



Mapping Jigsaw RE to the Cornwall Agreed Syllabus 2020

Jigsaw RE, the enquiry approach to Religious Education

What is Jigsaw RE?

Jigsaw RE is a comprehensive Scheme of Learning for Religious Education for the primary school, ages 3-12.

Written by RE specialist teachers in the Jigsaw Team and trialled by 100 schools, the weekly lesson plans with all the resources needed to deliver them, and integral assessment process make **Jigsaw RE the first of its kind and the vehicle to transform statutory RE in the primary school.**

It adopts an enquiry-based Worldviews approach to teaching and learning with much flexibility and choice of which religion/worldview to include, alongside recommended teaching approaches in line with current recommendations.

This means Jigsaw RE is compatible with, and a huge help to implementing locally agreed syllabi across the UK. Our complimentary mapping documents transparently share how we see Jigsaw RE supporting each agreed syllabus and identify any further planning required if necessary.

Jigsaw RE is also a portal model which means everything is available online – with resources and assessments which can be downloaded if needed. This also means the programme can be refreshed and updated without affecting the user.

EYFS (Early Years Foundation Stage) have 6 enquiries in each year group (ages 3-4 and 4-5). These introduce a range of religions within enquiries such as 'What makes people special?' (4-5) or 'What makes places special to me and others?'. (3-4)

Each of the 3 age-phases spanning Key Stages 1 and 2 (ages 5-11/12) has enquiries on all of the following worldviews:

- Buddhism
- Humanism
- Islam
- Judaism
- Sanatana Dharma (formerly referred to as Hinduism)
- Sikhi (formerly referred to as Sikhism) and
- Christianity, which includes enquiries for **every year group.**

The mapping document that follows compares:

1. the pedagogies (teaching approaches)
2. the 'which religion/belief system when?' requirements
3. the subject knowledge content and
4. the assessment process.

1. The pedagogies (teaching approaches)

Jigsaw RE is an enquiry-based approach to Religion and Worldviews Education, a different enquiry for every half-term (6 per year) focusing on one religion at a time.

The aim is to deepen children's critical thinking skills through greater subject knowledge and also to allow their own spiritual development.

Each enquiry has a big enquiry question e.g. What is the best way for a Sikh to show commitment to God? and this is explored with a **4-step process**:

Engagement (How can I make connections between my world and the world of religion?)

Investigation (What do I need to learn about the religion in order to answer the big question)

Evaluation (How well can I apply this knowledge to the big question using critical thinking/evaluation skills?)

Expression (Can I express what difference this enquiry has made to me, my thinking and my starting point?)

2. Which religions when in the Cornwall agreed syllabus?

The Cornwall syllabus stipulates the following coverage:

During Reception Children will encounter 'Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.'

During Key Stage 1 Pupils study Christianity and one other religion from Judaism or Islam.

During Key Stage 2 Pupils study Christianity, Hinduism, Islam and Judaism

Encounters with other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context.

3. Subject Knowledge content

The overview grid at the end of this document shows a list of enquiries and core content for each of the religions and worldviews mentioned earlier. This mapping document will hopefully show how some of the Jigsaw RE enquiries would enable schools to fulfil many of the requirements of the local syllabus.

Jigsaw RE has full enquiries for early Years foundation Stage (EYFS) 1 and 2

The enquiries are listed below in age range and with a summary of content.

The Cornwall syllabus is structured around a principal aim which is exemplified in the following three elements of the teaching and learning approach.

- To make sense of a range of religious and non-religious beliefs
- To understand the impact and significance of religious and non-religious belief
- To make connections between religious and non-religious beliefs, concepts, practices and ideas studied

As well as the main body of the syllabus, Cornwall is distinctive by including material specific to the local area. This content is called the Curriculum Kernewek and is included in an annex at the end of the syllabus. This annex contains four units of work which must be used to replace the corresponding units in the main body of the syllabus.

The Cornwall syllabus states that in Reception, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it.

Six units are provided in the syllabus – At least four of these should be taught.

- F1 Why is the word 'God' so important to Christians?
- F2 Why is Christmas special for Christians?
- F3 Why is Easter special for Christians?
- F4 Being special: where do we belong?
- F5 Which places are special and why?
- F6 Which stories are special and why?

The Cornwall syllabus states that in Reception children will encounter religions and worldviews through special people, books, times, places and objects. During the Foundation Stage Jigsaw RE covers aspects of RE through big questions which focus on areas like special people, places, times and stories – this is consistent with the Cornwall syllabus.

EYFS1 – Ages 3-4	Summary of content
Special People and me	Moses as a special baby, Jesus as a special person healing people with leprosy
Christmas and me	Jesus as a special baby, Mary as a special mummy, Joseph as a special daddy, The Christmas story
Celebrations and me	Holi
Easter and me	Easter –Palm Sunday, Bertie finding out about Spring to link it to the new life in Jesus' resurrection.
Stories and me	Stories from Sanatana Dharma and Sikhi
Special Places and me	Synagogue, mosque and church

EYFS2 – Ages 4-5	Summary of content
Special People	Role models including Moses and the 10 commandments and Jesus healing the paralysed man and the blind man
Christmas	The Christmas story: shepherds and the wise men
Celebrations	Holi (New year, Chinese New Year etc)
Easter	Easter: Palm Sunday and the Last Supper
Stories	Stories from Sanatana Dharma and Sikhi
Special places	Synagogue including clothes that might be worn there, mosque and church

At **Key Stage 1**, the Cornwall syllabus specifies that children learn about Christianity, Islam and Judaism.

The Cornwall syllabus content in Key Stage 1 is covered through the following units of study.

- 1.1 What do Christians believe God is like?
- 1.2 Who do Christians say made the world?
- 1.3 Why does Christmas matter to Christians?
- 1.4 What is the 'good news' Christians believe Jesus brings?
- 1.5 Why does Easter matter to Christians?
- 1.6 Who is a Muslim and how do they live? [Double unit]
- 1.7 Who is Jewish and how do they live? [Double unit]
- 1.8 What makes some places sacred to believers? - Christians and Muslims
- 1.9 How should we care for others and for the world, and why does it matter? Christians, Jews and non-religious worldviews
- 1.10 What does it mean to belong to a faith community? Christians, Jews, Muslims and non-religious worldviews

Jigsaw RE offers the choice of seven religions and worldviews in Key Stage 1 so offers Cornwall schools the opportunity to cover the recommended religions.

The Cornwall syllabus includes some units of study based around key enquiry questions, Jigsaw RE takes a similar approach.

The table below shows how the Jigsaw RE enquiry units could help to deliver some of the suggested content in the Cornwall units of study.

Key Stage 1 Christianity, Islam and Judaism examples are used.

Cornwall		Jigsaw RE	
No	Key Unit	Enquiry question	Core content
1.1	What do Christians believe God is like?	What do Christians believe about God?	Creation, God the Father as an introduction to the Trinity
1.2	Who do Christians say made the world?		
1.3	Why does Christmas matter to Christians?	Why do Christians believe God gave Jesus to the world?	Christmas - Jesus as a gift from God (incarnation).
		What gifts might a Christian in my town have given Jesus if he had been born here rather than in Bethlehem?	Incarnation, God the Son – continuation of introduction to the Trinity.
1.4	What is the 'good news' Christians believe Jesus brings?	Is it possible to be kind to everybody all of the time?	Jesus's example as the Son of God.
1.5	Why does Easter matter to Christians?	How important is it to Christians that Jesus came back to life after his crucifixion?	Salvation - Resurrection of Jesus at Easter.
		Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Salvation, God the Son – continuation of introduction to the Trinity.
1.6	Who is a Muslim and how do they live? [Double unit]	Who is God to Muslims?	The meanings of and the attributes shown by the 99 names of Allah and how a Muslim may want to show respect to these.
1.7	Who is Jewish and how do they live? [Double unit]	Is Shabbat important to Jewish children?	Shabbat - The Jewish creation story, Shabbat and the synagogue as a place of worship during Shabbat
1.8	What makes some places sacred to believers? - Christians and Muslims	How important is the Qur'an to Muslims?	How Muhammad received the Qur'an in the Night of Power, how a Muslim would treat the Qur'an with respect and the importance of its teachings to Muslims today.

1.9	How should we care for others and for the world, and why does it matter? Christians, Jews and non-religious worldviews	Is it possible to be kind to everybody all of the time?	Jesus's example as the Son of God.
1.10	What does it mean to belong to a faith community? Christians, Jews, Muslims and non-religious worldviews	How important is the prophet Muhammad to Muslims?	Events in the life of the prophet Muhammad and their impact on and importance to Muslims today (discusses the Qur'an and the Hadith).
		Does visiting the synagogue help Jewish children feel closer to God?	Synagogue - The importance of Jerusalem and pilgrimage there, and the synagogue as a place of worship and community.
Cornwall		Jigsaw RE	

Key Stage 2

At Key Stage 2 Pupils study Christianity, Hinduism, Judaism and Islam. Local demographics can influence the study of other belief systems.

The Cornwall syllabus includes some units of study for Lower and Upper Key Stage 2.

The tables below show how the Jigsaw RE enquiry units could help to deliver some of the suggested content in the Cornwall syllabus.

Lower Key Stage 2

Christianity, Hinduism, Judaism and Islam are included here.

Jigsaw RE offers the choice of seven religions and worldviews in Key Stage 2 so offers Cornwall schools the opportunity to cover the recommended religions.

Cornwall		Jigsaw RE	
No	Key Unit	Enquiry question	Core content
L2.1	What do Christians learn from the Creation story?	The Creation story features in the KS1 enquiries as a focus	
L2.2	What is it like for someone to follow God?	How special is the relationship Jews have with God?	Covenant, Abraham, Isaac, Moses, Ten Commandments, Synagogue, Torah, Ner Tamid, Mezuzah, Shema
		Do people need to go to church to show they are Christians?	Uses of the church for worship and other events such as baptism and taking of Holy Communion.
L2.3	What is the 'Trinity' and why is it important for Christians?	Does belief in the Trinity help Christians make better sense of God as a whole?	Trinity and how the 3 consubstantial persons of God can help Christians understand the different aspects of God and the impact of this on their lives.

L2.4	What kind of world did Jesus want?	Is forgiveness always possible for Christians?	Revisiting the Easter story with a focus on the teaching of Jesus about forgiveness (7x70 times) and the people that Jesus forgave (Peter and the people who crucified him and were crucified with him).
L2.5	Why do Christians call the day Jesus died 'Good Friday'?	What is 'good' about Good Friday?	The Easter story and its meaning to Christians in the belief that Jesus came back to life and therefore they may receive life after death.
L2.6	For Christians, what was the impact of Pentecost?	There is no specific enquiry on Pentecost, but other enquiries could be used to act as a base for it to be added, for example the enquiry on trinity	
L2.7	What do Hindus believe God is like?	Who is God to Sanatanis?	Brahman as one supreme being in everything and everywhere. The Trimurti and what each aspect of Brahman represents. The Sanatani belief that there is one God in many different forms and how these deities are present in Sanatani beliefs and worship.
L2.8	What does it mean to be Hindu in Britain today?	What is the best way for a Sanatani to lead a good life?	How the Sanatani beliefs in Karma, Atman and Moksha may affect the actions they take in their lives including devotion to God and actions to help society.
L2.9	How do festivals and worship show what matters to Muslims?	What is the best way for a Muslim to lead a good life?	Pillars, belief in life after death and the role of the two angels and the judgement of Allah, teachings from the Qur'an and Hadith, Zakat, Sadaqah, fasting during Ramadan.
L2.10	How do festivals and family life show what matters to Jewish people?	How does celebrating Shavuot help Jewish children feel closer to God?	Pesach or Passover (To commemorate leaving Egypt and the crossing of the red sea), Sukkot (The festival of God's protection) and Shavuot (Giving of the Torah), story of Moses and the Israelites in the desert and the giving of the 10 Commandments, Bikkurim, how Shavuot is celebrated today.
L2.11	How and why do people mark the significant events of life? Christians, Hindus, Muslims, non-religious	Does visiting the Ganges make a person a better Sanatani?	The importance of the River Ganges to Sanatanis and why they would make a pilgrimage there. What actions are taken at Varanasi because of the belief of Brahman in everything including the waters of the river.
		Does completing a pilgrimage make a person a better Muslim?	Pilgrimage - preparations for visiting Makkah, clothes worn, and actions taken there, conditions for pilgrimage to Makkah, impact on life of a Muslim.
L2.12	How and why do people try to make the world a better	Could Jesus heal people? Did he	Jesus' Miracles including the healing of the person with leprosy, the healing of the

	place? Christians, Muslims, non-religious	perform miracles or was there some other explanation?	wise man and the healing of the paralysed man.
Cornwall		Jigsaw RE	

Upper Key Stage 2

Cornwall		Jigsaw RE	
No	Key Unit	Enquiry question	Core content
U2.1	What does it mean if Christians believe God is holy and loving?	Does belief in the Trinity help Christians make better sense of God as a whole?	Trinity and how the 3 consubstantial persons of God can help Christians understand the different aspects of God and the impact of this on their lives.
U2.2	Creation and science: conflicting or complementary?	Links could be made to some Jigsaw RE enquiries like 'Is the Christmas story true?' – this examines truth claims	
U2.3	Why do Christians believe Jesus was the Messiah?	What is the most significant part of the nativity story for Christians today?	Revisiting the Christmas story with a focus on the symbolism of different parts and how they might be meaningful in different ways to different people, including the use of the Christingle.
U2.4	How do Christians decide how to live? 'What would Jesus do?'	How significant is it for Christians to believe that God intended Jesus to die?	Salvation, focussing on whether this was Jesus' destiny or his free will, looking at the actions taken in Holy Week.
U2.5	What do Christians believe Jesus did to 'save' people?	How did Jesus create a "New Covenant" and what does that mean to Christians today?	Salvation history - Old Testament Covenants compared with the Covenant that Jesus made, what the New Covenant may mean to a Christian today and what impact it might have on how they live their lives.
U2.6	For Christians, what kind of king is Jesus?	Is anything ever eternal?	Salvation and eternal life, agape and forgiveness. What might motivate a Christian to show these qualities considering the belief in heaven.
U2.7	Why do Hindus want to be good?	Do beliefs in Karma, Samsara and Moksha help Sanatanis live good lives?	Sanatani belief in Karma and Reincarnation and different types of Dharma, Samsara and Moksha. The impact of these beliefs on the lives on Sanatanis including Sadhus.
U2.8	What does it mean to be a Muslim in Britain today?	What is the best way for a Muslim to show commitment to God?	The importance of prayer, helping the poor and needy, purification of wealth, Ramdan, importance of Allah in the life of a Muslim and

			why they would want to show Allah respect and commitment.
U2.9	Why is the Torah so important to Jewish people?	What is the best way for a Jew to show commitment to God?	Covenant, the Ten commandments, Shabbat, Kashrut, going to Synagogue and worship, Seder, the Torah and the importance of Jewish Festivals, Bar and Bat Mitzvah.
U2.10	What matters most to Humanists, Christians? Christians and non-religious, with opportunities to include other faiths studied	What is the best way for a Christian to show commitment to God?	Beliefs and practices including the 10 Commandments, Love your neighbour as yourself, charity work and prayer and worship practices.
U2.11	Why do some people believe in God and some people not? Christians, non-religious	How do inspirational people impact on how Humanists live today?	Humanist role models and how they impact on actions a Humanist might take.
U2.12	How does faith help people when life gets hard? Christians, Muslims and/or Jews and/or Hindus, non-religious	Does belief in Akhirah (life after death) help Muslims lead a good life?	Interpretations of what the Qur'an says about life after death (Akhirah), actions a Muslim might take as Jihad, greater and lesser Jihad, how believing in Akhirah influences Muslims in their lives today.
		How did Jesus create a "New Covenant" and what does that mean to Christians today?	Salvation history - Old Testament Covenants compared with the Covenant that Jesus made, what the New Covenant may mean to a Christian today and what impact it might have on how they live their lives.
Cornwall		Jigsaw RE	

Jigsaw RE provides material covering content for seven principal religions and worldviews up to the end of Key Stage 2. As this includes all of the religions and worldviews recommended in the syllabus, Cornwall schools would have access to the content they need in Jigsaw RE to help fulfil the syllabus requirements.

4. The assessment process

Assessment process in the syllabus

The Cornwall Agreed Syllabus measures assessment using end of phase expectations. The syllabus includes unit and end of phase outcome statements which can also be used in reporting.

The statements reflect the three aims below.

A – Making sense of beliefs

B – Understanding the impact

C – Making connections

Teachers will be able to comment if students are emerging, meeting expectations or exceeding the specific unit outcomes. These phrases are suggestions but are likely to be adopted in practice.

Assessment is a major contributor in evidencing the impact of high-quality teaching and learning, and this needs to be tracked to ensure that pupils are building on their skills and knowledge over time.

Because each enquiry has its own stand-alone assessment activity, criteria and descriptors, assessment should be straightforward for teachers and can follow exactly that provided by Jigsaw RE. The adaptive teaching using support or challenge that should be provided for the children to allow all learners to achieve within the enquiry and the assessment activity, should be decided upon by the individual teachers using their knowledge of their children. To aid in summarising where children should be at the end of the 5-7, 7-9- and 9-11-years age range, Jigsaw RE provides a helpful table which teachers can use to assess the overall achievement and progress of their children. We cannot do this for specific worldviews as every school may choose their own combinations in each year group. Some schools have found taking the specific knowledge from the Knowledge Organisers relevant to their chosen enquiries has enabled them to build a ladder of progression for their children both for their overall journey within the school and for each individual religion.

Jigsaw RE contains **3 age-related expectation descriptors for each enquiry**. These expectations (working AT, TOWARDS and BEYOND) give guidance for assessing each of the 3 aspects of learning involved and made explicit in Jigsaw RE. Schools can, of course, use the language of their choice to describe these expectations (e.g., working towards, ARE, greater depth) in order to ensure RE is in line with the school's system.

The 3 aspects of learning are colour-coded:

Green: Personal resonance with or reflection on the concept/belief underlying the subject matter of the enquiry. The child's own thoughts, opinions, belief, empathy. (**Personal development**)

Blue: Knowledge and understanding of the subject matter of that enquiry (**substantive/ subject knowledge**)

Red: Skills of evaluation, research, critical thinking in relation to the enquiry question (**disciplinary knowledge**)

This colour coding runs through the learning objectives in the planning and in any activity sheets so the teacher can see which activity is focused on which aspect of learning and follow this through in the expectation descriptors (Working TOWARDS, Working AT and Working BEYOND) and in the exemplification. This will make it easier to link teaching with learning outcomes.

Support for Jigsaw RE schools in Cornwall

We offer the website <https://jigsawpshe.online/materials/jigsaw-re/> to Jigsaw RE users as an ongoing hub of support. People are welcome to contribute. Termly newsletters, fresh articles and additional resources are added regularly. Alerts are sent out via email.

We offer ongoing support to schools using Jigsaw RE by:

- Offering each school a mentor, always on hand to answer any questions and offer support and advice
- Giving password-protected access to the Jigsaw RE Community Area on the website
- Regular newsletters including updates and more teaching/learning ideas
- Access to our free online webinar training programme

We hope this mapping document helps you see how Jigsaw RE could help schools deliver aspects of the locally agreed syllabus. For further detail please contact head office at office@jigsaweducationgroup.com

A complete list of all the current enquiries in Jigsaw RE

Worldviews – progression through the programme

Buddhism

Age range	Enquiry	Theme/content
5-7	Why is the story of the Buddha important to Buddhists?	The significance of the Buddha to many Buddhists and how many Buddhists might try not to be selfish or greedy because of his example.
5-7	What is the best way for a Buddhist to lead a good life? Right Speech	Introduction to the teachings of the Buddha and the Noble Eightfold Path, focussing on Right Speech and how this would impact on the behaviour and life of a Buddhist.
5-7	What is the best way for a Buddhist to lead a good life? Right Action	Further investigation into the teachings of the Buddha and the Noble Eightfold Path, focussing on Right Action and how this would impact on the behaviour and life of a Buddhist.
7-9	Is it possible for everyone to be happy?	Revisits the story of the Buddha and his enlightenment, consideration of material against inner happiness, and the Buddha's teachings about lessening suffering.
7-9	Can the Buddha's teachings make the world a better place?	Anicca (change) and Dukkha (suffering), the story of the Buddha and the angry elephant, Kisa and the mustard seed, the Buddha's teaching on how compassion can lessen suffering.
7-9	What is the best way for a Buddhist to lead a good life?	Examples of the Eightfold Path that a Buddhist might put into action in their lives (especially Right Mindfulness and Right Effort), Nirvana, enlightenment, reincarnation.
9-11	What is the best way for a Buddhist to show commitment to their beliefs?	The 3 Jewels or Refuges, Sangha, Dhamma, the Noble Eightfold Path, the Three Root Poisons, Dukkha, The Three Marks of Existence (everything changes, dissatisfaction leads to suffering and the fact that people can change), The Four Noble Truths (suffering exists; it has a cause; it has an end; and it has a way to bring about its end), The Five Precepts
9-11	What is the best way for a Buddhist to live a good life? Right Living and Intention	Consequences of the Five Precepts, how Dhamma might lead a Buddhist to choose a certain job or career, how Right Intention might impact on a Buddhist's life.
9-11	How are Buddhist teachings interpreted by believers?	Theravada Buddhists, Mahayana Buddhists, how the Eightfold Path might be interpreted by a believer, Samsara, why the 5 Precepts and the Eightfold Path might be important to some Buddhists.

Christianity

Age range	Enquiry	Theme/content
5-6	What do Christians believe about God?	Creation, God the Father as an introduction to the Trinity
5-6	What gifts might a Christian in my town have given Jesus if he had been born here rather than in Bethlehem?	Incarnation, God the Son – continuation of introduction to the Trinity.

5-6	Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Salvation, God the Son – continuation of introduction to the Trinity.
6-7	Is it possible to be kind to everybody all of the time?	Jesus's example as the Son of God.
6-7	Why do Christians believe God gave Jesus to the world?	Christmas - Jesus as a gift from God (incarnation).
6-7	How important is it to Christians that Jesus came back to life after his crucifixion?	Salvation - Resurrection of Jesus at Easter.
7-8	Has Christmas lost its true meaning?	The meaning of Christmas to Christians including extending kindness and considering why Jesus was born (the incarnation).
7-8	Could Jesus heal people? Did He perform miracles or was there some other explanation?	Jesus' Miracles including the healing of the person with leprosy, the healing of the wise man and the healing of the paralysed man.
7-8	What is 'good' about Good Friday?	The Easter story and its meaning to Christians in the belief that Jesus came back to life and therefore they may receive life after death.
8-9	What is the most significant part of the nativity story for Christians today?	Revisiting the Christmas story with a focus on the symbolism of different parts and how they might be meaningful in different ways to different people, including the use of the Christingle.
8-9	Is forgiveness always possible for Christians?	Revisiting the Easter story with a focus on the teaching of Jesus about forgiveness (7x70 times) and the people that Jesus forgave (Peter and the people who crucified him and were crucified with him).
8-9	Do people need to go to church to show they are Christians?	Uses of the church for worship and other events such as baptism and taking of Holy Communion.
8-9	Why are there four Gospels and how are they relevant for Christians?	Stories contained within several of the gospels including an in-depth examination of the different versions of the feeding of the 5000.
9-10	Is the Christmas story true?	Incarnation, focussing on the elements of the Christmas story which may cause debate (e.g., shepherds being on the hills in December, a census in the winter when people had to travel) and how this may or may not affect people's beliefs.
9-10	How significant is it for Christians to believe that God intended Jesus to die?	Salvation, focussing on whether this was Jesus' destiny or his free will, looking at the actions taken in Holy Week.
9-10	What is the best way for a Christian to show commitment to God?	Beliefs and practices including the 10 Commandments, Love your neighbour as yourself, charity work and prayer and worship practices.
9-10	Does belief in the Trinity help Christians make better sense of God as a whole?	Trinity and how the 3 consubstantial persons of God can help Christians understand the different aspects of God and the impact of this on their lives.
10-11	How significant is it that Mary was Jesus' mother?	Incarnation focussing on the annunciation and Mary's background. This enquiry discusses the Christians belief in Mary's virginity so the school's RSHE scheme may need to be consulted.
10-11	Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	Incarnation looking at how celebrations today do or do not directly relate to the birth of Jesus as the basis of Christmas. This is an alternative unit for schools not wishing to cover the belief in the virgin birth.

10-11	Is anything ever eternal?	Salvation and eternal life, agape and forgiveness. What might motivate a Christian to show these qualities considering the belief in heaven.
10-11	Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	Festivals and celebrations, symbols and Christian organisations, ways in which Christianity is influencing lives today with its impact on people round the world and in this country.
10-11	How did Jesus create a "New Covenant" and what does that mean to Christians today?	Salvation history - Old Testament Covenants compared with the Covenant that Jesus made, what the New Covenant may mean to a Christian today and what impact it might have on how they live their lives.

Islam

Age range	Enquiry	Theme/content
5-7	Who is God to Muslims?	The meanings of and the attributes shown by the 99 names of Allah and how a Muslim may want to show respect to these.
5-7	How important is the prophet Muhammad to Muslims?	Events in the life of the prophet Muhammad and their impact on and importance to Muslims today (discusses the Qur'an and the Hadith).
5-7	How important is the Qur'an to Muslims?	How Muhammad received the Qur'an in the Night of Power, how a Muslim would treat the Qur'an with respect and the importance of its teachings to Muslims today.
7-9	Does praying at regular intervals help a Muslim in their everyday lives?	Prayer (Salat/Salah) and prayer times, why Muslims might pray, prayer at home and at the mosque, story of the Night Journey, preparations for prayer, some of the 99 names of Allah, and the impact of prayer on the life of a Muslim.
7-9	Does completing a pilgrimage make a person a better Muslim?	Pilgrimage - preparations for visiting Makkah, clothes worn, and actions taken there, conditions for pilgrimage to Makkah, impact on life of a Muslim.
7-9	What is the best way for a Muslim to lead a good life?	Pillars, belief in life after death and the role of the two angels and the judgement of Allah, teachings from the Qur'an and Hadith, Zakat, Sadaqah, fasting during Ramadan.
9-11	What is the best way for a Muslim to show commitment to God?	The importance of prayer, helping the poor and needy, purification of wealth, Ramdan, importance of Allah in the life of a Muslim and why they would want to show Allah respect and commitment.
9-11	How is the Qur'an vital to Muslims today?	Important events during the Night of Power and the giving of the Qur'an, actions a Muslim might take to show respect to the Qur'an and why, sayings from the Qur'an and understanding that there may be different interpretations.
9-11	Does belief in Akhirah (life after death) help Muslims lead a good life?	Interpretations of what the Qur'an says about life after death (Akhirah), actions a Muslim might take as Jihad, greater and lesser Jihad, how believing in Akhirah influences Muslims in their lives today.

Judaism

Age range	Enquiry	Theme/content
5-7	Who is God to Jews?	Introduction to Judaism including God's covenant with Abraham, the Jewish belief in one God, the story of Moses and the 10 Commandments, and the 613 Mitzvot.
5-7	Is Shabbat important to Jewish children?	Shabbat - The Jewish creation story, Shabbat and the synagogue as a place of worship during Shabbat
5-7	Does visiting the synagogue help Jewish children feel closer to God?	Synagogue - The importance of Jerusalem and pilgrimage there, and the synagogue as a place of worship and community.
7-9	What is the best way for a Jew to lead a good life?	Abraham and Isaac and God's covenant with Abraham, Jewish marriage, Tikkun Olam, Tu B'Shevat, Mitzvah Day.
7-9	How do Jewish beliefs, teachings and stories impact on daily life?	Kosher, Kashrut rules from the Torah, foods that are treif and parev; the story of the Passover and the symbolism of the Seder plate.
7-9	How does celebrating Shavuot help Jewish children feel closer to God?	Pesach or Passover (To commemorate leaving Egypt and the crossing of the red sea), Sukkot (The festival of God's protection) and Shavuot (Giving of the Torah), story of Moses and the Israelites in the desert and the giving of the 10 Commandments, Bikkurim, how Shavuot is celebrated today.
9-11	Are Rosh Hashanah and Yom Kippur important to Jewish children?	Torah, aspects of the synagogue, New Year/Rosh Hashanah, Yom Kippur (Day of Atonement), Days of Awe, Mitzvot. Customs of Rosh Hashanah, ways Jews would celebrate Yom Kippur.
9-11	What is the best way for a Jew to show commitment to God?	Covenant, the Ten commandments, Shabbat, Kashrut, going to Synagogue and worship, Seder, the Torah and the importance of Jewish Festivals, Bar and Bat Mitzvah.
9-11	How are sacred teachings and stories interpreted by Jews today?	How Shabbat is celebrated amongst different Jewish communities (Orthodox, Reform, Haredi, Masorti, Liberal). Importance of Shabbat in the Torah, diversity and choice within Judaism regarding Kashrut.

Sanatana Dharma (Hinduism)

Age range	Enquiry	Theme/content
5-7	Who is God to Sanatanis?	Brahman as one supreme being in everything and everywhere. The Trimurti and what each aspect of Brahman represents. The Sanatani belief that there is one God in many different forms and how these deities are present in Sanatani beliefs and worship.
5-7	What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali?	The story of Rama and Sita, what a Sanatani might learn from it and how it informs some elements of Sanatani practice.
5-7	Who is God to Sanatanis?	Brahman as one supreme being in everything and everywhere. The Trimurti and what each aspect of Brahman represents. The Sanatani belief that there is one God in many different forms and how these deities are present in Sanatani beliefs and worship.

7-9	Does visiting the Ganges make a person a better Sanatani?	The importance of the River Ganges to Sanatanis and why they would make a pilgrimage there. What actions are taken at Varanasi because of the belief of Brahman in everything including the waters of the river.
7-9	What do some deities tell Sanatanis about God?	Belief in the deities and their aspects of the one supreme being which is Brahman. Focus on Ganesha and Lakshmi and what particular blessings they bestow.
7-9	What is the best way for a Sanatani to lead a good life?	How the Sanatani beliefs in Karma, Atman and Moksha may affect the actions they take in their lives including devotion to God and actions to help society.
9-11	What is the best way for a Sanatani to show commitment to God?	Prayer and Worship including the significance of Puja and how Puja shows commitment to God, devotion to gods and goddesses and pilgrimage to the Ganges.
9-11	How can Brahman be everywhere and in everything?	How Brahman takes on many forms (the children will look at a selection) and these show aspects of the one supreme deity, the Trimurti, the Aum.
9-11	Do beliefs in Karma, Samsara and Moksha help Sanatanis live good lives?	Sanatani belief in Karma and Reincarnation and different types of Dharma, Samsara and Moksha. The impact of these beliefs on the lives on Sanatanis including Sadhus.

Sikhi

Age range	Enquiry	Theme/content
5-7	Who is God to Sikhs?	The life and teachings of Guru Nanak, the importance of the Guru Granth Sahib and three most important Sikhi beliefs.
5-7	Why do Sikhs admire their Gurus?	Guru Nanak as a special teacher and leader, the 10 Gurus, Guru Gobind Singh and the Khalsa and its impact today.
5-7	Does taking part in the Baisakhi help Sikh children feel a sense of belonging?	The history of the festival of Baisakhi and how Guru Gobind Singh changed this when he founded the Khalsa, and how Sikh children may celebrate Baisakhi today.
7-9	Does joining the Khalsa make someone a better Sikh?	Amrit ceremony, the promises made, events of how the first Khalsa was formed, reasons why a Sikh may or may not choose to join the Khalsa, the meaning of the 5Ks and how they are important to Sikhs today
7-9	Do Sikhs think it is important to share?	Guru Granth Sahib and its teachings, Waheguru, and Simran (the repetition of God's name), Guru Angad Dev Ji, Guru Nanak and the Sanatani Saints, why Sikhs sit and share food (Langar) together in the Gurdwara and how this shows their belief in equality.
7-9	What is the best way for a Sikh to lead a good life?	Revisiting the Khalsa and the 5 Ks and how these help Sikhs live a good life, the Sikh Golden rules, Seva/Sewa (selfless service), vand ke chanka (vand= sharing, chanka =food), how Sikhs show respect to the Guru Granth Sahib.
9-11	How far would a Sikh go for their religion?	Khalsa, Baisakhi or Vaisakhi, giving of sacrifice, 3 Pillars or Key Beliefs, Guru Tegh Bahadur Ji, the role of Sikhs in both WW1 and WW2, Sewa, Vand ke Chanka, Naam Japo (Focus on God), the Harmander Sahib.
9-11	How are sacred teachings and stories interpreted by Sikhs today?	Guru Granth Sahib, the Gurus as teachers, Guru Gobind Singh, the story of Bhai Kanaya, Malik Bhago and Guru Nanak, Guru Amar Das and his belief in gender equality.
9-11	What is the best way for a Sikh to show commitment to God?	Wearing of the 5Ks and turbans, World Turban Day, Guru Amar Das or Guru Amardas Ji (3rd Guru), Guru Har Gobind Sahib (6 th Guru), Harmandir Sahib, Maharaja Ranjit Singh, Akal Takhat.

Humanism

Age range	Enquiry	Theme/content
5-7	What do Humanists believe?	Introduction to what Humanists may believe including the Golden Rule, basic beliefs and the use of the Happy Human symbol.
7-9	What motivates Humanists to lead good lives?	Humanist beliefs on how the world began and why it is important to look after it, using the example of Humanist Climate Action.
9-11	How do inspirational people impact on how Humanists live today?	Humanist role models and how they impact on actions a Humanist might take.

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