

## RE Landgate School Long Term Planning KS4 2020-2022

<b>Key Stage 4</b>	<p><b>Key stage 4 Intent:</b></p> <p>The main objective of RE at KS4 is to provide varied and enriching lessons that effectively prepare pupils for life in a culturally diverse modern world. We aim to promote an awareness of the usefulness of RE to everyday living, to encourage enthusiasm for interest in the study of other people's beliefs and to promote mutual respect, tolerance and understanding across different cultures and communities. Religious Education develops pupils' ability to express themselves, ready for their further education at KS5 and any career opportunities ahead.</p> <p>At Landgate School our KS4 students work towards AQA level accreditation awards appropriate to their ability. We aim to incorporate all six major world religions and tackle a variety of current topical issues to ensure breadth and balance is provided.</p> <p>The curriculum allows our students to:</p> <ul style="list-style-type: none"> <li>Explore issues of religion and belief</li> <li>Understand the views and opinions of people whose beliefs and values differ from their own</li> <li>Reflect on their own ideas and develop their thoughts about questions of meaning and ethics</li> <li>Recognise and value the role they play in their community; locally and globally</li> </ul>
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		<b>Key Stage Opportunities:</b>	
		<ul style="list-style-type: none"> <li>• Accreditation: pre-entry and entry level awards (AQA)</li> <li>• Outdoor learning opportunities</li> <li>• Community engagement work</li> <li>• Educational visits</li> <li>• Visitors to school</li> <li>• Studying major world religions in greater depth and relating to world issues such as the environment and poverty</li> <li>• Engagement with Achievement assemblies held on a half termly basis</li> <li>• Daily opportunities provided for individual reflection</li> </ul>	
		<b>Year A 2020-2021</b>	<b>Year B 2021-2022</b>
<b>Focus 1</b>	<b>Key Focus:</b>	A Sense of Self	Ideas about God
	<b>Key vocabulary list:</b>	myself, me, self, individual, beliefs, values, religion, others, relationship, role, rights, responsibilities, prejudice, stereotyping, discrimination, racism	God, ideas, beliefs, thoughts, mindset, religion, culture, fact, existence, non-existence, representation, art, medium, modern, ancient, similarities, differences, personal opinion
	<b>Key Skills:</b> <b>Key Knowledge:</b>	<p>See accreditation units: Pre-entry level: 73685 SELF AWARENESS</p> <ul style="list-style-type: none"> <li>• making a collage with help</li> <li>• experienced at least two sensations</li> <li>• visiting at least three different places within the locality of the school</li> <li>• making a hand, a foot and a finger print with help</li> <li>• identifying at least two sensory preferences</li> <li>• tolerating the feel of at least two different textures found within the locality of the school for up to ten seconds</li> </ul> <p>Entry level: 12788 RELIGIOUS STUDIES: PREJUDICE AND</p>	<p>See accreditation units: Pre-entry level: 111039 PHILOSOPHY OF RELIGION: WHAT IS GOD? (UNIT 1)</p> <ul style="list-style-type: none"> <li>• shown knowledge of how God is represented in art by at least two different religions or cultures through history</li> <li>• shown knowledge of one difference between fact and belief</li> <li>• offer a personal opinion about the existence of God</li> </ul> <p>Entry level: 111040 PHILOSOPHY OF RELIGION: WHAT IS GOD? (UNIT 2)</p> <ul style="list-style-type: none"> <li>• shown knowledge of how God is represented in art by at least three different religions and cultures through history</li> <li>• shown knowledge of at least two similarities between the</li> </ul>

	<p>DISCRIMINATION</p> <ul style="list-style-type: none"> <li>• shown knowledge of the meaning of the terms 'prejudice', 'stereotyping', 'discrimination' and 'racism'</li> <li>• summarise a passage from a sacred text relevant to the issues of prejudice and discrimination</li> <li>• present at least two religious responses to this issue</li> <li>• explain briefly how at least one religious response to this issue might affect the life of a religious believer</li> <li>• offer and support a personal opinion on a religious perspective on this issue</li> </ul>	<p>idea of the existence of Gods in ancient religions</p> <ul style="list-style-type: none"> <li>• briefly explain the concept of God in at least two modern religions</li> <li>• offer and support a personal opinion on the existence of God</li> </ul>
	<p><b>Key Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Individual portraits; labelling key characteristics</li> <li>• Identifying things important to themselves and others (interview opportunity)</li> <li>• Rights and responsibilities (study Human Rights charter)</li> <li>• 'We are Born Free' picture book</li> <li>• Case study examples of prejudice and discrimination (<a href="https://www.bbc.co.uk/bitesize/guides/zcb42hv/revision/1">https://www.bbc.co.uk/bitesize/guides/zcb42hv/revision/1</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring how God is represented in different religions and cultures</li> <li>• Comparing and contrasting different views about God</li> <li>• Difference between ancient and modern views about God</li> <li>• Begin to express personal opinion about God's existence</li> <li>• 'What is God?' book by Etan Boritzer</li> <li>• Carry out video interviews with staff, learners and local community; asking their views about God</li> </ul>
<b>Focus 2</b>	<p><b>Key Focus:</b></p> <p>Christian Festivals</p>	<p>Hindu Worship</p>
	<p><b>Key vocabulary list:</b></p> <p>Christianity, Christian, worship, celebration, customs, festivals, music, dance, food, clothing, Advent, Christmas, Epiphany, traditions, Jesus, birthday, Nativity</p>	<p>Hindu, Hinduism, religion, traditions, faith, beliefs, rituals, deities, God in multiple forms, polytheism, rites of passage, celebrations, culture, caste system, reincarnation, karma, rebirth, Brahman, Trimurti, Diwali, Holi, Gandhi, mandir, shrine, symbols, arranged marriages, costumes, artefacts, Om, Murti, Puja</p>
	<p><b>Key Skills:</b></p> <p>See accreditation units: Pre-entry level: 41052 WORSHIP AND FESTIVALS:</p>	<p>See accreditation units: Pre-entry level: 91434 INTRODUCTION TO PRACTICES FROM</p>

<p><b>Key Knowledge:</b></p>	<p>CHRISTIANITY</p> <ul style="list-style-type: none"> <li>• using own senses to show awareness of places and styles of worship of Christianity</li> <li>• using own senses to show awareness of festivals, celebrations and customs related to Christianity</li> <li>• using own senses to show awareness of cultural aspects of Christianity</li> </ul> <p>Entry level: 12797 CHRISTIANITY: FESTIVALS</p> <ul style="list-style-type: none"> <li>• shown knowledge of the meaning and importance of the season of Advent to Christians</li> <li>• shown knowledge of the meaning and importance of Christmas and Epiphany</li> <li>• shown knowledge of the importance of the at least two ways in which Christians celebrate Christmas</li> <li>• take part in a brief study of the religious symbols used during Advent, Christmas and Epiphany</li> <li>• offer and support a personal opinion on Christian festivals</li> </ul>	<p>HINDUISM</p> <ul style="list-style-type: none"> <li>• listen to two pieces of Hindu music</li> <li>• handle at least three artefacts relevant to the Hindu religion</li> <li>• make and taste at least two foods associated with a Hindu celebration</li> <li>• handle at least two costumes or materials associated with a Hindu celebration</li> </ul> <p>Entry level: 12844 HINDUISM: WORSHIP</p> <ul style="list-style-type: none"> <li>• shown knowledge of Hindu beliefs about the design of mandirs</li> <li>• shown knowledge of the meaning and use of at least two objects in a Hindu shrine</li> <li>• shown knowledge of the use of two symbols in the shrine and their meaning</li> <li>• take part in a brief study of puja in the home</li> <li>• offer and support a personal opinion on Hindu attitudes to worship</li> </ul>
<p><b>Key Opportunities:</b></p>	<ul style="list-style-type: none"> <li>• Reading different versions of the Christmas story and learning about its importance for Christians</li> <li>• Making and tasting traditional Christmas food</li> <li>• Visiting a local Church to learn about how Christians celebrate Christmas</li> <li>• Taking part in the school Christmas Carol Service</li> <li>• Craft ideas: Advent wreath, Advent calendar, Christingle, Christmas cards, etc</li> <li>• <a href="https://request.org.uk/festivals/christmas/">https://request.org.uk/festivals/christmas/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Exploring exterior and interior design of Hindu temples</li> <li>• Design and make own Hindu temple; incorporating the necessary features</li> <li>• Make a Hindu shrine</li> <li>• Look at Puja within the home</li> <li>• Explore Hindu music and dance (<a href="https://www.youtube.com/watch?v=YYX8e8l55zs">https://www.youtube.com/watch?v=YYX8e8l55zs</a>)</li> <li>• Visit to Hindu temple (Ganesh temple, Liverpool)</li> <li>• Hindu resource box stored in PE cupboard</li> </ul>

		<ul style="list-style-type: none"> <li>Christmas Shoebox Appeal (Samaritan's Purse)</li> <li>Christmas resource box stored in PE cupboard</li> </ul>	
<b>Focus 3</b>	<b>Key Focus:</b>	Caring for Our World	A Multicultural Society
	<b>Key vocabulary list:</b>	senses, awe, wonder, natural world, creation, environment, care, responsibilities, stewardship, protection, global warming, greenhouse gases, climate change, pollution, charity, organisation	culture, society, individuals, community, multicultural, ethnicity, religion, faith, belief, values, Britain, diversity, inclusion, exclusion, prejudice, discrimination, stereotyping, racism, environment, celebration, culture, tolerance, respect, immigration, emigration
	<b>Key Skills:</b>  <b>Key Knowledge:</b>	See accreditation units: Pre-entry level: 41656 NUMINOUS SENSE: EXPERIENCING A SENSE OF MYSTERY AND WONDER <ul style="list-style-type: none"> <li>using own senses to show awareness of mystery and wonder of the natural world</li> </ul> Entry level: 70969 ENVIRONMENTAL ISSUES: A MORAL DEBATE <ul style="list-style-type: none"> <li>shown knowledge of three problems affecting the world environment</li> <li>shown knowledge of one teaching about the world environment from a major world religion</li> <li>shown knowledge of two aspects of the work of an organisation involved in working to protect the environment</li> <li>give a personal view about at least one problem facing the environment</li> <li>taking part in a group discussion about the world environment</li> </ul>	See accreditation units: Pre-entry level: 72154 BRITAIN AS A DIVERSE SOCIETY <ul style="list-style-type: none"> <li>demonstrated the ability to remain quiet and calm in a place of worship</li> <li>explore an unfamiliar environment</li> <li>recall at least three key facts about the unfamiliar environment visited</li> <li>explore an unfamiliar food and comment on its taste/smell</li> <li>participation in a celebration from another culture</li> <li>visiting a multi-cultural community</li> <li>visiting a temple</li> <li>food preparation and tasting sessions using recipes from other cultures</li> </ul> Entry level: 12852 RELIGION AND CITIZENSHIP: MULTICULTURAL SOCIETY <ul style="list-style-type: none"> <li>shown knowledge of religious views on tolerance, respect and diversity in a multicultural society</li> <li>shown knowledge of religious views on tolerance, respect and diversity in a multicultural society</li> <li>shown knowledge of at least two reasons why there is immigration and at least two reasons why there is emigration</li> <li>take part in a brief study of the customs and celebration of a religious festival</li> <li>offer and support a personal opinion on religious attitudes</li> </ul>

			to a multicultural society
	<b>Key Opportunities:</b>	<ul style="list-style-type: none"> <li>• Researching global warming and the effect it is having on the world</li> <li>• Links to Geography units on the environment</li> <li>• Exploring local area and finding ways to care for the planet e.g. litter pick, gardening, etc</li> <li>• Picture book: 'The Window' by Jeannie Baker</li> <li>• Finding out ways to support environmental charities such as Oxfam</li> <li>• Exploring views of major world religions on creation and caring for the planet</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss ways in which Britain is a multicultural society. Look for examples in own lives</li> <li>• Visit local town such as Wigan and highlight examples of multiculturalism e.g. Polish food shops, Muslim temple, etc</li> <li>• Explore and taste food from different cultures</li> <li>• Focus on the importance of tolerance and mutual respect in society</li> <li>• Learn about immigration and emigration through real life stories</li> <li>• Find out about asylum seekers and how as a school we might support- see <a href="https://www.swapwigan.org/">https://www.swapwigan.org/</a></li> <li>• 'All the Colours of the Earth' poetry book</li> <li>• Benjamin Zephaniah poetry: <a href="https://childrens.poetryarchive.org/poet/benjamin-zephaniah/">https://childrens.poetryarchive.org/poet/benjamin-zephaniah/</a></li> </ul>
	<b>Key Focus:</b>	Islam Origins and Beliefs	Buddhist Teachings and Practices
<b>Focus 4</b>	<b>Key vocabulary list:</b>	Islam, Muslim, religion, faith, Allah, prayer mat, Mendhi, Muhammad, revelation, Mecca, Allah, Five Pillars, prophets, charity, prayer, fasting, ummah, Shahadah, Salah, Zakah, Saum, Hajj, dedication, Qur'an, Mosque, Ramadan, arranged marriage	Buddhism, Buddha, Four Noble Truths, Eightfold Path, worship, symbolism, morality, enlightenment, dukkha, rebirth, karma, samsara, moksha, nirvana, mantras, puja, Sangha, mudras, mandalas, dharma chakra, lotus flower, flame, vajra, materialism, retreat, reflect, meditate
	<b>Key Skills:</b> <b>Key Knowledge:</b>	See accreditation units: Pre-entry level: 72871 INTRODUCTION TO ISLAM (UNIT 1) <ul style="list-style-type: none"> <li>• making the faith symbol of the Islam religion with help</li> <li>• listening to at least two stories related to the teachings of Islam</li> <li>• listening to Muslim chant</li> <li>• handling at least three artefacts relating to the</li> </ul>	See accreditation units: Pre-entry level: 73925 INTRODUCTION TO BUDDHISM <ul style="list-style-type: none"> <li>• experienced taking part in a meditation session with assistance</li> <li>• handling at least three artefacts relating to the Buddhist religion</li> <li>• listening to Buddhist chants</li> <li>• listening to a Buddhist 'Singing bowl'</li> <li>• listening to and reacting to Buddhist meditation music</li> </ul>

		<p>Islam religion</p> <ul style="list-style-type: none"> <li>making at least one Mendhi pattern with help</li> </ul> <p>Entry level: 81847 ISLAM (UNIT 1): ORIGINS AND MAJOR BELIEFS</p> <ul style="list-style-type: none"> <li>shown knowledge of Muhammad's early life and marriage</li> <li>shown knowledge of Muhammad's revelation</li> <li>shown knowledge of the hijrah</li> <li>shown knowledge of the conquest of Makkah and the establishment of the first mosque</li> <li>shown knowledge of submission to Allah and the Sura, the great prayer</li> <li>shown knowledge of the Five Pillars of Islam</li> </ul>	<p>Entry level: 79541 ASPECTS OF BUDDHISM</p> <ul style="list-style-type: none"> <li>identify and mimic at least two hand gestures on statues of a Buddha</li> <li>identify at least two artefacts in a Buddhist shrine</li> <li>create a shrine with own choice of objects</li> <li>shown knowledge of what Wesak is in Buddhism</li> <li>shown knowledge of how Wesak is observed in Buddhism</li> <li>watching a DVD about a Buddhist childhood</li> <li>listening to at least two stories about different aspects of Buddhism</li> </ul>
	<b>Key Opportunities:</b>	<ul style="list-style-type: none"> <li>Finding out about life of Muhammad</li> <li>Explore the Five Pillars of Islam</li> <li>Listen to real life examples of pilgrimage</li> <li>Invite a Muslim believer to school for a Q and A session led by the learners</li> <li>Visit a local Mosque (Wigan/Preston)</li> <li>Design and make a prayer mat</li> <li><a href="https://www.bbc.co.uk/bitesize/topics/zpdtbk">https://www.bbc.co.uk/bitesize/topics/zpdtbk</a></li> <li>Islam resource box stored in PE cupboard</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the life of the Buddha (<a href="https://www.twinkl.co.uk/resources/keystage3-ks3-religious-studies-ks3-buddhism/life-of-the-buddha-buddhism-ks3-religious-studies-key-stage-3-4/unit-of-work-life-of-the-buddha-buddhism-ks3-religious-studies-secondary">https://www.twinkl.co.uk/resources/keystage3-ks3-religious-studies-ks3-buddhism/life-of-the-buddha-buddhism-ks3-religious-studies-key-stage-3-4/unit-of-work-life-of-the-buddha-buddhism-ks3-religious-studies-secondary</a>)</li> <li>Explore Buddhist artefacts</li> <li>Investigate the festival of Wesak</li> <li>Create a shrine</li> <li>Take part in a Buddhist meditation session</li> <li>Listen and participate in Buddhist chanting</li> <li>The Simpsons – Lisa becomes a Buddhist</li> <li>Invite visitor from Manchester Buddhist Centre or organise a visit</li> <li>Buddhism resource box in PE cupboard</li> </ul>
<b>Focus 5</b>	<b>Key Focus:</b>	Care for Our Community	Caring through Charity
	<b>Key vocabulary list:</b>	community, care, self, others, relationships, support network, service, elderly, residents, nursing/care homes, isolated, lonely, relatives, society, love,	care, love, support, charity, charitable, fundraise, sponsor, cause, impact, advert, poster, leaflet, event, finance, religion

	compassion, family, friends	
<b>Key Skills:</b>	See accreditation units:	See accreditation units:
<b>Key Knowledge:</b>	<p>Pre entry level: 98741 INTRODUCTION TO AWARENESS OF SELF AND OTHERS (UNIT 2)</p> <ul style="list-style-type: none"> <li>• shown knowledge of the meaning of the following words: a) body-language b) disincentive c) incentive d) non-verbal e) reward f) status g) stereotyping h) verbal</li> <li>• shown knowledge of ways in which people are encouraged</li> <li>• shown knowledge of ways in which people are discouraged</li> <li>• shown knowledge of types of stereotyping</li> <li>• identify at least two examples of stereotyping from his/her own experience</li> </ul> <p>Entry level: 12782 RELIGIOUS STUDIES: CARE OF THE ELDERLY</p> <ul style="list-style-type: none"> <li>• shown knowledge of at least two problems faced by elderly people in society</li> <li>• summarise a passage from a sacred text relevant to the way elderly people are treated</li> <li>• present at least two religious responses to the way elderly people are treated in society</li> <li>• explain briefly how at least one religious response to the treatment of elderly people might affect the life of a religious believer</li> <li>• offer and support a personal opinion on a religious perspective concerning the treatment of elderly people in society</li> </ul>	<p>Pre-entry level: 70582 FUNDRAISING FOR A CHARITY</p> <ul style="list-style-type: none"> <li>• participating in a discussion about the purpose of a charity and its contribution to society</li> <li>• identify one way to raise funds for a charity</li> <li>• design an advertisement, poster or leaflet for a fund-raising event for a charity</li> <li>• take part in a fundraising event for a charity</li> <li>• how to plan for and take part in a fundraising event</li> </ul> <p>Entry level: 111487 CHARITY AND RELIGION (UNIT 1)</p> <ul style="list-style-type: none"> <li>• shown knowledge of at least two ways in which charities encourage people to support them</li> <li>• shown knowledge of the contribution of a local charity to society</li> <li>• shown knowledge of the meaning of the parable of the rich man and Lazarus</li> <li>• shown knowledge of one way in which Muslims can give to charity</li> <li>• shown knowledge of one way that Sikhs can give to charity</li> </ul>
<b>Key Opportunities:</b>	<ul style="list-style-type: none"> <li>• Discussing pupils' local communities and the positive role they can play</li> <li>• Highlighting possible challenges faced in</li> </ul>	<ul style="list-style-type: none"> <li>• Name as many charities as they can in 5 minutes</li> <li>• Think about purpose of charity work</li> <li>• Identify preferences to support a charity</li> </ul>



		<p>communities</p> <ul style="list-style-type: none"> <li>• Focus in on elderly residents and the issues they may face e.g. isolation, loneliness, etc. Mind-map ways they can support</li> <li>• Visit local care/nursing home to meet residents and complete an area of service e.g. reading, singing, etc</li> <li>• Link in with fortnightly reading to the elderly at Bryn IM Church</li> <li>• <a href="https://www.doinggoodtogether.org/bhf-book-lists/picture-books-about-aging">https://www.doinggoodtogether.org/bhf-book-lists/picture-books-about-aging</a></li> <li>• 'Up' film by Disney and Pixar</li> </ul>	<ul style="list-style-type: none"> <li>• Express ways to help a given charity</li> <li>• Complete fundraising activities for a charity of their choosing (involve wider school?)</li> <li>• Make posters, leaflets, etc to advertise their fundraising event</li> <li>• Research the contribution of a local charity and visit if possible, e.g. ACT Food Bank</li> <li>• Explore different religions and their approaches to charitable works</li> <li>• <a href="https://www.christianaid.org.uk/">https://www.christianaid.org.uk/</a></li> <li>• <a href="https://www.khalsaaid.org/">https://www.khalsaaid.org/</a></li> <li>• <a href="https://muslimhands.org.uk/ramadan">https://muslimhands.org.uk/ramadan</a></li> </ul>
<b>Focus 6</b>	<b>Key Focus:</b>	<b>Jewish Family Life</b>	<b>Life as a Sikh</b>
	<b>Key vocabulary list:</b>	Judaism, Jewish, religion, family life, community, rites of passage, unleavened bread, Kippah, Torah scrolls, Bar Mitzvah, Bat Mitzvah, marriage ceremony, chuppah, synagogue, Rabbi, worship, prayer, rituals, Holocaust, Sabbath, Shabbat, festivals, Kosher, beliefs, anti-Semitism, belonging	Sikhism, Five Ks, Temple, Gurdwara, Gurus, worship, beliefs, rituals, Guru Granth Sahib, Sewa, Sangat, Golden Temple of Amritsar, Langar, Kesh, Kara, Kangha, Kirpan, Kachera, citizenship, community, sharing
	<b>Key Skills:</b> <b>Key Knowledge:</b>	<p>See accreditation units: Pre-entry level: 91435 MULTI-SENSORY INTRODUCTION TO RITES OF PASSAGE</p> <ul style="list-style-type: none"> <li>• taste two foods associated with rites of passage</li> <li>• smell two substances associated with rites of passage</li> <li>• listen to two sounds associated with rites of passage</li> <li>• touch two items associated with rites of passage</li> <li>• look at two visual stimuli associated with rites of passage</li> </ul>	<p>See accreditation units: Pre-entry level: 72874 INTRODUCTION TO SIKHISM (UNIT 1)</p> <ul style="list-style-type: none"> <li>• experienced working in a group to make a faith symbol of the Sikh religion</li> <li>• preparing and participating in a langar</li> <li>• handling at least three artefacts relating to the Sikh religion</li> <li>• shown knowledge of the names of the objects which relate to the Five Ks</li> </ul> <p>Entry level: 12847 SIKHISM: PERSONAL LIFESTYLE</p> <ul style="list-style-type: none"> <li>• shown knowledge of the Five Ks and the significance of each</li> <li>• shown knowledge of two reasons why Sikhs wear the Five</li> </ul>

		<p>Entry level: 12831 JUDAISM: FAMILY LIFE</p> <ul style="list-style-type: none"> <li>• shown knowledge of at least two reasons why family life is important to Jews</li> <li>• shown knowledge of the brit milah, bar mitzvah and bat mitzvah ceremonies</li> <li>• shown knowledge of the importance of the Jewish marriage ceremony</li> <li>• shown knowledge of the meaning of the canopy (chuppah), the ring and the breaking of the glass in the marriage ceremony</li> <li>• offer and support a personal opinion on Jewish attitudes on family life</li> </ul>	<p>Ks</p> <ul style="list-style-type: none"> <li>• shown knowledge of Sikh views on sewa and why it is the most important part of Sikh worship</li> <li>• shown knowledge of the diet followed by a Sikh</li> <li>• offer and support a personal opinion on the Sikh attitude to personal lifestyle</li> </ul>
	<p><b>Key Opportunities:</b></p>	<ul style="list-style-type: none"> <li>• Find out how Jewish individuals prepare for their Bar Mitzvah and Bat Mitzvah</li> <li>• Learn about Jewish preparations for marriage and role-play a ceremony</li> <li>• Invite a Jewish believer into school to talk about the importance of family life</li> <li>• Judaism box available in the PE resource cupboard</li> <li>• Make some unleavened bread</li> <li>• Explore the Sabbath and undertake some of the rituals and learn about their importance</li> <li>• Learn about the Holocaust and the devastation it had on the Jewish community</li> <li>• <a href="https://www.bbc.co.uk/bitesize/guides/z44dtfr/revision/3">https://www.bbc.co.uk/bitesize/guides/z44dtfr/revision/3</a></li> <li>• <a href="https://www.youtube.com/watch?v=72QaHckhjlw">https://www.youtube.com/watch?v=72QaHckhjlw</a></li> </ul>	<ul style="list-style-type: none"> <li>• Identify the Sikh faith symbol and create own symbol that represents themselves</li> <li>• Explore the 5K's and discuss the significance of each</li> <li>• Learn about the importance of Sewa and why it is important to Sikh worship</li> <li>• Explore the daily life of a Sikh</li> <li>• Learn about the Sikh temple and the holy book: the Guru Granth Sahib</li> <li>• Prepare and taste some Sikh food and relate to the role of the Langar in the Sikh temple</li> <li>• Film - 'Bend it like Beckham'</li> <li>• Sikhism box available in the PE resource cupboard</li> <li>• Visit a Sikh temple</li> <li>• Invite a Sikh believer to school and hold a Q and A session about the Sikh faith</li> </ul>