

## World Faiths Knowledge Grid

	EYFS	KS1	LKS2	UKS2
Judaism		<p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise the words of the Shema as a Jewish prayer</li> <li>• Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah or Sukkot)</li> <li>• Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>• Make links between Jewish ideas of God found in the stories and how people live</li> <li>• Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Ask some questions about what Jewish people celebrate and why</li> <li>• Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people</li> <li>• Give a good reason for their ideas about whether any of these things are good for them too.</li> </ul>		<p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Identify and explain Jewish beliefs about God</li> <li>• Give examples of some texts that say what God is like and explain how Jewish people interpret them.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between Jewish beliefs about the Torah and how they use it</li> <li>• Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</li> <li>• Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice).</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</li> <li>• Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far these ideas are valuable to people who are not Jewish</li> <li>• Talk about how ideas of tradition, ritual, community and study relate to their own lives, giving good reasons for their views and explaining how their thinking has developed during the unit.</li> </ul>

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Islam		<p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>• Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean</li> <li>• Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>• Give examples of how Muslims put their beliefs about prayer into action.</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>• Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>• Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</li> </ul>		<p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message)</li> <li>• Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; hajj practices follow example of the Prophet).</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art)</li> <li>• Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Peterborough today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</li> <li>• Reflect on and talk about what and how they have learned, and how and why their thinking has changed.</li> </ul>

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Sikhism			<p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service</li> <li>• Make clear links between the Mool Mantar and Sikh beliefs and actions</li> <li>• Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa)</li> <li>• Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today.</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today</li> <li>• Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today</li> <li>• Talk about what they have learned and whether they have changed their thinking.</li> </ul>	

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Hinduism			<p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti)</li> <li>• Offer informed suggestions about what Hindu <i>murtis</i> express about God</li> <li>• Make links between Hindu beliefs and the aims of life (e.g. karma).</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</li> <li>• Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith.</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas</li> <li>• Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking.</li> </ul>	