

RE in KS2: Programme of Study

What do pupils get out of RE at this key stage?

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. Study of Muslims, Hindus, Sikhs Jewish people, Christians and non-religious people is the minimum

Aims:

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

RE teaching and learning should enable pupils to...

A. Make sense of a range of religious and non-religious beliefs.	B. Understand the impact and significance of religious and non-religious beliefs.	C. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.
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End of lower Key Stage 2 outcomes

RE should enable pupils to:

Identify and describe the core beliefs and concepts studied	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities	Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.
Make clear links between texts / sources of authority and the key concepts studied	Describe how people show their beliefs in how they worship and in the way they live	Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers	Identify some differences in how people put their beliefs into action	Give good reasons for the views they have and the connections they make

These general outcomes are related to specific content within the medium term page plans that follow.

There are many good cross curricular links through which RE can be enhanced, with for example, art, music, history, geography, English and PSHE. These are encouraged by this syllabus but never at the expense of the aims and outcomes of RE.

Unit U2.11: Why do Hindus want to be good?

(Karma / dharma / samsara / moksha) 'Sanatan dharma, the Eternal Way, is a preferred name for Hinduism among many Hindus.

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Impact: learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these): Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i>, using technical terms accurately - give meanings for the story of 'the man in the well' and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i> and <i>dharma</i> Understand the impact - make clear connections between Hindu aims in life and beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and some ways in which Hindus live Make connections - reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view and giving their own ideas 6 key words to teach: Hindu, Karma, dharma, samsara, moksha, devotion.	Implementation: Ideas and some content for learning. Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. Don't try to teach all this content: select for your class's needs. - Recall learning about Brahman (God, Ultimate Reality) and <i>atman</i> (eternal self) from earlier work in RE. Remember that Hinduism / Sanatan Dharma is very diverse, and so there is hardly anything that we can say which starts 'all Hindus believe ...' However, the ideas of <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> are commonly held, although described in a range of ways. The BBC's <i>My Life, My Religion: Hinduism</i> is an excellent source for this unit. Teachers will also find the online Heart of Hinduism resource helpful: iskconeducationalservices.org/HoH/concepts/103.htm - Explore the Hindu story from the Mahabharata, the 'man in the well' (www.indianetzone.com/50/man_well.htm) in a creative way. This presents one picture of the way the world is for a Hindu worldview: the <i>atman</i> is trapped in the physical body and wants to escape the terrible dangers, but the human is distracted by the trivial pleasures instead of trying to get out. This is a warning to Hindus that they should pay attention to finding the way to escape the cycle of life, death and rebirth. Use this to set the scene for learning about <i>karma</i>, <i>samsara</i> and <i>dharma</i> below. - Explore Hindu idea of <i>karma</i> – the law of cause and effect, and how actions bring good or bad <i>karma</i>. Connect this with Hindu beliefs or ideas about <i>samsara</i> – the cycle of life death and rebirth travelled by the <i>atman</i> through various reincarnations, to achieve <i>moksha</i> (release from the cycle of <i>samsara</i>, and – for many Hindus – the goal of union with Brahman (for some)). Find out how and why the game of 'snakes and ladders' links with Hindu ideas of <i>karma</i> and <i>moksha</i>. Reflect on how these beliefs offer reasons why a Hindu might try to be good – to gain good <i>karma</i> and a better reincarnation, and ultimately release from <i>samsara</i>. Uses resources from within the Hindu community if possible, e.g. Heart of Hinduism (see link above). - Explore Hindu ideas about the four aims of life (<i>purnusharthas</i>): <i>dharma</i> – religious or moral duty; <i>artha</i> – economic development, providing for family and society by honest means; <i>kama</i> – regulated enjoyment of the pleasures and beauty of life; <i>moksha</i> – liberation from the cycle of birth and rebirth/reincarnation. Compare these with pupils' goals for living. Connect with the idea of <i>karma</i> – pursuing these aims contribute to good <i>karma</i>; doing things selfishly or in ways that harm other living things brings bad <i>karma</i>. - Hindus might describe life as a journey towards <i>moksha</i>. Hindu life is also part of a journey through different stages (<i>ashramas</i>), each with different duties. Look at the different <i>dharma</i>/duties Hindus have at the four <i>ashramas</i>: student, householder, retired person, renouncer. How does the <i>dharma</i> for these stages help Hindus to be good? Compare with the duties pupils have now, and ones they think they will have at later stages of life. This is a simple clip to show the ideas: https://www.bbc.co.uk/programmes/p02n5v2q - Consider some Hindu values and how they make a difference to Hindu life, individually and in community, e.g. <i>ahimsa</i> (non-violence) and <i>satya</i> (truthfulness). Connect these with ideas of <i>atman/karma</i> (all living beings have an eternal self/<i>atman</i> and so deserve to be treated well; learning the truth and speaking truthfully are ways of worshipping God). - Find out about some ways in which Hindus make a difference in the worldwide community. How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale. - Consider the value of the idea of <i>karma</i> and reincarnation: what difference would it make to the way people live if everything they did carries good or bad <i>karma</i>, affecting future rebirths? If no one escapes from this law of justice, how does that change how we view injustice now? Talk about how different people respond to this idea, including non-religious responses and the ideas of pupils themselves. What difference would it make to how they live? Why?
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Unit L2.7: What kind of world did Jesus want? (Gospel)

The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Impact: learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. Don't try to teach all this content: select for your class's needs.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus - make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' - suggest ideas and then find out about what Jesus' inclusive actions towards outcasts mean for a Christian Understand the impact - give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways Make connections - make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas 5 key words to teach: Jesus, Christ (Messiah), Gospel, good news, disciple.	- Introduce this unit by getting pupils to think about their favourite possessions and what things they spend their time doing on a regular weekend. This unit explores Christianity as a part of the balance of the syllabus as a whole. Other units consider key ideas from other traditions and communities. Remind pupils that Jesus is revered in Muslim life as the Prophet Isa. - Read the account of Jesus calling his first disciples (Matthew 4:18–22). Note what Jesus asks these people to do. What would they have to give up? How much would pupils be prepared to give up of their weekend routines? Why did these men leave everything to follow Jesus? Role-play this, getting pupils to suggest what the disciples thought and why. What might a 'fisher of people' be expected to do? Note that the word 'gospel' means 'good news' – Jesus must have seemed like good news to them. This unit explores some examples of why people thought he and his message were 'good news'. - Tell pupils that this story is part of a 'gospel', which tells the story of the life and teaching of Jesus. It's a kind of biography, and the writers made choices about what to include – they don't tell everything he ever said and did (and not all Christians agree about whether they include the actual words of Jesus). Ask pupils why they think Matthew included this story in his Gospel. Why didn't Matthew just give a list of qualities Jesus was looking for in a disciple – like a set of entry qualifications? - Look at some other stories that show what kind of world Jesus wanted. E.g. the story of the healing of the leper in Mark 1:40–44. Note how lepers were viewed at the time – as unclean and rejected. Explore why Jesus touched and healed this person, and note Jesus' practice of showing love to those most vulnerable and often rejected by society). Or the Good Samaritan (Luke 10:25–37). What kind of world did Jesus want? How did he want his followers to behave? - Look for evidence that churches are making the world like the one Jesus wanted: look at local church noticeboards or websites to see what they spend their time doing. Get pupils to reflect on the impact of these actions by weighing up which is more important to Christians: toddler groups or food banks; worship services or caring for the elderly; celebrating a baptism, a wedding or a funeral; reading the Bible or giving to charity, etc. These are all important to Christians, so pupils need to give good reasons, connecting with Jesus' teaching and example of love for others. - Imagine a day/week in the life of a church leader – what do pupils think will be involved? How much time is spent 'fishing for people'? How will they show love for God and for their neighbour? Then invite a church leader in to talk about their week. - Find some examples of Christian leaders going beyond the everyday routines to show love for others (e.g. Keith Hebdon fasting for 40 days, and some local examples). - Of course, it is not only Christians who want a better world – so do people from other faiths and those with no religious faith. First, ask pupils to describe what kind of world they would like to see and why, and what they would do to bring it about. Second, ask pupils to describe what kind of world they think Jesus wanted (e.g. showing love for all, even the outcasts). Compare these two worlds – similarities and differences. What is good and what is challenging about Jesus' teaching of love? Talk about what pupils think are the most important things all people can do to make a better world. These outcomes and activities are abridged from <i>Understanding Christianity</i>, published by RE Today © 2016. Used by permission.

Unit U2.3: Can religions help people when times get hard? (Christian, Muslim, Hindu, non-religious, others)

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Impact: learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning. Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. Don't try to teach all this content: select for your class's needs.
Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - describe 3+ examples of ways in which religions guide people in good and hard times in life - identify beliefs about life after death in at least two religions describing similarities and differences Understand the impact - make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) - give examples of ways in which beliefs about resurrection / judgement / heaven / karma / reincarnation make a difference to how someone lives Make connections - interpret varied artistic expressions of the afterlife, explaining different ways of understanding these - offer reasoned responses to the unit question, with evidence and examples, expressing insights of their own 8 key words to teach: Faith, resilience, religious, spiritual, secular, sources of wisdom, heaven, reincarnation.	- Show age-appropriate stimuli referencing suffering or disasters on the news currently. Ask the class to consider: can any good ever be said to come out of suffering? Does suffering make some people stronger or more loving? Discuss a range of answers. - Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. Use the story of Job in the Jewish and Christian scriptures (he is also a Prophet of Islam). Material from, for example, the Bahá'í faith could be added to the usual religions studied. https://www.bahai.org/ is a good place to begin. - Islam teaches that life is a test and humans can use hard times as an opportunity for growth. Make a list of the ways a person might grow through suffering. Make links to the initial conversation above. Can people become strong, more courageous or more merciful because of hard times? Recap the idea of God-consciousness in Islam (Unit U2.8 above). If God-consciousness can be understood as 'mindfulness', discuss how far faith offers mind-growth in the face of suffering. - Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Does believing in heaven or paradise make it more possible to bear suffering on Earth? Learn some key concepts about life after death, comparing beliefs and sources of authority, and exploring whether these beliefs make a difference to people when facing death and bereavement. - This clip is good – but hard. Check if it is right for your calls before using: https://www.bbc.co.uk/programmes/p010xcin - Christianity: Bible teaching on resurrection of the body, judgment by God, salvation through Jesus, heaven. - Hinduism / Sanatan Dharma: the law of karma affects the reincarnation of the individual <i>atman</i>, pinning it to <i>samsara</i> (the cycle of life death and rebirth) until it can escape (<i>moksha</i>) and be absorbed back to Brahman. For most Hindus, <i>moksha</i> refers to merging with the Brahman, while others according to their denomination may prefer a different 'destination'. - Islam: find out about the communal nature of prayer in Islam: <i>jammah</i>. Prayer is done together. Discuss how communal prayer could strengthen community spirit, faith and solidarity and how this could be of benefit in times of hardship or struggle. - One secular/non-religious view about what happens after death, e.g. Humanism. Many Humanists believe that what happens after death is nothing: we might continue in people's memories and through our achievements, but death is final. - Compare different funeral ceremonies that mark death /passing away, noting similarities and differences, how these express different beliefs and how they might be important to the living. Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address. - Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these artworks reflect Christian, Hindu and non-religious beliefs. Get pupils to respond with artwork of their own. How do ideas of life after death help people in difficult times? - Respond to the question, 'How far does faith enable resilience?' Encourage pupils to think more widely than religious faith. How could faith in justice, community or love enable a person to reach out to others and grow through suffering?

Unit U2.6 What can we learn from religion about temptation? <i>The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</i>	
Impact: Learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning: Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: - Explain Muslim and Christian beliefs about temptation, sin and forgiveness Understand the impact: - Make clear connections between belief about God and moral choices - Give examples of the impact of ritual in life Make connections: - Express their own response to various Muslim and Christian ideas about temptation - Give good reasons for their views about moral choices and forgiveness. 6 key words to teach: Muslim, Christian, temptation, conscience, Adam and Eve, 'stoning the shaytan', reconciliation.	- What is temptation? Leave a plate of biscuits on the table with a sign saying 'do not touch'. Leave the room for a minute. Return to discuss how pupils felt. Define 'temptation' and discuss situations pupils find tempting. There is a great YouTube clip to launch a discussion - the 'Marshmallow Test' at https://www.youtube.com/watch?v=QX_oy9814HQ - What religious stories speak about temptation? Reading, discussing and analysing some stories about temptation. E.g: the temptation of Adam and Eve in the Garden of Eden (Genesis 3), the temptations of Jesus (Matthew 4), the Islamic custom of 'Stoning the Devil' on pilgrimage to Makkah, which symbolizes the rejection of evil during the 'once in a life time'; experience of Hajj / pilgrimage to Makkah. How do Christians and Muslims try to resist temptation? Consider how people deal with temptation: by prayer, will power, determination, threats, support and other means. What helps a child to make good choices? Learn from Muslim ritual: stoning the devil. - Remind the pupils about the custom of 'stoning the devil' on pilgrimage. On the pilgrimage to Makkah, Muslims collect 21 tiny stones, and throw them, 7 each, at three pillars to reject evil and to pursue a life of submission to God. Find out about the ritual and the story that goes with it. The Jamarats, the three pillars, are now industrialised, so that the millions of stones used by the pilgrims can be recycled – look for an image of the Jamarats on Google / flickr, and share it through a visual learning strategy with pupils. Ask pupils what bad things they would 'throw out' of the city, their school or perhaps their own lives. Talk about the idea of rejecting evil: how can people do this? What or who helps them? What do we put into our lives when we throw evil out? Learn from Christian ritual: the sacrament of reconciliation - This sacrament, specially used in Roman Catholic communities, makes links between God's forgiveness and confession. Explore the ritual, and also the idea that 'saying sorry' is essential for forgiveness. A person sits with a Priest, and confesses what they have done wrong, saying that they are sorry, and will change in the future. The priest tells them about God's forgiveness. There is a prayer to say that God and the penitent person are re-united by God's generosity (grace). You might listen to a song of apology: 'Sorry seems to be the hardest word' by Elton John is easily available, but there are many suitable examples. How do people feel when they take part in the Sacrament of Reconciliation (which used to be called confession)? Is it about freedom? A good Catholic clip: https://www.youtube.com/watch?v=pfZkq7BABJM Can pupils make a drama out of a temptation? - Begin the drama session by playing a body language game, 'sculptor and clay'. In pairs, one pupil sculpts the clay of the other pupil into different statues: one for making a hard choice, two for enjoying good times, three for regretting or being sorry, four for feeling forgiven. After doing each one, have the sculptors sit down, while the teacher walks round the gallery of sculptures and comments on what is expressed in each one. Developing drama improvisations in small groups. - Give each group a saying to use as a title from Christian or Islamic scripture such as 'Be kind to one another', 'Do not steal', 'Love your enemies and do good to those who pick on you' (Christian) or 'Adam's children are the limbs of one another,' 'If two parties start to fight, then make peace between them' (Muslim). Ask them to develop two scenes, one in which the temptation is resisted, the other where someone gives way. Perform and discuss the issues raised. Relate this to forgiveness too. Ask pupils to write a structured piece after this -work: What did you do? What did you learn? What do Christians think? What does Islam teach? Are the two religions mostly similar or mostly different?

U2.10 Justice and poverty: can religions help to build a fairer world? Christian Aid and Islamic Relief

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Impact: Learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning: Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: - Explain beliefs and teachings about justice from Christian and Muslim texts - Compare their ideas about justice and fairness with those studied in Islam and Christianity Understand the impact: - Make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity - Describe clearly examples of the impact of charitable work in the world today - Explain some differences between the two charities Make connections: - Raise questions about charity, justice and the impact of religion, suggesting answers - Explain the importance of the idea that God loves justice and is just to Muslims and Christians - Express their own ideas about justice 6 key words to teach: justice, aid agencies, charities, citizenship, ethics, commitments.	- Discuss what is fair and unfair within the experience of the pupils? Draw meanings from stories and teachings from Islam and Christianity (or other religions and beliefs) which highlight justice and fairness for all people: - E.g. Christian teachings of Jesus and Paul on values and justice and their meaning for Christians today. The Widow's Mite (Mark 12:41-44) and The Rich Fool (Luke, 12:16-21) Two Great Commandments (Mark 12:28-34) All Equal in Christ (Galatians 3:28), The Fruit of the Holy Spirit (Galatians 5:22). - E.g. Muslim teachings in the Qur'an and Hadith: Muhammad overcomes hatred with kindness: the woman at the gates of Makkah; the practice of the 3rd Pillar of Islam, Zakah, giving 2.5% of wealth to those in need - Qur'anic quotes: 'And be steadfast in prayer and regular in charity. And whatever good you send out before you, you shall find it with Allah: for Allah sees all that you do.' (Qur'an 2:110) 'So establish regular prayer and give regular charity; and obey the Apostle; that you may receive mercy.' (Qur'an 24:56) 'For those who give in charity, men and women, and loan to Allah a beautiful loan, it shall be increased manifold (to their credit) and they shall have (besides) a liberal reward.' (Qur'an 57:18) - Christian Aid and Islamic Relief: Enquiry. Investigate the work of two charities that seek justice. Christian Aid and Islamic Relief are ideal examples. Both raise money within their faith community, but send it on whoever is in need. They do not proselytize (try to convert people to their religion), but work together in an interfaith fashion, co-operating. - Give pairs of pupils a series of questions to find answers to – the websites of these charities are very helpful. How do they interpret and follow the teaching of their faith? What is the impact of the charities' work? What money do they raise? How do they spend it? What difference do these two charities make? How are they changing the world? - Pairs of pupils might examine a particular project from the charity in an area such as medical, educational, agricultural, emergency relief, or conflict reduction. The two charities both work in all these areas. - Make sure that work focuses on the beliefs, values and convictions that motivate the charity as well as its practical projects. Extending the work: individuals who seek a fairer world - Free PPTs and resources for this are at: https://www.natre.org.uk/about-natre/projects/anti-racist-re/primary-classroom-resources/ - Pupils might investigate particular individuals who have been led by their beliefs to work for different types of justice for example, Rosa Parks (who worked in the civil rights movement in 1950s USA) or Dr Hany El Banna OBE (who started Islamic Relief in Birmingham in 1984) - Set a final task that enables pupils to make connections between the teachings of Paul and Jesus and the work of Christians today, and similarly to make links between the teachings of Islam and the work of Islamic Relief / Muslim Aid today, asking and responding to questions about fairness and justice in the world. - This challenging study will raise questions for pupils about their own ideas and beliefs about treating others with justice and love in light of their learning. Encourage them to express their responses through story, art, drama, music and other means. - Some schools would like to link this study to charitable action, positive citizenship and British values work, where pupils engage in activism for a charity that seeks justice for others.

Unit U2.12 What impact do peoples' beliefs have on their lives? Expressing the spiritual.

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Impact: Learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning: Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: - Explain some ways beliefs are shown in creative expression in three religions Understand the impact: - Make clear connections between beliefs and different forms of expression - Give examples of the impact of beliefs on art, architecture and music Make connections: - Raise questions about how they might express their own spiritual ideas in an art form – and do it. 6 key words to teach: spirituality, art, culture, religion, expressing meaning, creativity	What is the spirit? What is spiritual? Examples from the Sikhs, Muslims and Christians (others could be studied, of course) - Ask pupils to look at some works of art in which children have tried to show what their spirit means to them. There is a great selection on the website www.natre.org.uk/spiritedarts. The words matter as much as the images. A good way to introduce this is to select 6 images, ask pupils to be competition judges and rank them 1-6 for artistic skill and 1-6 for thoughtfulness. These spiritual expressions show pupils how other children express religious ideas and show the impact of their beliefs. - Tell pupils that musicians cannot agree what music is, but they all know about it, and can make and enjoy it. 'Spiritual' is also a word that makes people argue sometimes, but a useful word. Teach pupils that being spiritual is about your own self, and how you fit the world together, about self, other people, the planet and God (if you believe in God – say 'the big beyond' if not!). The Golden Temple: spiritual expression in architecture - The Sikh Golden Temple at Amritsar in the Punjab was built originally by Gurus Ram Das and Arjan Dev, 400 years ago. It is a functioning Gurdwara to this day, and symbolises many Sikh beliefs and ideals. It is a beloved destination for Sikh journeying. Enable pupils to research online and from texts some detail about the Golden Temple and its form, function, use and beauty. - Sikh visual art: what can we learn? Look at some examples of Sikh art, for instance those done by Kanwar Singh available on the web at www.artofpunjab.com or the work of Bhagat Singh, online at www.sikhiart.com. There are many more examples on open access searches. Ask pupils to study how these artists portray key stories of for example Guru Nanak and Guru Gobind Singh. Ask pupils to consider whether the Golden Temple or the art they have studied best expresses 'the Sikh Path' and why. Here's a clip of the Singh Twins work – show extracts, starting at 8.20 maybe. https://www.youtube.com/watch?v=fASDh16x8BY - Muslim Poetry and Art: Use the poetic lines of Al Ghazali to explore Muslim belief about Allah. Pupils might record them being spoken, whispered or shouted: which works best to make sense of them? Ask pupils which lines they agree with, disagree with and don't understand. Ask them to create twelve lines of poetry that state their own key beliefs. Muslim Art: Yasmin Kathrada and Ahmed Moustapha. Ask pupils to study, understand and compare two works of art about Allah. Examples from then NATRE website, are a superb way to study 'Islamic rules' art and explore the similarities and differences between different artists. Muslim Architecture: Beauty in design in mosques and calligraphy could also be studied. - How do Christians make spiritual music? Listen to some contrasting pieces of music (The Planets, Holst, Four Seasons, Vivaldi or contemporary Christian music e.g from Fischy Music or the Rend Collective) allow the children to respond in drawing / 'taking a line for a walk' as they listen. Respond in words or through dance or drama afterwards, considering what it made them think of and how it made them feel. Explain that Christians use music in worship to express a variety of feelings, especially about God and their spiritual lives. - What is a Psalm? What do Psalms express? Look at a variety of Psalms which express different feelings: Psalms 13, 23, 40 and 98 give a good variation. Write a Psalm / Reflection / Meditation in pupils' own words - Ask pupils some questions of wonder: I wonder: Can a song be a prayer? Is all music spiritual? Could human life survive without music? What if there was no music? How do other religions, and non-religious people use music for their spiritual lives? Accept all the ideas pupils offer in response to these questions. - Conclude comparing the Sikh, Muslim and Christian uses of creativity, imagination and expression. What did pupils like? Learn? Think about?