



# Religion and Food





# Contents

Introduction and Learning Outcomes

4

**Buddhism**

8

**Christianity**

10

**Hinduism**

12

**Islam**

14

**Judaism**

16

**Sikhism**

18

Teaching Ideas

20

Recipes

23

Extension Activities

30

Appendix - Curriculum Links

42

# INTRODUCTION

## RELIGION AND FOOD

### What this resource covers

This resource focuses on food beliefs and the roles and symbolic significance of different foods within the six largest religious groups within the United Kingdom, ie: Christian, Muslim, Hindu, Sikh, Jewish and Buddhist. It explores both everyday dietary practices and restrictions, as well as food in the context of some major religious celebrations and festivals.

In this book you will find a range of cross-curricular teaching ideas and extension activities to support learning in this area throughout the primary school years, and you will find more ideas and resources at [www.phunkyfoods.co.uk/religion](http://www.phunkyfoods.co.uk/religion). There are many links with the National Curriculum for England and the Scottish Curriculum for Excellence - see Appendix for ideas of how to fit this resource into your school's curriculum and topic work. Key Skills & Knowledge Outcomes are based on the European Food Framework (Table 1).

**Table 1. Key Skills & Knowledge Outcomes**

AGE 4 - 7 YEARS	AGE 7 - 9 YEARS	AGE 9 - 11 YEARS
Know that family, friends and other people might make different food or drink choices due to religious beliefs and traditions	Be able to explore factors involved in food and drink choices of the six main religious groups in the UK	Identify and understand some of the factors affecting the food and drink choices of the six main religious groups in the UK
Know that food comes from plants and animals	Know that food comes from plants and animals, and the significance of this for different religious groups	
Be willing to try new food and drinks from different religious and cultural traditions		
Be able to name and safely prepare traditional ingredients, food and drinks from the six main religions in the UK		
Be able to eat sociably with others	Appreciate the value of eating together with family and friends	
Know about eating different food at different occasions marked / celebrated by the six main religious groups in the UK		
Be able to talk about food and drinks they like and dislike	Be able to discuss feelings and attitudes about different foods and drinks	
Know that being active should be fun		
Know that different people enjoy different activities as part of traditional religious celebrations		
Be aware that people from all religious groups need more of some foods/drinks and less of others	Know that people from all religious groups need different amounts of foods/drinks from each food group	Be able to use current healthy eating advice to choose a balance and variety of food and drinks, for the 6 main religious groups within the UK
Know that food and drink from all religious traditions can be part of a healthy varied diet and active lifestyle		
Know that people need to eat, drink and be active regularly throughout the day		
Be aware of portion size when choosing food and drinks		

## Influence of religious beliefs on food choices, dietary practices and customs

Children's dietary habits are influenced by many different factors, for example family and peer influences, affordability and local availability, as well as the taste, texture, colour and smell of different foods and drinks.

**For some people, their religious beliefs may also influence their food choices, dietary practices and customs. Traditions may include:**

- **Thanks-giving** before/after a meal. Many people of religious faith believe that all good things are a gift of their god, and every meal may have a deep religious significance, with short prayers or thankful phrases being said at the start and/or end of each meal.
- **Fasting.** This means not eating or drinking certain or all food, drink (including water), or both, for a period of time. It can be practised for a number of reasons. These include: a way of developing patience and self-control, a reminder of less fortunate people in the world or commemorating tragedies, helping people to reflect and repent, meditate and strengthen their faith. Fasting can take place on certain days of the week or month, or at certain times in a religion's calendar. Certain groups such as children, elders and people who are unwell are not generally expected to fast as it could be harmful.
- **Exclusion of certain foods** considered to be prohibited to demonstrate faith. Prohibited or restricted foods are mostly foods of animal origin, including some or all meats and fish, and sometimes eggs; restrictions are based on religious rules or interpretations of religious scriptures. Where meat is eaten, some religions require the animal to be slaughtered in a particular way, eg Halal (Islam), Kosher (Judaism) and Jhatka (Sikhism).
- **Symbolic foods/drinks** consumed as part of religious rituals. Given the importance of food for all living things since the beginning of time, it is not surprising that images associated with what we eat have become important in religious traditions. There are many examples of symbolic foods arising from religious stories, including eggs (new life), honey (sweetness – honey was around long before sugar!), lamb (sacrifice), and olive oil (healing, strength, fuel). In Judaism, a special Seder plate, with six foods symbolising slavery and the Exodus from Egypt, is an important part of Passover celebrations (see page 17).
- **Feasting** as part of religious festivals and celebrations. For centuries, feasting on large portions of 'special' foods has been at the centre of many religious festivals and celebrations. In the past, the types of food eaten would generally be foods which were not available or affordable for everyday consumption, for example certain meats, spices, sugar, fruits and nuts which were rare and expensive. Although this is still true today to some extent, celebratory 'days' are becoming weeks, and many 'luxurious' foods are now more affordable and available year-round. This can result in people eating too many foods high in fat and sugar.

Dietary restrictions and practices commonly observed by the main religious groups in the UK are summarised in table 2. However **within any religious group, there will be variations on which food rules are observed and how strictly, depending on the beliefs, choices and traditions of particular sects, communities, and individuals.**



**Table 2. Religious Influences on Diet**

✓ = acceptable to some    ✓✓ = acceptable to most    ✗ = not acceptable to most

	BUDDHISM	CHRISTIANITY	HINDUISM
Eggs 	✓	✓✓	✓
Milk / yogurt 	✓	✓✓	✓
Cheese 	✓	✓✓	✓✓ no rennet <sup>3</sup>
Pork 	✓	✓✓	✓ Jhatka <sup>4</sup>
Beef 	✓	✓✓	✗
Lamb 	✓	✓✓	✓ Jhatka <sup>4</sup>
Chicken 	✓	✓✓	✓ Jhatka <sup>4</sup>
Fish 	✓	✓✓	✓ (with fins & scales) <sup>6</sup>
Fasting	Buddhists may fast during meditation / retreats; some Buddhist monks and nuns do not eat each day after the midday meal	Fasting is rare in Christianity, although Lenten is a 40-day partial fast observed in the Catholic Church and the Eastern Orthodox Church	Fasting is a very important part of the Hindu religion, but methods and periods of fasting vary widely

1 Eggs containing bloodspots cannot be eaten according to Jewish dietary laws.

2 Kosher means meeting the requirements of Jewish law. Kosher restrictions include a ban on eating meat and dairy products at the same time, and these foods should be prepared and eaten using separate utensils and equipment. After meat meals, Jewish people wait for between one and six hours (depending on their custom) before eating dairy.

3 Cheese must be rennet-free, as rennet (enzymes used in cheese-making) comes from cows.

ISLAM	JUDAISM	SIKHISM	
✓✓	✓✓ (no bloodspots) <sup>1</sup>	✓	 Eggs
✓✓	✓✓ Kosher <sup>2</sup>	✓✓	 Milk / yogurt
✓✓ no rennet <sup>3</sup>	✓✓ Kosher <sup>2</sup>	✓✓	 Cheese
X	X	✓ Jhatka <sup>4</sup>	 Pork
✓✓ Halal <sup>5</sup>	✓✓ Kosher <sup>2</sup>	X	 Beef
✓✓ Halal <sup>5</sup>	✓✓ Kosher <sup>2</sup>	✓ Jhatka <sup>4</sup>	 Lamb
✓✓ Halal <sup>5</sup>	✓✓ Kosher <sup>2</sup>	✓ Jhatka <sup>4</sup>	 Chicken
✓✓ (with fins & scales) <sup>6</sup>	✓✓ (with fins & scales) <sup>6</sup>	✓	 Fish
Ramadan is the most notable time for fasting among Muslims, when all food and drink is avoided from dawn until sunset	Yom Kippur & Tisha B'Av in Judaism are major fast days, lasting from sunset to nightfall the following day; some Jewish people undertake personal or communal fasts, often to seek repentance or in the face of tragedy	Sikhism does not promote fasting as it is not considered to bring any spiritual benefits	<b>Fasting</b>

4 Jhatka meat is meat that has come from an animal killed by a single strike of a sword or axe to sever the head, a method preferred by many Hindus and Sikhs.

5 Halal means food and drinks that Muslims are able to eat/drink under Islamic law.

6 Only fish with fins and scales are allowed under Jewish and Islamic dietary laws.

# BUDDHISM



## Introduction

Buddhism is a spiritual tradition that centres on personal spiritual development and a deep understanding of the true nature of life ('**Enlightenment**').

Almost 250,000 people in England and Wales (0.4% of the population) identified themselves as Buddhist in the 2011 Census, making it the sixth largest religious group.

It is around 2,500 years old; its origins lie in Nepal and the story of the spiritual journey of a prince called Siddhartha Gautama in around the sixth century BC. The prince lived a life of privilege and luxury until one day he left his royal surroundings and came across death and suffering in old age and illness for the first time. Disturbed by this he became a monk and lived in harsh poverty for a while. Neither existence satisfied him and he decided to look for a 'middle way' without luxury but also without poverty.

Buddhists believe that one day the Prince of Nepal sat beneath a fig tree where he became deeply absorbed in meditation and reflected on his experience of life until he became enlightened – he then became known as the **Buddha** which translates as the 'the enlightened one', and the tree became known as the Bodhi tree ('the tree of awakening').

There is no belief in a personal God. Buddhists believe that nothing is fixed or permanent and that change is always possible. Existence is endless because individuals are reincarnated over and over again. The path to Enlightenment is through the practice and development of morality, meditation and wisdom. Buddhists can worship both at home or at a **temple**.

Buddhist **meditation** practices are techniques that encourage and develop concentration, clarity, emotional positivity, and a calm vision of the true nature of things. Meditation practice helps you learn the patterns and habits of your mind, and offers a way of developing new, more positive ways of living. It promotes peaceful and energised states of mind.

Many Buddhists combine meditation with ancient forms of stretching exercises such as **yoga**, which has its origins in India, and **tai chi**, a form of martial art which started in China. These types of physical activity focus on strength, flexibility and breathing, and help relax both the body and the mind.

There are almost 400 million followers of Buddhism worldwide. There are many different Buddhist sects, but the two main ones are: Theravada (popular in Sri Lanka, Cambodia, Thailand, Laos and Burma), and Mahayana (strongest in Tibet, China, Taiwan, Japan, Korea and Mongolia). Zen is another example of a Buddhist sect.





## Food & Drink

Offering food to monks (**alms-giving**) is one of the oldest and most common rituals of Buddhism.

Traditional Buddhist food tends to be simple, wholesome, and **vegetarian or vegan**, based on the principle of non-violence. It is influenced by East Asian cuisine, which varies from region to region.

**Rice** tends to be a staple food in Buddhist meals, and congee (rice porridge) is a popular breakfast dish. **Noodles** and other grains may also be served. **Vegetables** are usually either stir-fried or cooked in broth, with seasonings varying depending on the region (eg soy sauce is popular in Japan, whereas curry is more usual in South East Asia). Steamed vegetable-filled Buddhist Monk Dumplings are also a speciality. One of the Buddhist traditions avoids harming of plants, so root vegetables (such as potatoes, carrots, onions and garlic) may be avoided as this results in the death of the plant – this may be all year round or just on holy days. Another tradition avoids eating strong-smelling plants such as leeks, chives, onions and garlic, as they are considered to excite the senses and interfere with mindfulness.

## Festivals

Many Buddhists consider participation in festivals and celebrations an important aspect of Buddhist practice. In addition to the religious background, some festivals have social and cultural features. Since the celebrations have developed in different countries, and over long periods of time, there are variations.

The dates relate to the lunar calendar in some countries and the Gregorian calendar (the calendar used in the UK) in others, so the same event may be celebrated on different dates in different countries.

**Three of the main festivals are:**

**Vesak** (also known as Wesak or Buddha Day) is the most important festival in the Buddhist calendar. It is celebrated each year on the full moon of the ancient lunar month of Vesakha (usually May). It celebrates the birth of the Buddha, his enlightenment, and his final passing. There are differences in how Buddhist groups celebrate Vesak around the world, but it is generally a colourful and joyous event, when homes are often cleaned and decorated. In China, dancing dragons and other cultural traditions form part of

the celebrations. In Thailand and Indonesia, Vesak lanterns are made of paper and wood. In some countries, caged birds are released to symbolise letting go of troubles. Devout Buddhists attend their local temple for at least part of the day, and celebrations usually include the practice of bringing food to offer and share, as well as supplies for the temple and symbolic offerings for the shrine. Buddhists usually eat vegetarian food during Vesak to show kindness and generosity to all living things.

**Sangha Day** (also known as Fourfold Assembly or Magha Puja Day) is the second most important festival among Western Buddhists. It is a celebration of the Sangha, the term used to describe the Buddhist

spiritual community, and is a chance for people to demonstrate their commitment to Buddhist practices and traditions. Celebrations often also include chanting, meditation and the lighting of oil lamps.

**Kathina** is celebrated at the end of the Vassa (monsoon season) in October/November, and centres around the giving of cloth by lay people to monks and nuns to enable them to make new robes. The word 'kathina', as well as referring to the frame used historically to stretch the cloth while it was being made, also means 'hard' or 'stable', and is considered to mean a firm commitment to monastic life. These days, lay Buddhists go to the monastery on the day of the festival and begin by sharing a meal. At about

1 o'clock, they will formally offer the cloth and other gifts such as socks, tools or fuel, to the monks in their community. Monks accept the cloth on behalf of the Sangha, and then announce who will receive new robes once they are sewn. Monks with unusually shabby robes are usually given priority. The monks begin cutting and sewing the cloth straight away, and sewing of the robes should be completed that day. When the robes are sewn, usually in the evening, the new robes are ceremonially given to the chosen monks.



# CHRISTIANITY

## Introduction

Christianity is the world's biggest religion with around 2.1 billion followers. Over 33 million people living in England and Wales (about 60% of the population) are Christians (2011 Census).

Christians believe that there is only one God, and that God sent his son **Jesus Christ** to earth to save humanity from the consequences of its sins. Christianity is based on the life and teachings of Jesus Christ, who Christians believe to be the Son of God. Jesus was born in Bethlehem in the Middle East over 2000 years ago. The Christian holy book is the **Bible**, which is divided into the Old and New Testaments.

The New Testament explains how God sent his son Jesus Christ to earth to save human beings from the consequences of their sins. Jesus was executed on a cross (**Crucifixion**) as a criminal by the Romans, and according to Christian teaching after three days he rose from the dead (the **Resurrection**).

Christians model themselves on the life and teachings of Jesus Christ. Jesus taught people to love God and love their neighbour.

## Food and Drink

Christians are normally **omnivores** as they can eat anything and have no religious views about eating meat and other animal products. However the Bible warns against greed and excess, and has ancient guidelines for the welfare of land and animals in farming for food.

Some Christians choose to be vegetarians or vegans due to their own individual views on rearing animals for food.

Some Christians pray (**say grace**) before they eat as a sign of their thankfulness for all that God has provided. Saying grace is a way of recognising that they are dependent on God for everything.

**Fasting** is practised by some Christians. For example the Lenten fast observed in the Catholic Church and the Eastern Orthodox Church is a forty-day partial fast to commemorate the fast observed by Christ during his temptation in the desert. Some Christians use Lent as an opportunity to cut out foods they enjoy such as chocolate. On Good Friday (the Friday before Easter Sunday), meat is sometimes avoided and is traditionally replaced by fish.



**Christmas** is celebrated on 25th December (7th January for Orthodox Christians) and celebrates the birth of Jesus. Christmas is a traditional holiday in Britain where family and friends get together to exchange gifts. Traditionally, lunch on Christmas Day includes **turkey** with **stuffing** and **cranberry sauce**, **sprouts** and carrots, and **'pigs in blankets'** (sausages wrapped in bacon), followed by a rich steamed dried fruit pudding (**Christmas pudding**). Other traditional Christmas foods include a rich dried fruit cake covered in marzipan and white icing (**'Christmas cake'**) and **sweet mince pies**. Families often enjoy a walk together on Christmas Day or the following day (Boxing Day) to help 'walk off' their heavy meals!

**Christmas is not only a Christian festival.** The celebration has roots in the Jewish holiday and other ancient festivals – as Christmas comes just after the middle of winter, when the sun is strengthening and the days are beginning to grow longer, this has been a time of feasting and celebration throughout history. Before the days of refrigerators and freezers, people would rely on foods which could be preserved from the summer/autumn harvests, which explains why dried fruits are popular ingredients in many traditional Christmas dishes.

For many people in the UK today, Christmas is seen as a non-religious holiday, with the exchange of expensive gifts playing a big part.

**Lent** falls in the spring, when the days begin to get longer. The word 'Lent' is an old English word meaning 'lengthen'. It begins on Ash Wednesday and is the 40 days which come before Easter. It is a time for reflection and preparation before the celebrations of Easter. In the past, Lent was marked by fasting, with foods such as meat and fish, fats, eggs and dairy foods being avoided. So that no food would be wasted, families would have a feast on the day before lent begins – **Shrove Tuesday**. **Pancakes** became associated with Shrove Tuesday as they were a dish that could use up all the eggs, fats and milk in the house, with just the addition of flour. This explains why Shrove Tuesday is now commonly known as Pancake Day! In some places, pancake races are held; contestants wearing an apron and a scarf have to toss their pancake at both the start and the finish. Pancake races are thought to have started in 1445 when a woman was running late for the Shrove Tuesday service while cooking pancakes, and ran off to church still holding her frying pan and wearing her apron!

Today only a small number of Christians fast for the whole of Lent. Some Christians still fast on Ash Wednesday and Good Friday (the Friday before Easter Sunday), but more commonly Christians try and give up their favourite food such as chocolate, or a bad habit such as smoking.



**Easter** is the most important festival in the Christian calendar. Easter Sunday, which comes at the end of Holy Week (the last week of Lent) celebrates the rise of Jesus from the dead. Churches are filled with flowers and there are special services. Christians usually eat **lamb** to show new life and **hot cross buns** to symbolise the cross. Other popular foods include spiced Easter biscuits and **Simnel cake** – a fruit cake covered in marzipan and topped with marzipan balls to represent Jesus' disciples. In modern times, Easter is probably most associated with **chocolate**!

Decorating hard-boiled eggs, the giving of chocolate eggs as gifts and Easter egg hunts are popular activities. In some parts of the United Kingdom, people roll hard boiled down slopes. In other places, there is a game in which people roll hard boiled eggs against other people's eggs. The winner is the person whose

egg remains whole. After the game, the eggs are eaten.

The popularity of **eggs** at Easter is likely to have come about for a few different reasons: eggs are seen as symbols of rebirth, and Christians also think of them as the empty tomb of Jesus following his resurrection. In the past, when eggs were avoided during Lent, chickens would continue to lay them; these would be hard-boiled to help preserve them for longer, and at the end of the 40 days there would be lots of hard-boiled eggs to use up! The first chocolate eggs were not made until the early 1800s (in France and Germany) and didn't become popular until around 1875.

The date of Easter changes every year but it is always the Sunday after the first full moon of the Spring Equinox.





# HINDUISM

## Introduction

Hinduism is thought to be one of the world's oldest surviving religions, dating back over 4000 years and has about one billion followers worldwide, the majority in South Asia. In the 2011 census for England and Wales, 817,000 people identified themselves as Hindu (1.5% of the population), making it the third largest religious group.

The name 'Hindu' comes from the word Indus, the river in India from where a diverse range of beliefs and practices originated and which together became known as Hinduism.

Hindus believe in one God called **Brahman** who is considered to be everywhere. **Puja** (worship) takes place in the **Mandir** (temple), which can vary in size from a small village shrine to large building surrounded by walls. Hindus also worship at home and often have a special room with a **shrine**.

Hindus believe in 'the law of **karma**', which is that every action has an effect and there is a cause for everything. Life is believed to be a cycle of birth, death and rebirth (**reincarnation**), governed by Karma – Hindus believe that the soul passes through a cycle of lives and that the next life is dependent on how the previous life was lived. The main aim for Hindus is to break out of this cycle of birth and death.

**Yoga** is an ancient form of stretching exercise from India which involves postures (holding your body in certain positions) and relaxed breathing. It is an important part of Hindu spiritual practice.

Hindus also express their faith through dance. Energetic dancing ('Bollywood' style) is popular at Hindu celebrations and festivals.

## Food and Drink

The food eaten by Hindus varies a lot between different Hindu communities and traditions. Many Hindus are **vegetarian**, and almost all Hindus avoid beef as **cows** are regarded as sacred. Some Hindus avoid eggs and seafood. Those Hindus that eat meat may only eat '**Jhatka**' meat (meaning meat from an animal that has been killed by a single blow to the neck).

**Fasting** is a very important part of the Hindu religion, with methods and periods of fasting varying widely depending on personal beliefs and local customs.



## Festivals

There are many Hindu festivals, but two of the most important are:

**Diwali**, also known as Divali or Deepavali (meaning 'row of lights'), is the **Festival of Lights**, which is celebrated by Hindus as well as Sikhs and Jains. It usually falls in October or November (dates vary according to the Indian lunar calendar). It was originally a Punjabi festival before winter to get ready to do hard work on crops.

The festival, which typically lasts for four days, celebrates the victory of good over evil, light over darkness and knowledge over ignorance. It is a joyous celebration which stands for a renewed commitment to friendship and goodwill.

During the festival, homes are spring-cleaned and redecorated, and houses, shops and public places are traditionally decorated with rows of small earthenware oil **lamps** in windows, doorways and outside buildings (although generally in the UK and more urban towns in India electric lights are increasingly being used). **Fireworks** are also often a big part of Diwali celebrations.

On Diwali night, Hindus typically dress up in new clothes or their best outfit, light lamps and candles inside and outside their home, and take part in family puja (prayers). Fireworks often follow puja.

**Gifts** are exchanged between family members and close friends; traditionally, simple gifts such as **sweets**

and **dried fruit** were exchanged, but in recent years, Diwali has become associated with spending lots of money.

They then return home where sumptuous feasting begins, plates brimming with delicious South Asian treats including a wide-range of special curries. There are no specific foods eaten during Diwali – each family and community has its own traditional Diwali dishes.

In addition, an array of **mithai** (Indian sweetmeats which are a cross between snack, dessert and confectionery), such as **laddoos**, **barfis** and **halwas**, are eaten as part of meals as well as being nibbled on with **masala chai** (spiced tea) throughout the day. Common ingredients used to make mithai include chickpea flour, rice flour, semolina, lentils and grains, squashes, carrots, condensed milk and yogurt. Extra flavours and textures are added with ingredients such as cashew nuts, almonds, pistachios and raisins, as well as sweet spices like cardamom, cinnamon, cloves or nutmeg. Decorations such as silver or gold leaf may also be used.

Savoury Diwali snacks made from flour (chickpea, rice, lentil and other flours), spices and sesame seeds like **Bombay mix** or **chivda** are also popular; often these are deep-fried, but nowadays healthier, lower fat baked versions are also available.

**Holi** is a spring festival celebrated in February or March (it varies as the date depends on the Hindu lunar calendar). The festival celebrates the victory of good over evil, the arrival of spring, end of winter, and for many it is a festive day to meet others, play and laugh, forget and forgive. Everyone is considered **equal** during Holi, regardless of class, age and gender.

Also known as the **festival of colours** or the festival of love, Holi is an ancient Hindu festival which has become popular with non-Hindus in many parts of South Asia, as well as people of other communities outside Asia.

Holi celebrations start with a **Holika bonfire** on the night before Holi where children and adults gather, sing and dance and throw chick peas into the fire. The next morning is a day of partying, where people play, chase and colour each other with dry paint powder and coloured water, with some carrying water guns and coloured water-filled balloons for their water fight. Carnivals take place in streets, public parks, outside temples and buildings. Groups of people go from place to place, singing and dancing, and some play drums or other musical instruments. People visit family, friends and enemies to throw colours on each other, laugh and chat. They then share special food and drinks – these vary from family to family.

Families exchange special Indian sweets, and colourful main dishes are prepared which are full of fresh flavours.

Sweet rice decorated with nuts, sultanas and cardamom is popular at Holi as well as at other happy Hindu occasions.

Savoury snacks are shared, such as **pakorras** (vegetables such as cauliflower and potato dipped in chickpea batter and deep-fried), **kachoris** (round, puffed pastry filled with lentils and fragrant spices), **dahi vadas** (lentil dumplings dipped in a creamy whipped yogurt and topped with spicy and sweet chutneys) and **puran poli** (a flat bread stuffed with a sweet lentil filling).

Popular drinks include **lassi** (a yogurt drink which is usually sweetened with sugar or flavoured with salt), a variety of fruit juice mixtures, and 'sherbets' (sweet drinks flavoured with fruit, flower petals and/or herbs and spices).





# ISLAM

## Introduction

People who follow Islam as a religion are called **Muslims**. Islam is the second largest religion in the world after Christianity, with over 1 billion followers.

Around 2.7 million people living in England and Wales (almost 5% of the population) are Muslims (2011 Census).

Muslims believe that there is one god (**Allah** – this is the Arabic word for god). They believe that Allah sent a number of prophets to mankind to teach them how to live according to his law. Prophets included Jesus, Moses and Abraham. The final prophet was **Muhammad** (sometimes spelt Mohammad or Muhammed).

Muslims base their laws on the holy book, the **Qur'an** (or Koran), and there are **five Pillars** (duties) of Islam:

- Declaration of **faith**.
- **Praying** five times a day.
- Giving money to **charity**.

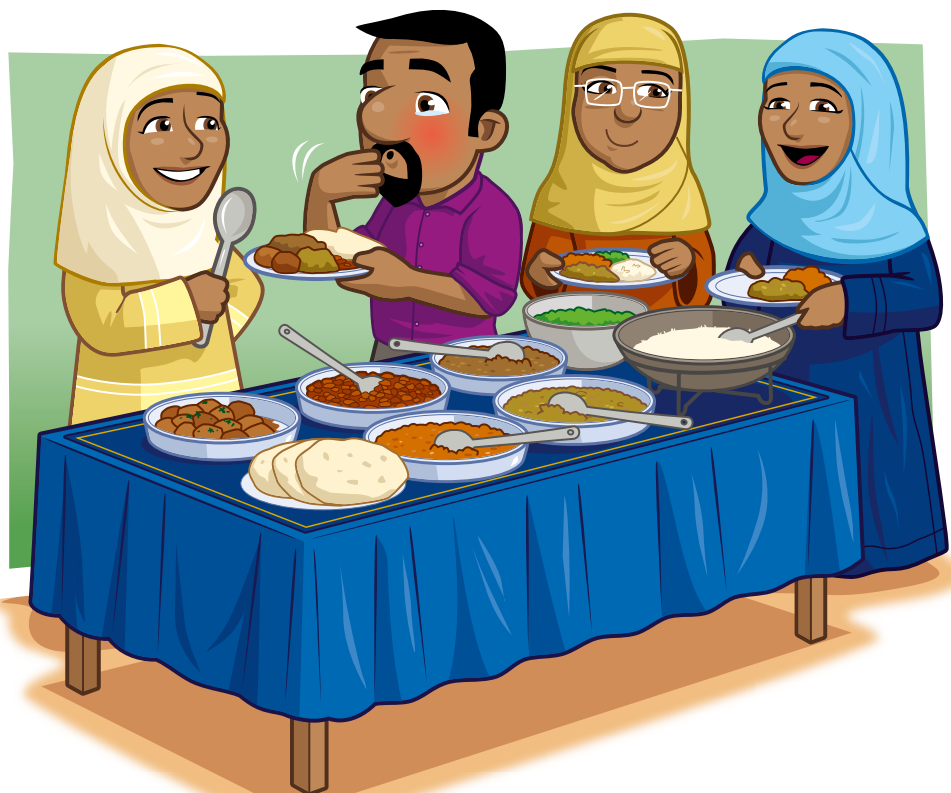
- **Fasting** ("sawm").
- A **pilgrimage (Hajj)** to Mecca in Saudi Arabia; this takes place annually but all Muslims who can afford it and are physically fit are expected to take part in the pilgrimage at least once in their lifetime.

The special places for Islamic worship are called **Mosques**.

## Food and Drink

Eating is an important part of the Islamic religion and eating the right food is part of obeying God. All meat eaten by Muslims should be **Halal**, which means the animals must be killed following strict rules. Some foods are not allowed to be eaten such as **pigs** and Muslims are taught to eat only when they are hungry.

The month of Ramadan is generally the most notable time for **fasting** among Muslims, when all food and drink is avoided from dawn until sunset (see opposite).



## Festivals

There are three main Islamic festivals:

**Eid Ul Fitr** means the 'feast of fast-breaking'. It celebrates the end of Ramadan and thanks Allah for giving people the strength to survive the fast. Children receive **presents or money**, and new and beautiful clothes are worn. Before Eid prayers, adults give **alms** (money) to people who are less well off to enable everyone to celebrate. The early part of the day is spent offering prayers at a Mosque followed

by hearty meals at home or with relatives – the first daytime meal fasting Muslims have had for a month. **Dates** are often eaten first to break the fast, followed by a mouth-watering menu of special dishes. Asian Muslims often enjoy **biryani** (rice steam cooked with meat and spices) and **seviyan** (also known as sheer khurma, a sweet dish made with milk and vermicelli).

**Eid Ul Adha** is the 'festival of sacrifice', celebrated to honour and commemorate the willingness of the Prophet Abraham (Ibrahim) to sacrifice his son Ishmael as per God's order. At the last second, God provided Abraham with a sheep to sacrifice instead.

It also marks the end of the annual Hajj pilgrimage to Mecca in Saudi Arabia.

Many Muslims make a special effort to wear new clothes or their nicest outfits, attend a prayer service at a mosque and to listen to a sermon. They also personally greet or send cards to family members and friends and give **gifts** to children.

Some Muslims arrange to sacrifice or slaughter a cow, goat or sheep. (In Britain, the animal has to be killed at a slaughterhouse.) The meat is divided between family, friends and the poor. Other Muslims give money to **charity** to help poorer families and eat a meat-based meal. Recipes vary from one country to another. In the Arab world, one of the basic ways to cook **mutton** (sheep meat) is to cook it with plenty of

garlic, cumin and onion over a slow fire. In Southeast Asia, **biryani**s are especially popular, while in Turkey **kebab** is popular.

The date of Eid Ul Adha depends on the Islamic lunar calendar and therefore, as with other Islamic festivals, can fall in any month of the year in the UK. In Muslim countries the festival is marked by a four-day public holiday.



**Ramadan** The word 'Ramadan' is derived from an Arabic word for intense heat, scorched ground and shortness of food and drink. It is considered to be the most holy and blessed month. It is the ninth month of the Islamic lunar calendar, and its start is based on the sighting of the new moon. (In the UK it can fall in any month of the year.) It is a period of **prayer, fasting, charity-giving, self-discipline and self-control** for Muslims. It marks the time when the first verses of the Qu'ran were shown to the Prophet Muhammad. Ramadan is also a time when Muslims believe that the gates of heaven are open and the gates of hell are closed with the devil chained up inside.

Most Muslims (except children, people who are ill, and elders) fast during the daylight hours of Ramadan. After dark they are allowed to eat as normal.

It is common to have a meal known as the **suhoor** just before sunrise – so Muslims may have to get up very early in the morning during Ramadan, depending on the season! When it is dark again, the

fast is broken with an evening meal (**iftar**) later in the evening, which is often eaten with friends and families in homes, community centres or places of worship.

It is important for suhoor to be a filling meal which provides enough energy for many hours, such as oats or bread/toast, and fruit and vegetables. For example in Egypt a spicy bean and vegetable dish (ful) served with pitta bread is commonly eaten before the fast begins.

Often the first food eaten at iftar is **dates**, which give a quick burst of energy, followed later by a buffet of various foods. As so many people from around the world follow Islam, there are lots of different foods traditionally eaten during Ramadan depending on where they live. Traditional dishes include Arabian Fattoush, a refreshing salad with warm fried pitta bread, spicy lamb schwarma from the Middle East, chick pea curry from India, and harira (lentil soup) from Morocco.



# JUDAISM

## Introduction

Judaism originated around 4,000 years ago (during the Bronze Age) in the **Middle East**.

The world's Jewish population is estimated to be almost 14 million people (around 0.2% of the world population). Most Jewish people live in just 18 countries, with **Israel** being the only country where Jewish people make up the largest religious group. The country with the second largest Jewish population is the United States of America. 263,000 people living in England and Wales are Jewish (about 0.5% of the population) (2011 Census).

Jewish people believe that there is one God who created the universe, and that every Jewish person has a personal relationship with him. Spiritual leaders are called **Rabbis**, and worship takes place in **Synagogues**.

Jews see the **Prophet Abraham** as their 'father', and a symbol of trusting and obeying God. (Abraham is also important to followers of Christianity and of Islam). **Moses** is also important as he gave the Jews the **Torah** (the book of Jewish laws), and he is the leader who freed the Jews from slavery in Egypt.

Jewish people try to keep God's laws and bring holiness into every part of their lives, although there are many people who consider themselves Jewish but who do not believe in or follow any Jewish law.

## Food and Drink

All foods eaten by Jewish people should be **Kosher** which means they meet the requirements of Jewish law. Certain animals are not permitted for food, including **pigs** (pork), and **fish without fins and scales** (eg shellfish). Where animal foods are allowed (eg chicken, beef, lamb), only those animals that have been killed in the approved way (**shechita**) are considered Kosher. Kosher restrictions also include a **ban on eating meat and dairy products at the same time**, and these foods should be prepared and eaten using separate utensils and equipment. After meat meals, Jewish people wait for between one and six hours (depending on their custom) before eating dairy.

Yom Kippur (Day of Atonement) and Tisha B'Av (which remembers a number of tragedies in Jewish history) are the major **fasting** days of Judaism, lasting from sunset to nightfall the following day; in addition to these and other official days of fasting, some Jewish people undertake personal or communal fasts, often to seek repentance or in the face of tragedy.



## Festivals

There are several important festivals celebrating key events in Jewish history. These include:

**Hanukkah** (or Chanukah) is the Jewish **festival of lights**. It remembers the Jews' struggle for religious freedom, and the end of a three-year war. It is celebrated in November or December in the Gregorian calendar, and it lasts for eight days. Blessings are said each day before lighting one candle on an eight-branched candle holder or **menorah**; the candles are lit from right to left, on each of the eight days of the festival, so that by the end all eight candles

are alight. Jewish people say a prayer and sing a hymn after each candle is lit too.

**Fried foods** such as potato pancakes (**latkes**) and **doughnuts** are traditionally eaten at Hanukkah, as these symbolise the '**miracle of oil**' which was used to light the candles at the end of the three-year war. Dairy foods are also often eaten during this festival. Games are played and **gifts or money** (or chocolate coins wrapped in gold foil!) are exchanged.

**Purim** is a lively festival which is usually celebrated on the 14th day of the month of Adar in the Jewish calendar (which is in February or March in the Gregorian calendar), one month before Passover. It marks the time when Jewish people were saved from extermination by a brave young woman called **Esther**. This story is described in the Book of Esther in the Hebrew bible, which is read in the synagogue at Purim. Carnival-like celebrations are also held, with lots of dressing up in colourful costumes and masks, entertaining performances and beauty contests, all relating to the story and characters found in the Book of Esther.

Synagogues are often crowded during Purim. Many

people wear their best clothes while others dress up in colourful costumes and masks. Children in particular enjoy dressing up as the characters found in the Book of Esther. Purim gift baskets are exchanged on this occasion. Jewish people are expected to 'eat, drink and be merry' at Purim. Special triangular fruit-filled cookies called '**Hamantaschen**' are traditionally eaten at Purim; these are generally thought to represent the three-cornered hat of a villain called Haman who features in the Book of Esther. Eating different kinds of **seeds** (eg sunflower, pumpkin and poppy seeds) and **nuts** is also popular as Esther ate only seeds in one part of the story. Many Jewish people also donate to **charity** around this time of the year.

**Passover** (or Pesach) is one of the most important religious festivals in the Jewish calendar. Also known as the Festival of Spring or the **Festival of Freedom**, it marks the Israelites' release from slavery and their Exodus from Egypt around 3,000 years ago. The celebration, which lasts seven days in Israel or eight days outside of Israel, falls in March or April. There are special readings in synagogues for each day of the festival.

Before celebrations begin, homes are often cleaned from top to bottom. Many people spend the Passover period with family and close friends. The highlight of Passover takes place on the night before the start of the Passover holiday, when a special service called a **Seder** takes place over a meal at home with family and friends. Special Passover plates and cutlery are used. A Seder plate, with six foods in a set order, is placed at the top of the table, with each food symbolising slavery and the Exodus from Egypt:

- A bone of **lamb** to represent sacrifice (this is not eaten).
- A **non-bitter vegetable** such as parsley or boiled potato, representing the back-breaking work the slaves did.
- **Charoset**, a paste of apples, nuts, and wine, to represent the mortar used to build the palaces in Egypt.

- **Greenery** (eg lettuce) to represent new life.
- **Bitter herbs** (usually horseradish), to remember the bitterness of slavery.
- **A hard-boiled egg**, symbolising the Jews' resistance to giving up.

**Matzo** (or matzah, a type of unleavened bread) is placed on a separate plate on the Seder table; it remembers the Exodus from Egypt, when the Israelites fled with their dough to which they had not yet added yeast. Bowls of **salt water** are also placed on the Seder table, symbolising a slave's tears.

During the evening, the story of the Exodus is retold and songs are sung. It is traditional for the youngest child to ask four questions about the Seder table, and for these to be answered by the father.

While the foods on the Seder plate may be eaten in small quantities as part of the rituals during the service, a substantial meal is served at the end, with popular foods including hard-boiled eggs, matzah ball soup, and brisket. Popular desserts include ice cream, cheesecake, kugel, or flourless cakes, often made with chocolate.





# SIKHISM

## Introduction

People who follow Sikhism are called Sikhs. There are thought to be around 27 million Sikhs – that makes it the fifth largest religion in the world. Founded in the 15th century in the **Punjab** district of what is now India and Pakistan, Sikhism combined parts of Hinduism and Islam. It is one of the world's youngest religions. Around 423,000 people living in England and Wales (almost 1% of the population) are Sikhs (2011 Census).

It was founded by **Guru Nanak** and is based on his teachings, and those of the nine Sikh gurus who followed him. The Sikh scripture is the **Guru Granth Sahib**, a book that Sikhs consider a living Guru, and therefore Sikhs show it the respect they would give to a human Guru.

Sikhs believe in one god, and believe that human beings spend their time in a cycle of birth, life and rebirth. They share this belief with followers of other Indian religions such as Hinduism and Buddhism.

Sikhism places great importance on doing good actions rather than merely carrying out rituals. Sikhs believe that the way to leave a good life is to:

- Keep God in heart and mind at all times.
- Live honestly and work hard.
- Treat everyone equally.
- Be generous to the less fortunate.
- Serve others.

Sikhs are expected to keep their hair uncut and the men to grow **beards** and tie **turbans** on their heads, while the women cover their heads with a special type of scarf called a Chunni. Some devout women prefer to wear a turban on their heads called Keski. A Turban is an article of honour in Sikhism and should be treated with dignity.

The Sikh place of worship is called a **Gurdwara**. As well as a place for religious worship, learning and ceremonies, Gurdwaras also serve as community centres, offering food, shelter and companionship to those who need it. Many Sikhs carry out chores in the Gurdwara as their service to the community, for example they work in the kitchen or clean the floor.

In India many Sikhs visit a Gurdwara before work. Although Sikhism does not regard any particular day of the week as a holy day, in Britain, Sikhs often go to a Gurdwara on Sundays as it fits the UK pattern of work.

Anyone of any faith can visit a Gurdwara and will be made welcome. All visitors should remove their shoes and cover their heads, and bow to show their respect. People should make an **offering** of food or money to help run the Gurdwara; if a person has no money or food to offer they may offer flowers, or just some words of sincere thanks. Everyone sits on the floor in a Gurdwara – seats and cushions are not allowed.

## Food and Drink

Many Sikhs are **lacto-vegetarian**; that means they do not eat animal or fish products or eggs but they can eat dairy products. Some Sikhs eat certain meats providing they are **Jhatka** (meaning meat from an animal that has been killed by a single blow to the neck). Sikhs do not eat meat that is Halal or Kosher because these belong to other religions' rituals (Islam and Judaism). Sikhs also avoid beef because **cows** are believed to be sacred.

Unlike many other religions, Sikhism does not promote fasting as it is not considered to bring any spiritual benefits.

The kitchen in a Gurdwara is called the **Langar**, where food is served to anyone without charge. Simple, lacto-vegetarian dishes are served. This is to ensure that any visitor to the Gurdwara, whatever the dietary restrictions of their faith, can eat in the Langar. Examples include **chapatti**, **dahl** (or **dal**, a spiced lentil dish), vegetables and **Kheer** (or **Khir**, a spiced rice pudding). **Karah Prashad** (or **Prasad**) is a sacred pudding made from equal parts of ghee (clarified butter), sugar and flour which is prepared in the langar, and offered to everyone who visits the Gurdwara.





## Festivals

There are a number of festivals in Sikhism. Three of the main ones are:

**Diwali**, also known as Divali or Deepavali (meaning 'row of lights'), is the **Festival of Lights**, celebrated in October or November by Sikhs as well as Hindus and Jains (dates vary according to the Indian lunar calendar). It was originally a Punjabi festival before winter to get ready to do hard work on crops.

For Sikhs, Diwali celebrates the release from prison of the sixth guru, Guru Hargobind, and 52 princes in 1619, which was marked by lighting the **Golden Temple** in **Amritsar** in northern India. This tradition continues today. Sikh Diwali is sometimes called 'Bandhi Chhor Divas' meaning '**Prisoner Release Day**'.

During the festival, houses, shops and public places are traditionally decorated with rows of small earthenware oil **lamps** in windows, doorways and outside buildings (although generally in the UK and more urban towns in India electric lights are increasingly being used). **Fireworks** are also often a big part of Diwali celebrations.

Diwali is a time for exchanging **gifts**. Traditionally, simple gifts such as **sweets** and **dried**

**fruit** were exchanged, but in recent years, Diwali has become associated with spending lots of money and lots of feasting for many families.

On the morning of Diwali, Sikhs wearing traditional clothes, visit the nearest Gurdwara to offer prayers, and thank God for the happy occasion and other blessings. After prayers, the congregation is served with vegetarian dishes, such as chapatti and mixed vegetables, as well as desserts.

They then return home where sumptuous **feasting** begins. There are no specific foods eaten during Diwali, but vegetarian dishes, such as **palak paneer** (spinach and goat's cheese) and for some Sikhs also non-vegetarian dishes, such as mutton and chicken **curries**, are among the delicacies commonly served.

In addition, an array of Indian sweets such as **jalebi**, **ladoo** and **barfi**, and savoury snacks such as **pakora** (fried vegetable fritters) and samosa (fried pastry with spicy filling) may be served, and washed down with hot **masala tea** (or **chai**, a blend of milk, sugar, spices and black tea).

**Baisakhi** (or Valsakhi) was originally a Punjabi harvest festival of happiness and plenty, usually celebrated on 13th or 14th April to mark the beginning of the **harvest** season for winter crops in India. Baisakhi was later incorporated by Sikhism as a celebration of the anniversary of the creation of the Khalsa Panth (the worldwide Sikh community movement) in 1699. Gurdwaras are decorated and visited, and colourful processions, dancing and singing happen throughout the day. Two popular Indian folk dances are the **bhangra**, a very energetic dance that involves lots of jumping, and **gidda**, a slightly more subdued dance traditionally done only by women.

Because a large part of Baisakhi is meant to celebrate the harvest, food plays a big part in festivities. Traditional Indian and Punjabi food, such as **puri** bread, potato **curry** and semolina pudding is served for breakfast,

followed by dishes such as spinach curry with **roti** (traditional flatbread) and vegetable **pakorras** (deep-fried fritters) plus sweets/puddings such as **halwa**, and **ladoo** for lunch or dinner. Other foods eaten during Baisakhi are boxes of sweetmeats which are given to one another, creamy **lassi** (a yogurt drink) and roasted wheat and chickpea snacks.

Many Sikhs also choose to be baptised (initiated) on this day by taking part in an **Amrit Ceremony**, to show that they follow the Sikh conduct of life. During an Amrit Ceremony, which takes place in a Gurdwara, hymns are recited from the Sikh scripture, and prayers are said. Then **amrit** is prepared – a mixture of sugar and water that has been stirred with a double-edged sword. The people undergoing the initiation drink some of the amrit from the same bowl, and have it sprinkled on their eyes and hair. Each then recites the rules of Sikhism. The ceremony ends with the eating of **Karah Prashad**.

**Hola Mahalla** (sometimes just called 'Hola') is usually held in March (the exact date depends on the Indian lunar calendar), starting the day after the Hindu festival of Holi. During Hola, Sikhs traditionally practise their military exercises and hold **mock battles** and **martial art parades**. During this festival Sikh people visit Gurdwaras and are served vegetarian meals prepared in the Langars.



# TEACHING IDEAS

## Visiting Places of Worship

Arrange to visit places of worship in your local area. Multi-cultural cities will have Buddhist Centres, Gurdwaras, Mosques, synagogues and Hindu temples as well as churches and cathedrals; many welcome school groups of any faith and will provide guided tours and other activities (eg sampling food from the Langar in a Gurdwara, or a guided meditation in a Buddhist Centre). Alternatively they may be able to provide volunteers to come to your school to talk to the children about their religion. You could also take the children on a 'virtual tour' online (go to [www.phunkyfoods.co.uk/religion](http://www.phunkyfoods.co.uk/religion) for suggested links).

Before any visit, have a discussion with the children about what to expect and what will be expected of them (eg taking off their shoes, covering their heads, being quiet in areas of prayer or meditation, taking an offering, etc). Agree a list of questions the children will ask their host – including questions about food!

After the visit, ask the children to write and/or draw about their experience. What did they learn? What surprised them? How does the building they visited compare with other places of worship they know about?

### English Curriculum subject links:

Art and Design, English, PSHE, Religious Education

### Scottish Curriculum subject links:

Expressive Arts, Literacy and English, Social Studies, Religious and Moral Education

## Get Dramatic!

Divide the children into small groups and ask them to imagine they are a family from the religion you are studying. They are going to role play a family mealtime. It could be an ordinary every day meal, or a celebratory meal as part of a festival. Ask them to think about their characters – name, age, male or female, and what responsibilities they might have in preparing the meal. Also ask them to imagine the setting – what is the room like where are they eating the meal? What time of day and year is it? Ask them to discuss the meal in their characters, including the significance of the food traditions of their religion. Make use of props and dressing-up costumes if possible. After rehearsals, ask each group to perform their role-play to the rest of the class. Perhaps they could also perform to the rest of the school in a special assembly!

### English Curriculum subject links:

English, PSHE, Religious Education

### Scottish Curriculum subject links:

Expressive Arts, Literacy and English, Social Studies, Religious and Moral Education

## Festival Time!

Let the children create their own festival. It could be based on one of the religious festivals they have learnt about, or it could combine traditions from different religions.

### Divide the children into groups of 4-5.

#### Ask the children to think about:

1. What religion(s) or festival(s) their festival will be based on / what it will celebrate?
2. What foods will be eaten at the festival? Older children should be encouraged to think about / research any dietary restrictions their guests might have depending on their religion.
3. Will there be decorations? What will these be like?
4. What clothes should be worn on the day of the festival? Will it be traditional dress code or your best clothes?
5. Will there be any games / dancing or other fun activities?

In their groups, ask the children to describe their festival through art and writing.

As a class ask the children to share their ideas on their festival. Put all the ideas on the board and ask the children to choose their favourite ideas to make a class festival.

In groups ask the children to take charge of different parts of the festival such as...

- The invitations.
- The decorations.
- Foods they want to eat at the festival.

### Hold the festival!

When the children have celebrated the festival ask them to draw or paint a picture of the festival and write a short paragraph saying what they did at the festival and which part was their favourite.

### English Curriculum subject links:

Art and Design, English, PSHE, Religious Education

### Scottish Curriculum subject links:

Expressive Arts, Literacy and English, Social Studies, Religious and Moral Education

# TEACHING IDEAS

## Get Active!

- Experience different forms of physical activity enjoyed by different religious communities as part of their spiritual practices or festivals, for example yoga, tai chi, Bhangra, or Bollywood-style dancing. Watch video clips (go to [www.phunkyfoods.co.uk/religion](http://www.phunkyfoods.co.uk/religion) for suggested links) and ask the children to describe the movements. Does it make them feel happy or sad? Full of energy or tired? Why? Teach the children some movements – older children could learn a sequence of movements and perhaps perform them for an audience, for example in a special assembly.
- Organise some games based on religious themes, such as pancake races or egg & spoon races for Christianity. Ask the children to paint or decorate some hard-boiled eggs - you might like to teach them how to boil the eggs first, and look at the change of state from liquid (raw) to solid (boiled) eggs. Once the eggs are decorated, organise an egg and spoon race in a large indoor or outdoor space. Mark out start and finish lines, get everyone to balance their egg on a dessertspoon, and explain the rules (eg dropped eggs have to be picked up and put back on the spoon before continuing). “On your marks, get set, GO……!”
- Discuss the benefits of being active, including having fun and feeling energised/relaxed, stronger muscles and bones, a healthier heart, maintaining a healthy weight. Different forms of physical activity have different benefits, for example energetic dancing and running is good for heart health and promoting happiness, while stretching exercises such as yoga help build muscle strength, balance, coordination and flexibility as well as promoting relaxation. Remind the children that it's best to do a variety of different forms of physical activity – a bit like eating a healthy balanced diet. Also remind them that physical activity should be fun so it's good to try lots of different forms until they find the kinds that they enjoy the most.

### English Curriculum subject links:

Physical Education, Music, Religious Education

### Scottish Curriculum subject links:

Health & Wellbeing, Expressive Arts, Religious and Moral Education

## Get Creative!

- For the religion you are studying, create an artistic display of a festival and/or the different foods the children have learnt about; this could be with drawings, paintings, or collage – food can be a great material to use, for example different coloured lentils, beans, grains of rice, dried pasta, etc. A picture of the place of worship or a significant symbol such as the Bodhi Tree (Buddhism) or a menorah (Judaism) makes a dramatic centrepiece.
- Decorate hard-boiled eggs for Easter – provide a wide-range of materials such as paints, feathers, and scrap materials. You could decide on a theme for their eggs such as family, historical figures or favourite fictional characters.
- Ask the children to think about a food which could symbolise one of their own beliefs. Ask them to draw or write about their ideas.
- Do some creative writing – for example ask the children to imagine themselves at one of the religious festivals you have explored, and write an imaginary diary entry. Encourage them to use lots of descriptive text, for example the colours, smell and taste of the food they are eating.

### English Curriculum subject links:

Art and Design, Religious Education, English

### Scottish Curriculum subject links:

Expressive Arts, Religious and Moral Education, Languages

## Get Making and Tasting!

- **Make and taste** some traditional/special festival foods eaten by the religious communities you are studying.
- Before the children taste any food/drinks, discuss any **rituals** which are practised in the religion you are studying, for example saying prayers or offering food to god before starting to eat. Also remind them of basic food hygiene rules and table manners.
- Discuss the **ingredients**. Ask the children to research where they come from – **plant or animal**? Where in the **world**? Have a look on a world map and ask the children to locate **sources** of the ingredients they are using. Discuss the **climate** in different regions of the world with older children and help them make links between climate and the types of crops grown there.
- Consider these foods in the context of **healthy eating**. Discuss the ingredients – which **food groups** do they belong to on the **eatwell plate**? Look at the nutrition information on the food packaging and/or recipes. Would it be healthy to have these foods most days, or would they be best eaten just occasionally, eg during celebrations? Why? Older children could consider how adapting recipes could make the dishes more healthy.
- **Compare and contrast** the diets of different religious groups. Ask the children to think of similarities and differences.
- Discuss **fasting** with older children. What do they think are the pros and cons of fasting? What do they think their bodies might feel like if they went without food and drink for several hours every day (tired, hungry, headaches, dizzy, etc), as is practised by Muslims during Ramadan? How could they make sure they kept going all day until sunset (by having a wholesome meal (suhoor) before the fast begins)?. Explain that young children, people who are unwell and elders are not expected to fast in any religion because it can be unsafe.

### English Curriculum subject links:

Design & Technology, Geography, Religious Education, PSHE, Science

### Scottish Curriculum subject links:

Health & Wellbeing, Religious and Moral Education

## Making and Tasting Tips

1. Always carry out a risk assessment and seek consent from parents/carers for their child's participation in food making and tasting sessions in case of any dietary restrictions including food allergies/intolerances, religious diets and vegetarianism.
2. Discuss the importance of good food hygiene, and food preparation health and safety rules:
  - i) Tie hair back and remove jewellery
  - ii) Wash hands (and keep clean - avoid touching nose, mouth, floor, shoes etc!)
  - iii) Wear an apron.
  - iv) Listen carefully to instructions.
  - v) Keep a clean & tidy work surface.
  - vi) Use equipment safely / wait for adult help.
  - vii) Ensure spillages are cleaned up immediately.
  - viii) Don't run around.
3. Discuss what nice table manners look like; how to behave nicely at the table (wait until your host says you may start, no elbows on the table, no talking with your mouth full, use a napkin, wait until everyone has finished, ask permission to leave the table).
4. Invite the children to sample the dish they have created. Encourage the children to taste the food whilst practising good table manners. Explain that our tastes change as we grow up, so it's good to keep trying different foods even if we didn't like them when we were younger. We need lots of different foods in our diet to stay healthy.
5. Do they like the taste? Did they enjoy making it? Would they try making it at home with their family? Do they think the dish can be part of a healthy diet?
6. Recap on key messages: different food and drinks provide different substances that are important for health; we need different amounts from each food group; all food and drink can be part of a healthy varied diet and active lifestyle; cooking is an important life skill and can be fun!

# RECIPES



## Arabian Fattoush

This popular Iftar dish (the meal eaten by Muslims after dark to break the fast during the month of Ramadan) is a refreshing, lemony salad with crispy pitta croutons. Traditionally it is flavoured with a tangy spice called sumac, but lemon zest can be used in its place.



### Ingredients (serves 4):

- 1 tablespoon vegetable oil
- 2 mini pitta breads, torn into small pieces
- 1 large cucumber, washed and finely diced
- 3 cups cherry tomatoes, washed and halved
- ½ red onion, peeled and finely chopped
- ¾ cup fresh parsley, washed and chopped
- ¾ cup fresh mint, washed and chopped
- 2 tablespoons extra-virgin olive oil
- 1 tablespoon fresh lemon juice
- 1 clove garlic, crushed
- Pinch ground sumac or zest of one lemon
- Freshly ground black pepper

**Equipment:** frying pan, paper towel, chopping board, sharp knife, large bowl, wooden spoon

### Method:

1. Heat the vegetable oil in a frying pan. Add pitta pieces and fry until golden brown. Blot dry with paper towel.
2. Combine all the other ingredients in a large bowl, and gently toss with the fried pitta pieces.

Per serving (1/4 of recipe) :

	<b>ENERGY</b>	<b>8%</b>
	708kJ / 170kcal	
<b>LOW</b>	<b>FAT</b>	<b>13%</b>
	9.2g	
<b>LOW</b>	<b>SATURATES</b>	<b>7%</b>
	1.3g	
<b>LOW</b>	<b>SUGARS</b>	<b>7%</b>
	6.6g	
<b>LOW</b>	<b>SALT</b>	<b>4%</b>
	0.2g	

% of an adult's  
reference intake

Typical values per 100g : Energy 227kJ / 54kcal





## Potato Latkes (Potato Pancakes)

Fried food such as pancakes (latkes) are traditionally eaten at the Jewish festival of Hanukkah. Latkes can be made with any root vegetable, but the traditional recipe uses potatoes.

### Ingredients (makes ~20 latkes):

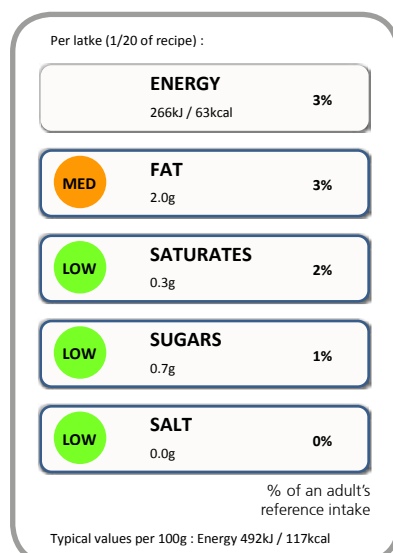
1kg baking or old potatoes  
1 medium onion or 5 spring onions, washed and thinly sliced  
25g plain flour or matzo meal  
1 large egg, beaten  
Black pepper (to taste)  
Vegetable oil for frying

### Equipment:

Vegetable peeler, grater, mixing bowl, clean tea towel or sieve, tablespoon, frying pan, hob, spatula, paper towels

### Method:

1. Peel and finely grate the potatoes and onion, and mix together.
2. Place the grated potato and onion into a sieve and squeeze out as much moisture as you can. Or roll up the potato and onion in a clean tea towel and wring well to extract the liquid.
3. Mix the potato and onion with the flour, egg and freshly ground pepper.
4. Heat the oil in a frying pan until moderately hot and then place heaped tablespoons of the mixture into the pan to shallow-fry. Lower the heat to medium, flatten each latke with the spatula and fry for about five minutes on each side, turning over when the edges turn golden-brown. (If the heat is too high, the latkes will become dark-brown on the outside before they are cooked inside).
5. Remove the latkes from the pan and drain on paper towels to absorb excess oil and leave the latkes crisper.
6. Serve the latkes warm – nice with plain yogurt or soured cream and apple sauce!



# RECIPES



## Buddha's Delight

Traditional Buddhist food tends to be simple, wholesome, and either vegetarian or vegan. Stir-fries are a great way of creating a tasty meal full of crunchy seasonal veg in no time at all. The key is to fry the vegetables quickly over a high heat, stirring all the time to ensure they're cooked evenly and nothing burns! Serve with rice for a healthy, balanced meal, with each serving providing at least three of your 5 A DAY!

### Ingredients (serves 6 – or around 15 small taster portions):

3 tablespoons reduced-salt soy sauce  
 1 tablespoon dark sesame oil  
 1 tablespoon rice vinegar  
 1 teaspoon sugar  
 400g water-packed firm tofu, drained and cut into ~2.5cm cubes  
 2 tablespoons vegetable oil  
 2 cloves garlic, finely chopped  
 2.5cm length of ginger root, peeled and grated  
 225g tin water chestnuts, drained and sliced  
 1 bunch spring onions, washed and sliced  
 1.5kg washed mixed vegetables, such as carrots (thin slices), baby sweetcorn, broccoli (cut into small florets), mushrooms (cut into bite-size chunks), sugarsnap peas or mangetout, peppers (cut into strips)  
 ½ cup vegetable stock  
 1 tablespoon cornflour

**Equipment:** bowl, hob, wok, chopping board, colander, sharp knife, peeler, grater, wooden spoon, jug, teaspoon

### Method:

1. Combine first four ingredients in a small bowl, and add the tofu, stirring gently so it's completely coated. Cover and put in the fridge for an hour to marinate.
2. Drain the tofu in a colander over a bowl, reserving the marinade juices.
3. On the hob, heat the oil in the wok, and add the tofu, stir-frying it until it's lightly browned on all sides.
4. Add the onions, ginger and garlic, and stir-fry for 30 seconds.
5. Add the rest of the vegetables and stir-fry for another minute.
6. Add the vegetable stock to the cornflour, mix well, and stir in the reserved marinade. Add to the pan and bring to the boil. Cook for about 3 minutes or until everything is heated through and the sauce is slightly thick, stirring constantly.
7. Serve with rice.

Per serving (1/6 of recipe):

<b>ENERGY</b>		
1073kJ / 256kcal		13%
<b>LOW</b>	<b>FAT</b>	15%
10.3g		
<b>LOW</b>	<b>SATURATES</b>	6%
1.2g		
<b>LOW</b>	<b>SUGARS</b>	13%
12.0g		
<b>MED</b>	<b>SALT</b>	18%
1.1g		

% of an adult's reference intake

Typical values per 100g : Energy 302kJ / 72kcal



# RECIPES



## Kheer

A spiced rice pudding popular in India and often part of Hindu, Sikh and Buddhist festivals.



### Ingredients (serves 4):

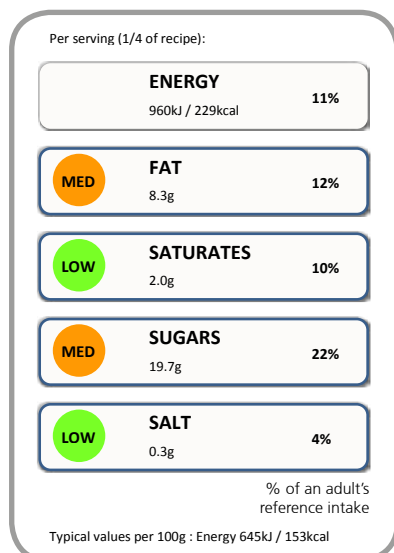
50g long grain rice, washed and drained  
1 pint milk  
2-3 cardamom seeds, crushed  
2 tablespoons almonds, blanched slivered  
Pinch of saffron threads, soaked in a little hot milk  
1 tablespoon skinned pistachio nuts, chopped  
1 tablespoon raisins (optional)  
2 tablespoons sugar

### Equipment:

Sieve, large saucepan, wooden spoon, hob

### Method:

1. Put the rice, milk and cardamom in a pan. Bring to the boil and simmer gently until the rice is soft and the grains are starting to break up.
2. Add almonds, pistachio nuts, saffron and raisins and simmer for 2-3 minutes, then add the sugar and stir until completely dissolved.
3. Remove the kheer from the heat and serve either warm or chilled.



# RECIPES



## Lassi

A refreshing yogurt-based drink which is popular in India, Lassi can be extra creamy, sweet, salty or spicy depending on the ingredients you use! This recipe is sweetened with mangoes and honey, but lots of other soft, ripe and sweet fruits work well – try experimenting with avocados, bananas, clementines, pineapples, raspberries, strawberries... or a combination! Crushed cardamoms will give your lassi a more authentic Indian flavour.

### Ingredients (serves 6):

500ml thick/low fat plain yogurt  
150ml semi-skimmed milk  
1 ripe mango (or 200g tinned mangoes)  
1 teaspoon honey  
Pinch of crushed cardamom seeds (optional)  
Cup of ice cubes

### Equipment

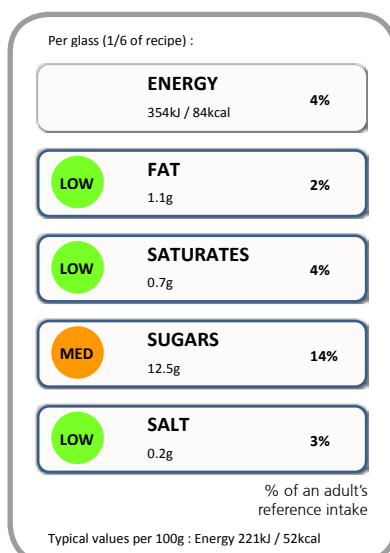
Sharp knife, chopping board, blender, tablespoon, measuring jug, 6 glasses and straws

### Method

1. Remove the skin from the mango, and cut the flesh off the stone. (Or open the tin!) Chop the flesh into chunks. Put the chopped fruit in the blender.
2. Add the honey, yogurt and milk (plus cardamom if you're using it).
3. Put the lid on and whizz the mixture until it is smooth. Add the ice and whizz again until crushed (some blenders have ice-crushing settings).
4. Pour into glasses and serve with straws.

### BEWARE!

Fruit can become slippery when peeling.  
Take care when cutting!



# RECIPES



## Chai (Masala Tea)

Popular in India, this is a more authentic form of Chai than the very sweet form sold by coffee shops in the UK.

### Ingredients (makes 4 cups, or around 15 small taster servings):

1 litre water  
300ml semi-skimmed milk  
4 black peppercorns  
10 green cardamom pods, lightly crushed  
Good pinch green fennel seeds  
Small piece cinnamon stick  
1 teaspoon fresh ginger, peeled and roughly sliced  
2 tea bags  
1-2 teaspoons sugar (optional)

### Equipment:

Measuring jug, knife, chopping board, saucepan/milk pan, sieve/tea strainer

### Method:

1. Heat the water and milk in a pan with the spices and ginger until it comes to the boil. Turn the heat down and cook over a low to medium heat for 15 minutes. Be careful as the milk can easily rise and boil over.
2. Add the teabags and leave to brew for one minute.
3. To serve, strain into cups and add sugar if using.

Per cup :		
<b>ENERGY</b>		
146kJ / 35kcal		2%
<b>LOW</b>	<b>FAT</b>	2%
1.2g		
<b>LOW</b>	<b>SATURATES</b>	4%
0.7g		
<b>LOW</b>	<b>SUGARS</b>	4%
3.6g		
<b>LOW</b>	<b>SALT</b>	2%
0.1g		
% of an adult's reference intake		
Typical values per 100g : Energy 56kJ / 13kcal		





# RECIPES



## Pancakes

In the past, the Christian period known as Lent was marked by fasting, with foods such as meat and fish, fats, eggs and dairy foods being avoided. So that no food would be wasted, families would have a feast on the day before Lent begins – Shrove Tuesday. Pancakes became associated with Shrove Tuesday, as they were a dish that could use up all the eggs, fats and milk in the house, with just the addition of flour. This explains why Shrove Tuesday is now commonly known as Pancake Day!



### Ingredients (makes 8 pancakes):

100g plain flour

2 eggs

300ml semi-skimmed milk

1 tablespoon sunflower oil, plus extra for frying

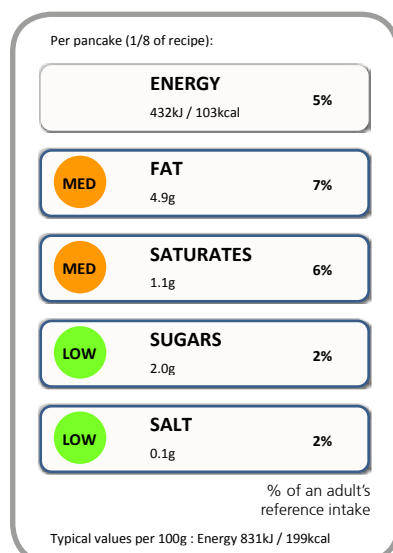
Toppings (optional), eg lemon juice and sugar, or fresh fruit and yogurt

### Equipment:

Sieve, large mixing bowl, fork or whisk, frying pan, kitchen paper, ladle, fish slice

### Method:

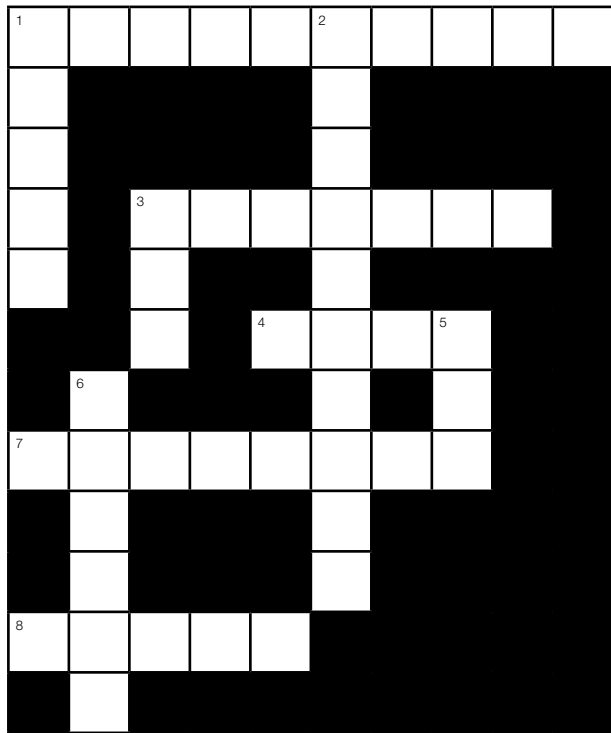
1. Sift the flour into a large mixing bowl.
2. Make a well in the centre of the flour and break both eggs into it, pour in about 50ml milk and 1 tablespoon oil. Start whisking from the centre, gradually drawing the flour into the eggs, milk and oil. Once all the flour is incorporated, beat until you have a smooth, thick paste. Add a little more milk if it is too stiff to beat.
3. While still whisking, pour in a steady stream of the remaining milk. Continue pouring and whisking until you have a batter that is the consistency of slightly thick single cream.
4. Heat the pan over a moderate heat, then wipe it with oiled kitchen paper. Ladle some batter into the pan, tilting the pan to move the mixture around for a thin and even layer. Leave to cook, undisturbed, for about 30 seconds.
5. Holding the pan handle, ease a fish slice under the pancake, then quickly lift and flip it over. Make sure the pancake is lying flat against base of the pan with no folds, then cook for another 30 seconds before turning out onto a warm plate. Continue with the rest of the batter, serving them as you cook or stack onto a plate.



# EXTENSION ACTIVITIES



## Buddhism crossword



### Across

- 1 The type of food eaten during Vesak to show kindness and generosity to all living things (10)
- 3 The season during which Kathina is celebrated (7)
- 4 A starchy food commonly eaten as part of a Buddhist meal (4)
- 7 Buddhist Monk \_ \_ \_ \_ \_ - a pastry parcel filled with vegetables and steamed (8)
- 8 Some vegetarian meat substitutes are made from this type of cereal grain (5)

### Down

- 1 A festival celebrating the birth, enlightenment and passing of the Buddha (5)
- 2 The offering of food to nuns and monks (4,6)
- 3 The month when Vesak is usually celebrated (3)
- 5 A food which comes from birds; some Buddhists eat it but others avoid it (3)
- 6 This means 'enlightened one' (6)

## Buddhism word search

V	N	I	O	P	E	A	C	E	P
F	E	O	N	E	P	A	L	O	G
D	N	G	Q	V	L	I	M	V	N
I	O	V	E	S	A	K	K	G	I
R	O	T	G	T	M	N	A	V	L
I	S	E	P	S	A	N	T	H	P
C	N	G	J	G	K	R	H	G	M
E	O	H	O	L	I	L	I	P	U
B	M	Y	D	S	G	N	N	A	D
S	A	N	G	H	A	O	A	V	N

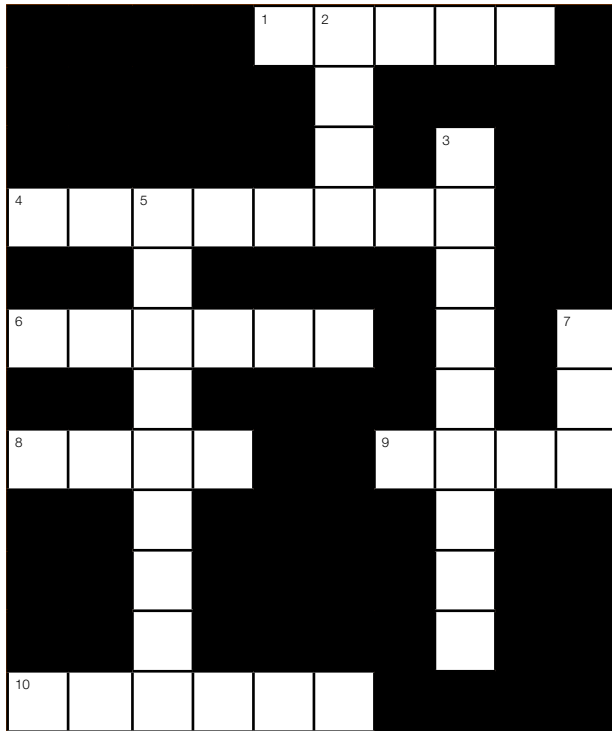
YOGA  
DUMPLING  
KATHINA  
MONSOON  
NEPAL  
PEACE  
RICE  
SANGHA  
VEGETARIAN  
VESAK



# EXTENSION ACTIVITIES



## Christianity crossword



### Across

- 1 An ingredient used to make pancakes for Shrove Tuesday (5)
- 4 The month in which Christmas is celebrated by most Christians (8)
- 6 A small leafy green vegetable eaten with Christmas Dinner (6)
- 8 A food sometimes eaten on Good Friday (4)
- 9 Some people give up their favourite food for 40 days during \_ \_ \_ \_ (4)
- 10 The most important festival in the Christian calendar (6)

### Down

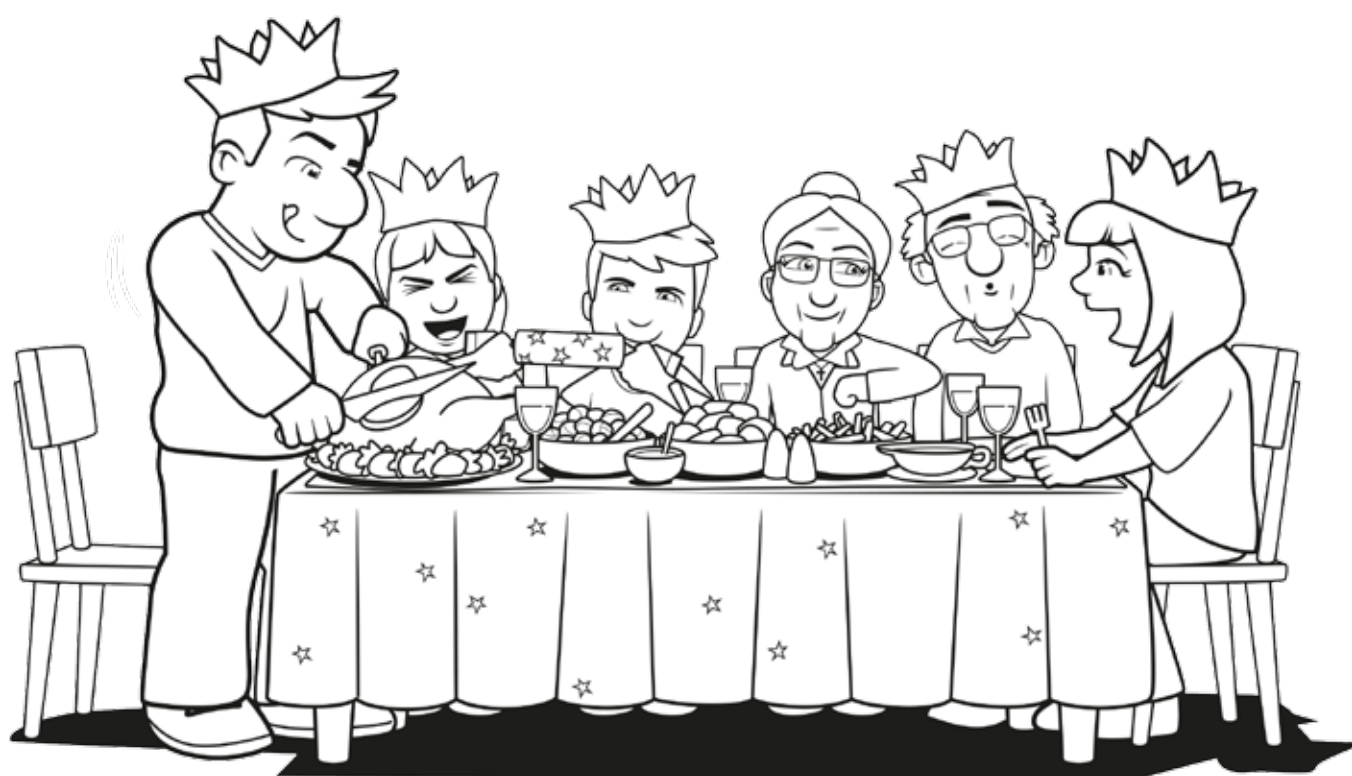
- 2 A type of meat eaten at Easter to symbolise new life (4)
- 3 A red fruit used to make the sauce eaten with turkey at Christmas (9)
- 5 The festival celebrating the birth of Jesus (9)
- 7 - - - cross buns are eaten at Easter to symbolise the cross (3)

## Christianity word search

J	E	S	U	S	U	J	U	C	C
F	E	K	A	C	N	A	P	H	L
H	E	C	Q	V	L	R	R	O	A
K	N	A	H	S	A	I	V	C	M
C	V	T	S	K	S	N	P	O	B
L	B	O	P	T	P	O	F	L	N
W	R	G	M	U	E	L	Q	A	Y
C	A	A	T	Y	M	R	L	T	F
O	S	T	U	R	K	E	Y	E	H
H	T	N	E	L	M	S	G	G	E

CHOCOLATE  
CHRISTMAS  
CROSS  
EASTER  
EGGS  
LAMB  
JESUS  
LENT  
PANCAKE  
TURKEY

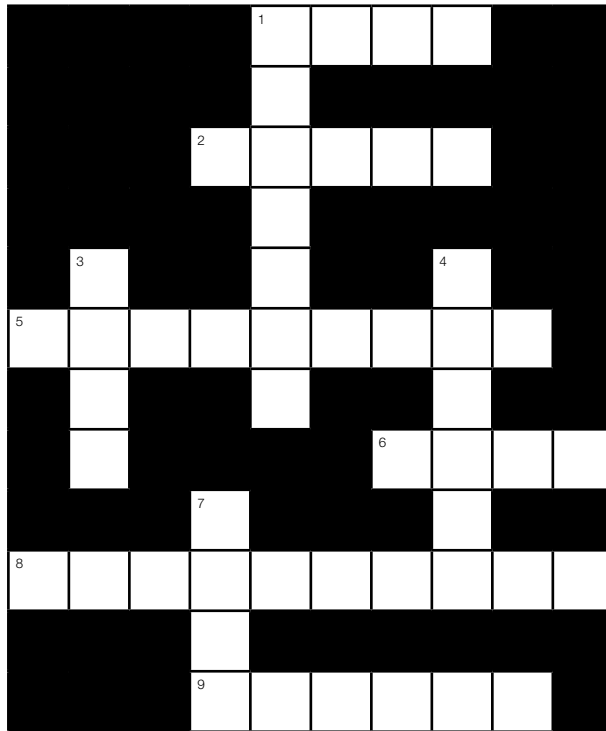




# EXTENSION ACTIVITIES



## Hinduism crossword



### Across

- 1 This meat is avoided by most Hindus (4)
- 2 A drink made from yogurt which is popular during Holi (5)
- 5 A spicy savoury snack often served during Hindu festivals (6, 3)
- 6 A spicy lentil dish (4)
- 8 Many Hindus do not eat any meat so their diet is described as \_\_\_\_\_ (10)
- 9 These are essential ingredients in curries (6)

### Down

- 1 The name of the supreme God worshipped by Hindus (7)
- 3 People throw paint on each other during this colourful festival (4)
- 4 The festival of lights celebrated between October and November (6)
- 7 Chick \_\_\_\_\_ are thrown into bonfires during Holi (4)

## Hinduism word search

B	N	S	O	N	U	E	C	I	R
R	H	T	N	W	F	A	V	C	R
A	E	E	N	D	L	N	A	O	A
H	N	E	H	I	A	S	S	L	R
M	V	W	S	W	A	P	U	O	A
A	B	S	P	A	B	P	D	U	G
N	A	G	J	L	K	A	N	R	H
L	A	H	K	I	K	L	I	F	A
F	S	P	R	I	N	G	K	W	R
G	T	J	L	H	O	L	I	A	B

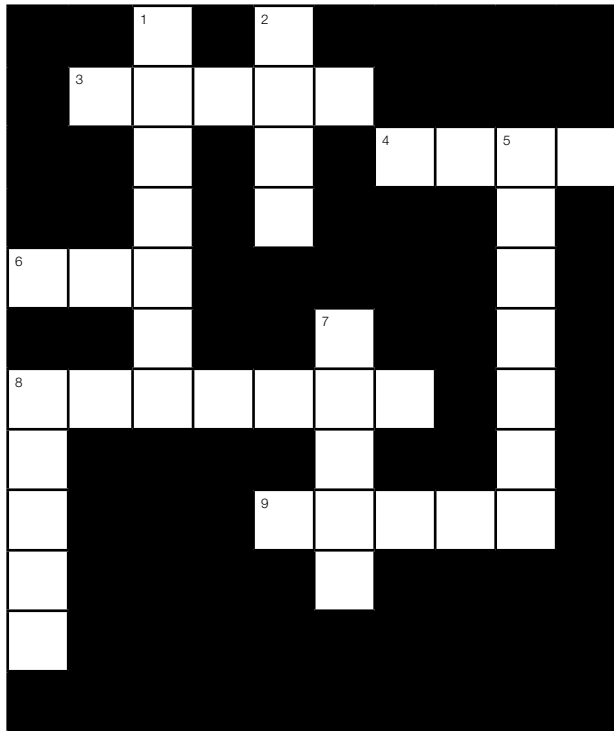
BRAHMAN  
 COLOUR  
 DIWALI  
 HOLI  
 INDUS  
 LASSI  
 PAINT  
 RICE  
 SPRING  
 SWEETS



# EXTENSION ACTIVITIES



## Islam crossword



### Across

- 3 Meat which is acceptable to Muslims is called \_\_\_\_\_ (5)
- 4 Money given before Eid prayers to people who are less well off (4)
- 6 \_\_\_ UI Adha is also known as 'festival of sacrifice' (3)
- 8 A vegetarian food rich in protein, the main ingredient in Harira Soup (7)
- 9 A dried fruit - often the first food eaten to break the fast (5)

### Down

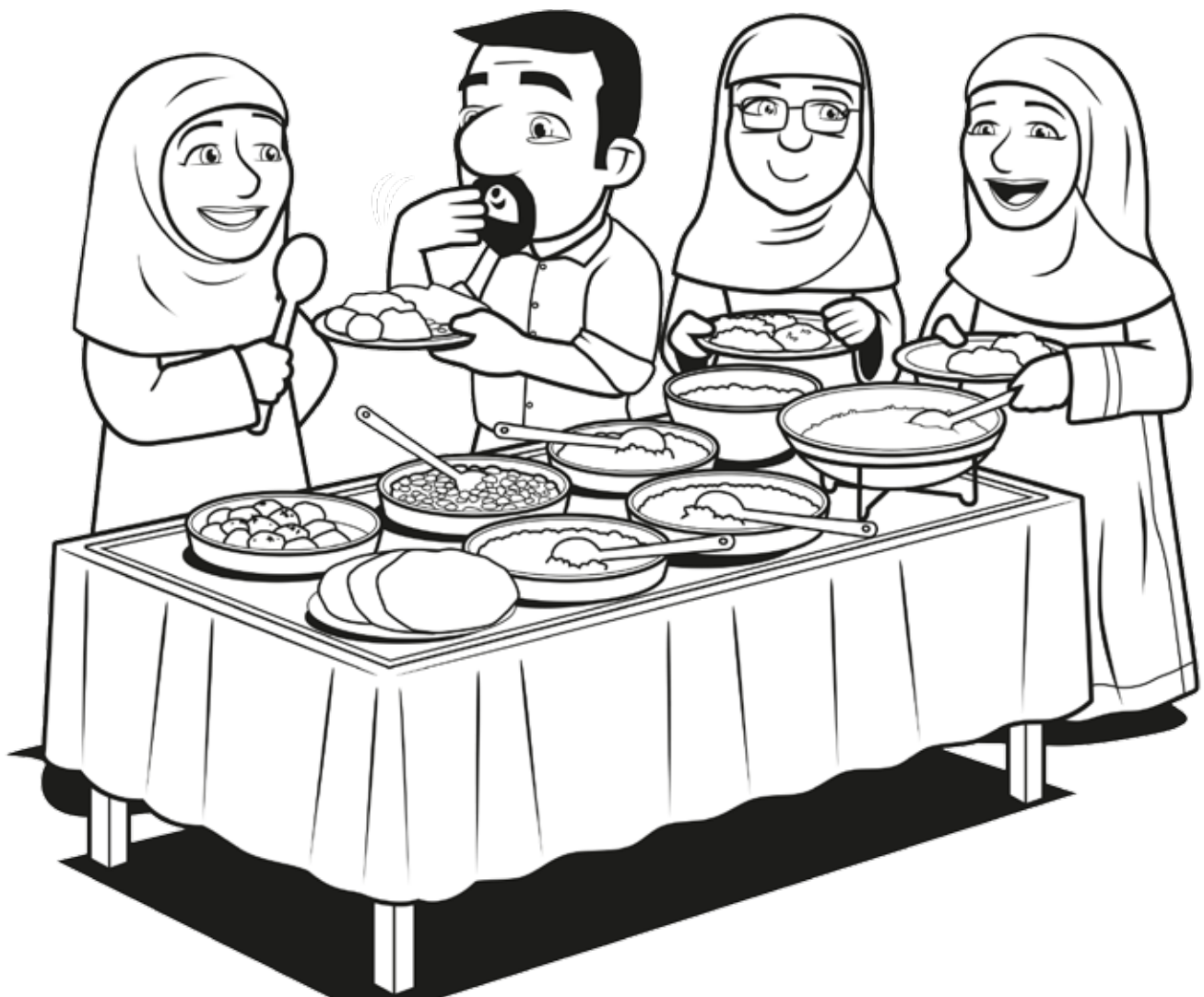
- 1 The holy month in the Islamic calendar between August and September (9)
- 2 Most Muslims \_\_\_ (do not eat) during the daylight hours of Ramadan (4)
- 5 Places of worship for Muslim people (7)
- 7 The Arabic word for God (5)
- 8 The start of Ramadan is based on the sighting of the new moon in the ninth month of the Islamic \_\_\_\_\_ calendar (5)

## Islam word search

D	K	Z	Y	O	L	A	L	A	H
A	L	L	A	H	F	P	J	A	Q
T	A	U	B	A	E	W	O	D	D
E	R	T	S	I	R	N	L	I	A
S	I	T	C	V	A	B	E	E	M
X	F	L	E	D	Y	U	N	N	M
L	J	A	A	N	G	Q	T	R	A
U	C	M	B	O	E	H	I	A	H
H	A	B	I	D	Y	L	L	S	U
R	I	N	R	M	I	L	S	U	M

ALLAH  
 DATES  
 EID  
 FAST  
 HALAL  
 LAMB  
 LENTILS  
 MUHAMMAD  
 MUSLIM  
 RAMADAN

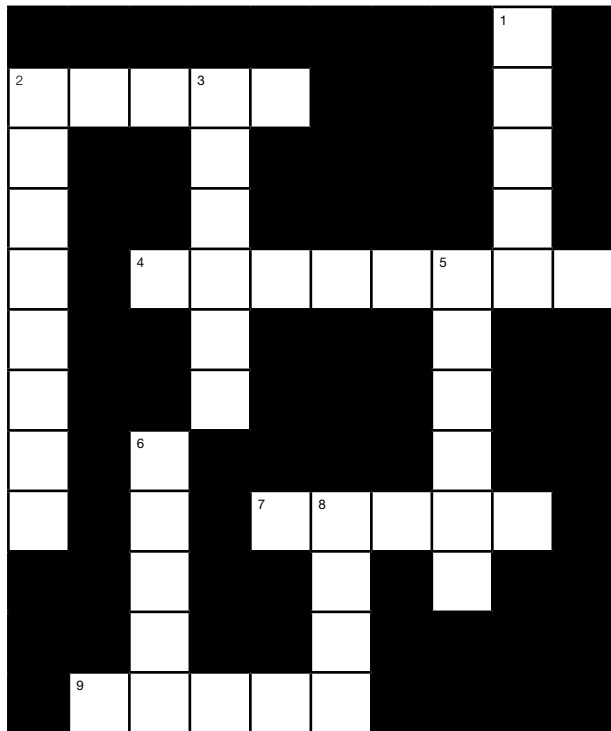




# EXTENSION ACTIVITIES



## Judaism crossword



### Across

- 2 A festival of hope and good luck in March (5)
- 4 Also known as latkes, these are a traditional food made from potato served during Hanukkah (Chanukah) (8)
- 7 The name of the plate of symbolic foods served during Passover (5)
- 9 These plants are a reminder of the bitter life that the Israelites endured when they were enslaved in Egypt (5)

### Down

- 1 A term to describe someone who is captured and forced to work against their will (5)
- 2 A festival honouring the freedom of the slaves from Egypt (8)
- 3 The country in which Judaism originated (6)
- 5 Foods eaten by Jewish people should be \_\_\_\_\_ (6)
- 6 A fruit found in Charoset (5)
- 8 These are served hard-boiled during Passover (4)

## Judaism word search

O	I	L	A	S	M	I	R	U	P
D	H	L	F	G	J	K	I	S	A
B	M	A	N	S	W	E	E	T	S
M	E	M	K	U	I	O	P	H	S
A	I	B	L	K	R	T	Y	G	O
H	U	N	S	O	U	X	Q	I	V
A	C	Z	I	G	H	N	U	L	E
R	T	O	R	A	H	E	A	L	R
B	E	K	O	S	H	E	R	H	N
A	D	I	S	G	G	E	W	E	R

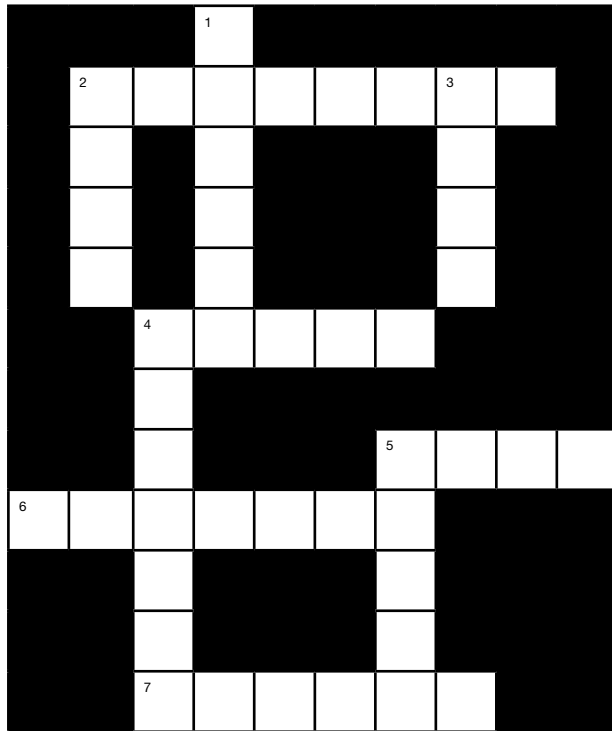
ABRAHAM  
EGGS  
HANUKKAH  
KOSHER  
LAMB  
LIGHTS  
OIL  
PASSOVER  
PURIM  
TORAH



# EXTENSION ACTIVITIES



## Sikhism crossword



### Across

- 2 A New Year festival in the Sikh calendar (8)
- 4 The glow from lamps placed outside temples during Diwali (5)
- 5 Sikhs who eat lacto-vegetarian diets do not eat eggs, meat or \_ \_ \_ \_ (4)
- 6 Diwali is celebrated in \_ \_ \_ \_ \_ or November (7)
- 7 Jalebi, barfi and laddoo are examples of Indian \_ \_ \_ \_ \_ (6)

### Down

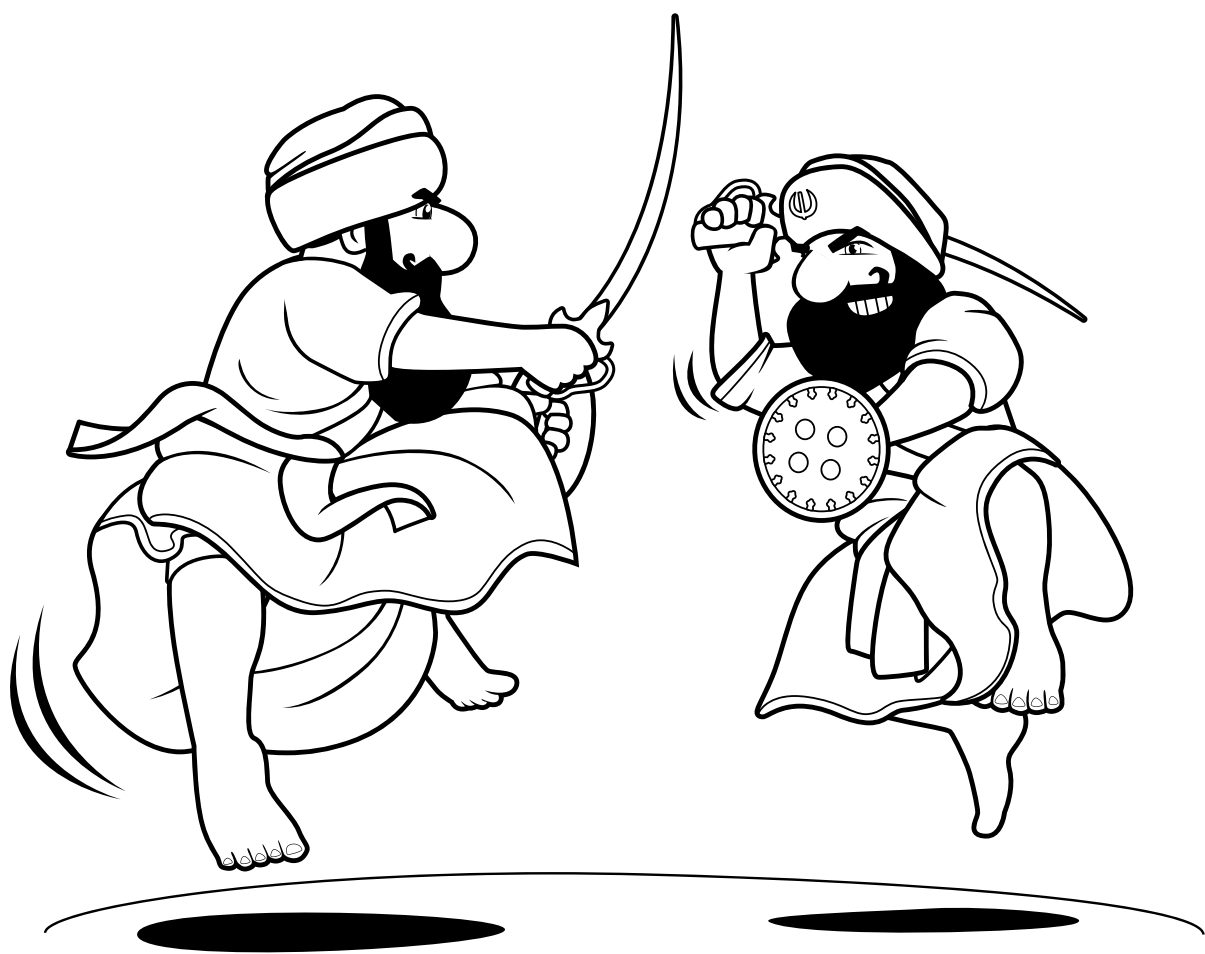
- 1 The festival of lights (6)
- 2 Sikhs do not eat this kind of meat (4)
- 3 \_ \_ \_ \_ Mahalla is a Sikh festival which means 'mock fight' (4)
- 4 These are the main ingredient in dahl (7)
- 5 Dried \_ \_ \_ \_ \_ (for example figs and raisins) is often eaten during Diwali (5)

## Sikhism word search

T	A	E	M	T	E	E	W	S	L
U	B	A	I	S	A	K	H	I	V
M	I	C	H	O	P	A	G	T	E
L	G	E	U	Q	Y	H	I	T	G
A	W	C	U	R	T	H	E	A	E
S	A	I	Q	S	R	M	A	P	T
S	I	R	L	O	I	Y	B	A	A
I	L	H	A	D	U	F	E	H	R
D	I	W	A	L	I	M	B	C	T
N	A	I	R	A	T	E	G	E	V

BAISAKHI  
CHAPATTI  
CURRY  
DAHL  
DIWALI  
LASSI  
LIGHTS  
RICE  
SWEETMEAT  
VEGETARIAN





# APPENDIX

## CURRICULUM LINKS

To assist with planning, key skills, knowledge and learning outcomes are mapped to the National Curriculum for England and the Scottish Curriculum for Excellence.

### National Curriculum in England (2013):

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#### RELIGIOUS EDUCATION (RE)

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The following comes from non-statutory 'Curriculum Framework for RE in England' (Religious Education Council of England and Wales, 2013): A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.

##### Key Stage 1:

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

##### Key Stage 2:

- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.

---

#### PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

---

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. The following comes from the PSHE Association (2013):

##### Core Theme 1: Health and wellbeing

###### Key Stage 1:

- What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.

###### Key Stage 2:

- What positively and negatively affects their physical, mental and emotional health (including the media).
- How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.

##### Core Theme 2: Relationships

###### Key Stage 1:

- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.
- To identify and respect the differences and similarities between people.

###### Key Stage 2:

- That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity.
- To recognise and challenge stereotypes.

##### Core Theme 3: Living in the wider world

###### Key Stage 1:

- That people and other living things have needs and that they have responsibilities to meet them.
- That they belong to various groups and communities.

###### Key Stage 2:

- To appreciate the range of national, regional, religious and ethnic identities in the UK.
- To think about the lives of people living in other places, and people with different values and customs.

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#### DESIGN & TECHNOLOGY

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##### Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the two great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

##### Key stage 1:

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

##### Key stage 2:

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

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#### SCIENCE

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##### Year 2: Animals, including humans

- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

##### Year 3: Animals, including humans:

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

*Pupils should continue to learn about the importance of nutrition... They might research different food groups and how they keep us healthy and design meals based on what they find out.*

##### Year 4: States of matter:

- Observe that some materials change state when they heated or cooled...

*Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (eg to make food such as chocolate crispy cakes and ice cream for a party.)*

##### Year 5: Properties and changes in materials

- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

*They should explore reversible changes, including evaporating, filtering, sieving, melting and dissolving...and explore changes that are difficult to reverse...They could observe and compare the changes that take place, eg when burning different materials or baking bread or cakes.*

##### Year 6: Animals, including humans

- Recognise the impact of diet, drugs and lifestyle on the way their bodies function.

*Pupils should learn how to keep their bodies healthy and how their bodies might be damaged...*

---

#### GEOGRAPHY

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##### Key stage 1: Location and knowledge

- Name and locate the world's seven continents and five oceans.

##### Key stage 2: Human and physical geography

- Describe and understand key aspects of...human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.

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## HISTORY

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### Key stage 1:

- Events beyond living memory that are significant nationally or globally [for example...events commemorated through festivals or anniversaries].

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## MATHEMATICS

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### Measurement

- Lengths and heights.
- Mass/weight.
- Capacity and volume.
- Using rulers, scales, thermometers and measuring vessels.
- Time (hours, minutes, seconds).

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## PHYSICAL EDUCATION

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Should provide opportunities for pupils to become physically confident in a way which supports their health and fitness...

### Key Stage 1:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- perform dances using simple movement patterns.

### Key Stage 2 Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance [eg through athletics and gymnastics].
- Perform dances using a range of movement patterns.

---

## ART AND DESIGN

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### Key Stage 1:

- Pupils should be taught to: use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

### Key Stage 2:

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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## MUSIC

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### Key Stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- listen with concentration and understanding to a range of high-quality live and recorded music.

### Key Stage 2

Pupils should be taught to:

- sing and play musically with increasing confidence and control.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

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## ENGLISH

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### Spoken language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers.
- ask relevant questions to extend their understanding and knowledge.
- articulate and justify answers, arguments and opinions.
- give well-structured descriptions, explanations and narratives.
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- participate in discussions, presentations, performances, role play, improvisations and debates.
- consider and evaluate different viewpoints, attending to and building on the contributions of others.

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## Scotland's Curriculum for Excellence (2010)

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## RELIGIOUS AND MORAL EDUCATION

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- Learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study.
- Develop respect for others and an understanding of beliefs and practices which are different from my own.

Includes links to: RME 0-03a, 1-03a, 1-03b, 2-03b, 2-03c, 0-06a, 1-06a, 1-06b, 2-06b, 2-06c.

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## HEALTH AND WELLBEING

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- Understand and develop my physical, mental and spiritual wellbeing and social skills.
- Understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing.
- Participate in a wide range of activities which promote a healthy lifestyle.

Includes links to: HWB 0-27a, 1-27a, 2-27a, 0-29a, 1-29a, 2-29a, 0-30a, 1-30a, 1-30b, 2-30a, 0-32a, 2-34a, 0-35a.

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## SOCIAL STUDIES

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- Develop my understanding of the history, heritage and culture of Scotland, and an appreciation of my local and national heritage within the world.
- Develop my understanding of my own values, beliefs and cultures and those of others.

Includes links to: SOC 2-19a.

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## MATHEMATICS

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- Time (clocks, calendars) – MNU 0-10a, 1-10b, 2-10b.
- Measurement – MNU 0-11a, 1-11a, 2-11a.

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## EXPRESSIVE ARTS

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- Enables me to experience the inspiration and power of the arts.
- Provides opportunities for me to deepen my understanding of culture in Scotland and the wider world.

Art and Design – including EXA 0-05a, 1-05a, 2-05a.

Dance – including EXA 0-10a, 1-10a, 2-10a.

Drama – including EXA 0-13a, 1-13a, 2-13a, 0-14a, 1-14a, 2-14a.

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## LANGUAGES

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### Listening and talking

- To help me when interacting or presenting within and beyond my place of learning (LIT 0-02a, 1-02a, 2-02a).
- When listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary (LIT 0-04a, 1-04a, 2-04a).
- Applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary (LIT 0-09a, 1-09a, 2-09a, LIT 0-10a, 1-10a, 2-10a).

### Writing

- Using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning (LIT 0-21, 1-21, 2-21, LIT 1-22a, 2-22a, LIT 1-23a, 2-23a, LIT 1-24a, 2-24a).



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