Sikhism – the practise of tying a turban</li> <li>Sikhism – recap story of Baisakhi and explore the Amrit ceremony</li> <li>Islam – 5 Pillars – special emphasis on Pillar 5 – Hajj</li> <li>Islam – story of Ibrahim and Hajj</li> </ul>	<ul> <li>Sikhism – practise of naming children according to God's will (Hakam)</li> <li>Islam – practise of being visionary when naming children</li> <li>Christianity – the meaning of four key names given to Jesus</li> <li>Christianity – story – the gifts of the Magi (Matthew 2)</li> </ul>
Learning From Faith and Non-Religious Worldviews	Are there things that define me as belonging to a particular tradition? Are these my choices, or choices imposed upon me?	Does your name say something special about you?
Learning to Discern	How can I use 'belonging' information about myself and others in a positive way?	Can we draw conclusions about someone simply from their name?

Disposition		
Creating Unity and Harmony	100	Lucal
By the end of Key Stage/Year Group Summary Statement of Intent	Unity is encouraged by like-minded activity. Disunity occurs from breakdown in communication	KS 2b  Diversity and individuality have their place in unity and harmony
Learning From Experience	Activities to bring the pupils to a realisation of their individuality can disrupt unity by inhibiting good communication	Activities to explore the chemical composition of human beings and discussion of common human needs leading pupils to recognise that all people are fundamentally the same
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Christian story of the tower of Babel</li> <li>Islam Pillar 2: Salah – Muslim practise of Salah: timings, Wudu, Adhan, Rakah, words and Salam</li> <li>Baha'i teaching on unity and harmony: American Indian folktale, 19 Day Feast, Community life</li> </ul>	<ul> <li>Baha'l teaching on unity and unity in diversity</li> <li>Baha'l teaching on the value on diversity</li> <li>Christian teaching on the resolution of disputes – Matthew 18.</li> <li>Islam – six pillars of faith. The promotion of peace through open discussion and mutual respect</li> <li>Islam – The 5 Pillars: Salah – The special significance of 'Friday Prayers' usually at a mosque</li> </ul>
Learning From Faith and Non-Religious Worldviews	Unity is promoted by common practice and activities.  Disunity comes from communication breakdown	How do I deal with difference? Must everyone be the same?
Learning to Discern	Does doing the same thing as others in the same group always put an end to conflict and disagreement?	If people want harmony, what happens to people who disagree? Is the majority always right? Are the people who speak the loudest always right?

Disposition Participating and being willing to Lead		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	Participation in the activities of Religious Traditions requires involvement and engagement	Motivation for leadership in traditions focuses more on responsibility and service rather than prestige and reward
Learning From Experience	Discussion of clubs, groups and societies that pupils belong to in order to explore what is good about joining in?	Activities and discussion to explore leadership attributes (Cross Curricular literacy link)
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Christianity – Christian practise of Sunday worship</li> <li>Christianity – Christmas songs – content comparison with Christmas story</li> </ul>	<ul> <li>Religious and non-religious leadership examples</li> <li>Christianity. Rastafari. Community involvement/social responsibility – Birmingham examples</li> </ul>
Learning From Faith and Non-Religious Worldviews	How does participation in group activity help me?	What is my responsibility to others? How can I help the world to be a better place?
Learning to Discern	When might it be right not to participate?	How do I respond when I am called to be a leader?

Disposition Remembering Roots		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	The significance of remembering things that are more than individual personal experience	Memory speaks not only to our present but also to our future
Learning From Experience	Using photographs and other stimuli explore what it is to 'remember'	Visit local monuments (in person or virtually) to explore the practise of 'collective remembering'
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Judaism – explore the events of Pesach</li> <li>Judaism – the practise of the weekly Sabbath meal</li> <li>Judaism – the Seder meal</li> </ul>	<ul> <li>Remembrance Day (non-religious)</li> <li>Christianity – story of Noah (Genesis 6-8)</li> <li>Christianity – looking back to Noah (Hebrews 11.7)</li> </ul>
Learning From Faith and Non-Religious Worldviews	How do I remember special people, places and events?	How does remembering the past encourage us to go forward?
Learning to Discern	Are there any events that I should try <u>not</u> to remember and celebrate?	Are there times when I need to be critical of what happened in the past?

Disposition Being Loyal and Steadfast		
By the end of Key Stage/Year Group	KS2 a Year	KS2 b Year
Summary Statement of Intent	An opportunity to contrast the commitment of Holy Communion and the betrayal of Jesus by Judas Iscariot.	Exploring internal and external aspects of friendship; both to people and to Jesus.
Learning From Experience	What makes a good friend?	What does it mean to be a friend to strangers and enemies?
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Christianity – look at what the Bible says about Jesus' 12 disciples - 11 of whom remained loyal.</li> <li>Christianity – from gospel accounts, learn about the instigation of Holy Communion.</li> <li>Christianity – Watch and discuss a variety of acts of communion.</li> <li>Christianity – the story of Judas' betrayal – John 13</li> </ul>	<ul> <li>Christianity – Story of the Good Samaritan;</li> <li>Birmingham Faith leaders –commitment to peace across Religious Traditions in Birmingham.</li> <li>Various religious and non-religious traditions – exploring links between 'faith' and 'charity'.</li> <li>Christianity – what it means to commit to Jesus.</li> </ul>
Learning From Faith and Non-Religious Worldviews	What is the most effective way to show commitment?	Why is it important to show commitment?
Learning to Discern	Can I tell whether I am joining in because I want to, or because other people are?	Which should take priority, commitment to my tradition, or to the bigger picture?

Disposition Being Hopeful and Visionary		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	Hope for the future may be focussed on our lifetime, or that of the next generation. Men and women of conviction have made, and continue to make, 'a difference'.	The way we live may be influenced by our views of this lifetime in terms of the totality of our existence.
Learning From Experience	What is our world like? What are the good things? What do we think should be changed?	Consider the uncertainty of personal hopes, and how our hopes change depending on our circumstances
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Christianity – Martin Luther King's "I have a dream"</li> <li>Humanism- Welfare and happiness of humanity as a goal, the importance of altruism and practical action</li> </ul>	<ul> <li>Christianity – the hope of advent – the second coming of Christ - John 14.</li> <li>Christianity – the hope of heaven – Revelation 21</li> <li>Islam – Story of Hudaybiyya - Prophet Muhammad's hope for peace.</li> </ul>
Learning From Faith and Non-Religious Worldviews	What can I see in the teaching and practises of Traditions that if everyone followed would make life better? How can people work to build a better world?	How is hope different from wishing? How does having hope change the way I live?
Learning to Discern	Do we ever carry on hoping so we don't have to do anything?	Do we live in the light of future hope?

Disposition Being Courageous and Confident		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	Being courageous means to speak up and stand up for what we believe to be right, in spite of our fear of the consequences.	Being courageous is to live confidently according to our beliefs, among others who may believe and behave differently.
Learning From Experience	What is courage? Compare different kinds of courage and consider which situations require more courage than others.	What is courage? What does it look like to have the courage of your convictions in a multi-cultural and multi-faith city?
Learning About Religious Traditions and Non- Religious Worldviews	<ul> <li>Sikhism – story of Baisakhi – the Panj Pyare</li> <li>Sikhism – Baisakhi celebrations in Birmingham</li> <li>Christianity – story of Gideon – Judges 7</li> <li>Christianity – Birmingham Street pastors</li> </ul>	<ul> <li>Judaism – wearing the Kippah</li> <li>Christianity – street pastors</li> <li>Sikhism – recap story of Baisakhi.</li> <li>Sikhism – wearing the 5 K's – the Amrit ceremony</li> <li>Buddhism – story of Angulimala and the Buddha.</li> </ul>
Learning From Faith and Non-Religious Worldviews	Are courageous people without fear?	Where does courage come from? Can I find that courage within me?
Learning to Discern	Are there times when I should think carefully before acting?	Are my personal convictions strong enough that I am prepared to stand up for them?

Disposition Being Curious and Valuing Knowledge		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	Most Religious Traditions base their understanding of God upon the writings in their own Scriptures. This Unit helps raise pupils' awareness of the range of religious writing and viewpoints.	Wisdom, a deep knowledge of existence is highly valued across a range of Traditions. Pupils begin to explore whether facts and knowledge are the same as thinking and understanding.
Learning From Experience	Why do we like asking questions? What amazes us about the world we live in? Begin to explore the nature of questions and where they lead.	Activities and discussion about the value of knowledge. What lies beyond human knowledge? Something? Nothing? How can we make sense of what we do not know?
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Christianity – prophecies concerning Jesus' birth</li> <li>Christianity, Islam and other Traditions – the names of scriptures/holy books and a little about how they are believed to be authored.</li> <li>Humanism- why don't humanists believe in God?</li> </ul>	<ul> <li>Baha'i – explore the high esteem in which Baha'i followers hold knowledge</li> <li>Humanism- knowledge of the universe: The Big bang Theory- Phillip Pullman</li> <li>Islam – 6 pillars of belief – story of Prophet Musa and Khidr</li> <li>Buddhism – story of Prince Siddhartha – the four sights.</li> </ul>
Learning From Faith and Non-Religious Worldviews	Where does knowledge come from?	Is wisdom the same as knowledge? Where does wisdom come from?
Learning to Discern	Do followers always have the answers? Can I trust the answers? Do I ever put my seeking of knowledge about the needs of others?	Is wisdom all about information, or is it is about what we do with that information?

Disposition Being Open, Honest and Truthful		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	Honesty is considered very important by most people, whether or not they believe in an all-knowing God.	To promote deeper consideration of honesty. In particular, that our reactions to truth and to dishonesty are often highly charged and inconsistent.
Learning From Experience	Why does the truth matter? Use of role play and discussion to help pupils experience the key consequences (injustice and hurt) that can result from the telling of lies.	Why does the truth matter? Explore and discuss the wide range of emotional reactions which come from being falsely accused of some offence and of lying to cover it up.
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Christianity – story of Naboth's vineyard (1 Kings 21)</li> <li>Judaism- Exodus 20 &amp; Psalm 139 vv1-12.</li> <li>Islam – story of the king's three children.</li> </ul>	<ul> <li>Non-religious - stories from 'The Fib' by George Layton.</li> <li>Various Religious Traditions - views on honesty.</li> <li>Christianity - Exploring the Christian belief that the Bible is Truth.</li> <li>Christianity - Jesus' teaching about hypocrisy (Matt 23)</li> <li>Christiani§ty - Jesus' teaching -story of the speck and the plank</li> </ul>
Learning From Faith and Non- Religious Worldviews	When does honesty matter?	Do I have double standards when it comes to honesty?
Learning to Discern	Is telling the truth always the best policy? Do I ever tell the truth in a way that is hurtful?	Do I see dishonesty more easily in others than in myself? Do I always point it out?

Disposition Being Reflective and Self-Critical		
By the end of Key Stage/Year Group	KS2 a	KS2 b
Summary Statement of Intent	In some traditions, the journey to perfection is an entirely inward, reflective experience.	In some traditions perfection is a standard that is hard, if not impossible for an ordinary person to achieve without divine intervention.
Learning From Experience	Is our life perfect? If not, why not? Against what are we measuring? By achievement? By comparison with other people? Some other way?	Suggest to the pupils that an equal measure of all 24 dispositions will produce a person as close to perfection as a mere man or woman could hope to be.
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Buddhism – story of Prince Siddhartha and the four signs.</li> <li>Buddhism – 4 noble truths – the search for enlightenment.</li> <li>Buddhism – the practise of meditation</li> </ul>	<ul> <li>Christian - the belief in Salvation by faith in Jesus</li> <li>Christian - the belief that Christ alone is a perfect person.</li> <li>Christian - the belief that believers are 'in Christ' and he in them.</li> <li>Hinduism - the regular practise of reflection.</li> <li>Hinduism - teaching about attaining Moksha (breaking the cycle of reincarnation by achieving perfection).</li> <li>Jainism - teaching about Karma</li> </ul>
Learning From Faith and Non-Religious Worldviews	How can I improve myself – and why?	What aspects of my character (24 dispositions) would I like to improve?
Learning to Discern	Is there a downside to continually striving to be perfect? What happens when I compare myself with (selected) other people?	Can harsh self-criticism stop me from being willing to lead, or even join in?

Disposition
Being Attentive to the Sacred as well as
the Precious

By the end of Key Stage/Year Group	KS2 a	Traditions often use language poetically. 'Listening' to God usually refers to attentiveness, not necessarily that God makes a sound. God is often thought to 'speak' through Scripture.	
Summary Statement of Intent	God may or may not 'be there'. God may or may not 'speak'. Only those who have tried to listen to God can make any claim to know the answer.		
Learning From Experience	Through activities and discussion, explore the difficulty of hearing one small voice in a cacophony of sound.	Activities to encourage 'listening' by helping us realise how specialist (and often underused) our sense of hearing is.	
Learning About Religious Traditions and Non-Religious Worldviews	<ul> <li>Christianity – Story of when God spoke to Elijah in a gentle whisper (1 Kings 19)</li> <li>Christianity – historical life example of a Christian who reflected – eg John Newton.</li> <li>Buddhism &amp; Hinduism –silent attentiveness.</li> </ul>	<ul> <li>Listen to sounds related to 5 of the main Religious Traditions in Birmingham.</li> <li>Christianity – What Psalm 119 teaches about 'listening' to God through his word (the Bible).</li> <li>Christianity – exploring what is involved in the practise of personal 'quiet time'.</li> <li>Humanism- explore examples the human ability to reason question, empathise and to be creative.</li> </ul>	
Learning From Faith and Non-Religious Worldviews	Do I make time to be attentive to God, or even to simply withdraw from the bustle of the world?	Does meditation on a phrase of scripture or words of wisdom have an impact on my mood or behaviour?	
Learning to Discern	Does quiet reflection always bring peace for myself and for others?	Do I find quiet attentiveness peaceful, or unsettling? When should quiet reflection lead to action?	