



Religious Education (RE) Overview 2024-2025

Religious Education (RE) is an important element in the broad and balanced curriculum we aim to provide at Bassingbourn Community Primary School. Through our RE curriculum, we provide opportunities to develop children's knowledge and understanding of religions and worldviews and reflect on the challenging questions that it provokes.

The RE curriculum aims to ensure that all pupils:

- **Know about and understand a range of religions and worldviews**, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
 - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning
- **Express ideas and insights about the nature, significance and impact of religions and worldviews**, so that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - appreciate and appraise varied dimensions of religion or a worldview
- **Gain and deploy the skills needed to engage seriously with religions and worldviews**, so that they can:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

INTENT

RE at Bassingbourn Community Primary School contributes dynamically to children's education, provoking challenging questions about human life, beliefs, communities and ideas. In RE, pupils learn from religions and world views about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights into their own and others' lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views.

IMPLEMENTATION

At Bassingbourn, we plan our RE based on the Cambridgeshire agreed syllabus, using Kapow as a whole school approach. The RE overview ensures progression throughout the school, with children building upon knowledge acquired in previous years. The units are designed to help pupils develop three types of knowledge - disciplinary knowledge, substantive knowledge and personal knowledge - in accordance with the [OFSTED 2021 Religious Education Research Review](#). The disciplinary knowledge, also known as 'ways of knowing' refers to the knowledge of the different methods and processes that are used to make sense of religion. Through these processes, children build an understanding about how we know what we know. The substantive knowledge refers to the breadth and depth of knowledge of a range of religions and worldviews and it is carefully planned to build understanding of concepts across four themes: beliefs; wisdom and morality; practices and community; and belonging. Finally, the personal knowledge is linked to using the knowledge of religion and worldviews to build awareness of their own presuppositions and values associated with the religious and non-religious traditions, as well as the lived experience of adherents. Developing skills in these three strands enables pupils to begin to form responses to big questions such as the big questions in each unit of work. We recognise that within classes, there is a wide variety of abilities and the Kapow scheme provides suitable learning opportunities tailored to the needs of all children. Where possible, teaching is supplemented with trips to places of worship or visits from individuals from religious or non-religious communities. In Early Years Foundation Stage (EYFS), RE is linked to the Early Learning Goals and provides children the opportunity to explore the world of religion in terms of special people, books, times, places and objects.

IMPACT

RE is assessed using end of unit assessment tasks following the related scheme of work. Children who are "working towards" and at "greater depth" are recorded in order to track progression and provide intervention where appropriate. Teachers make use of curriculum journeys in order to help children track their own learning progress. Children are also encouraged to discuss their experiences and feelings, particularly with regard to their beliefs. Pupils at the school will be more prepared for the opportunities, responsibilities and experiences of later life. Further information regarding assessment of impact is available in the Assessment Guidance.

What are worldviews?

Every person has their own worldview, their way of looking at and explaining life and the world. This may be religious or non-religious, organised or personal.

- Organised worldviews are an established philosophy, attitude or set of beliefs with a group of believers or followers and may include certain practices. Christianity is an example of a religious, organised worldview. Humanism is an example of a non-religious organised worldview. Although organised worldviews have an established set of beliefs, there will be variations in the way individuals interpret and practise these beliefs.
- Personal worldviews are an individual's view of life and the world. They take different ideas and beliefs from religion, experience, and others' worldviews and often change over time. A personal worldview may be in line with an organised worldview, may agree with some elements but disagree with others or may be a mix of many religious and non-religious worldviews.

The Kapow Primary Religion and worldviews curriculum covers a number of organised worldviews with increasing depth and breadth. In line with government guidance and Census 2021 information, the curriculum will 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.'

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reception	Diwali Hannukah		Easter		Ramadan	
Knowledge and skills	<p>Children can identify similarities and differences between Diwali and other celebrations they are familiar with e.g. Christmas and bonfire night.</p> <p>Children can draw on their own experience when talking about celebrations.</p> <p>Children can identify similarities and differences between Hanukah and other celebrations they are familiar with e.g. Christmas and Diwali.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Know the names of some religious celebrations from other cultures- Diwali, Holy, Hannukah, Christmas</p>		<p>Children learn about Easter (including Lent) and link to their own experiences of celebrations.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Know the names of some religious celebrations from other cultures- Diwali, Holy, Hannukah, Christmas</p>		<p>Children can identify similarities and differences between Ramadan and Eid and other celebrations they are familiar with.</p> <p>Children can recall simple information about the festival Eid.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Know the names of some religious celebrations from other cultures- Diwali, Holy, Hannukah, Christmas</p>	
Vocabulary	Diwali, temple, festival, celebrate, Hanukkah, menorah, dreidel, celebrations, Christmas, Jesus, Christmas story gifts, giving, compare		lent, Easter, celebrate, new life, Jesus		Ramadan, fasting, Muslim, pray, Eid, festival, Mosque	
Year 1	How did the world begin?	What do some people believe God looks like?	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
Knowledge	What they and their families think and believe in relation to content be learnt.	What they and their families think and believe in relation to content be learnt.	In some religions, followers believe in one supreme being or God who is loving.	Some people believe that humans have a special relationship with God.	Some people believe that humans have a special relationship with God.	Some people believe that humans have a special relationship with God.

	<p>Where some of their beliefs have come from.</p> <p>It is natural for people to think and behave differently from one another. Their ideas might change over time.</p> <p>Some people believe God exists as a powerful, non-human being.</p> <p>Some religions, followers believe in one supreme being or God who is loving.</p> <p>There are different names for God.</p> <p>Some spoken and written words are important to people.</p> <p>Creation stories provide people with possible answers as to why we are here.</p> <p>Followers often read religious stories.</p> <p>There are different types of questions (e.g. those with simple factual answers and those with opinions or ideas).</p>	<p>Where some of their beliefs have come from.</p> <p>It is natural for people to think and behave differently from one another.</p> <p>Their ideas might change over time.</p> <p>Some people believe God exists as a powerful, non-human being.</p> <p>In some religions, followers believe in one supreme being or God who is loving.</p> <p>People have different ways of understanding God on Earth (incarnation).</p> <p>There are different names for God.</p> <p>There are different ways to refer to and represent God.</p> <p>People have different ideas about the role of God.</p> <p>Some religious people use art, objects and special times to represent and remember incarnation of God (of the presence of God on Earth).</p>	<p>People have different ways of understanding God on Earth (incarnation).</p> <p>Some people believe that humans have a special relationship with God.</p> <p>There are different names for God. There are different ways to refer to and represent God.</p> <p>People have different ideas about the role of God.</p>	<p>Creation stories provide people with possible answers as to why we are here.</p> <p>Followers often read religious stories.</p> <p>Some religious stories may guide people to care for animals and the planet. Religious teachings often encourage gratitude for what God created (e.g. others and the planet) and a responsibility to look after it.</p> <p>People with similar worldviews often work together to care for the world and for others.</p>	<p>Many people have special ceremonies when babies are born.</p> <p>Some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community.</p> <p>Religious baby welcoming ceremonies often include symbols and actions to show the baby's relationship with God.</p>	<p>Many people give money, time or donations to charity as a way of showing that caring for others is important.</p> <p>That followers often read religious stories.</p> <p>Some stories may guide people to care for others.</p> <p>Religious (and non-religious) groups often provide support and care to their local and worldwide communities.</p> <p>People with similar worldviews often work together to care for the world and others.</p>
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	<p>Stories, images and objects can help us learn about beliefs.</p> <p>Similarities and differences help us understand worldviews better.</p> <p>We all notice different things in stories and sources.</p> <p>It is helpful to ask questions about sources.</p> <p>It is important to only use positive language when discussing others' beliefs.</p>	<p>Religious stories can help us to understand religious beliefs.</p> <p>Similarities and differences help us understand worldviews better.</p> <p>It is important to only use positive language when discussing others' beliefs.</p>				
Skills	<p>Talking about simple ideas and things that puzzle them about belief in God.</p> <p>Sharing opinions respectfully about what is important to them and what is important to others.</p> <p>Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</p> <p>Using various art forms to express their ideas.</p>	<p>Talking about simple ideas and things that puzzle them about belief in God.</p> <p>Sharing opinions respectfully about what is important to them and what is important to others.</p> <p>Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</p> <p>Asking their own questions about the world around them.</p>	<p>Commenting on similarities and differences between religions and worldviews.</p> <p>Commenting on similarities and differences within religions and worldviews.</p> <p>Enjoying seeing diversity in images and videos used.</p> <p>Respectfully sharing opinions about what is important to them and what is important to others.</p>	<p>Commenting on similarities and differences between religions and worldviews.</p> <p>Commenting on similarities and differences within religions and worldviews.</p> <p>Enjoying seeing diversity in images and videos used.</p> <p>Making links between religious and non-religious beliefs and practices.</p>	<p>Commenting on similarities and differences between religions and worldviews.</p> <p>Commenting on similarities and differences within religions and worldviews.</p> <p>Enjoying seeing diversity in the images and videos used.</p> <p>Making links between religious and non-religious beliefs and practices.</p>	<p>Commenting on similarities and differences between religions and worldviews.</p> <p>Commenting on similarities and differences within religions and worldviews.</p> <p>Enjoying seeing diversity in the images and videos used.</p> <p>Making links between religious and non-religious beliefs and practices.</p>

<p>Asking their own questions about the world around them.</p> <p>Talking about simple ideas and things that puzzle them about belief in God.</p> <p>Sharing opinions respectfully about what is important to them and what is important to others.</p> <p>Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</p> <p>Using various art forms to express their ideas.</p> <p>Asking their own questions about the world around them.</p> <p>Asking questions about things that interest them.</p> <p>Beginning to ask 'big' questions (e.g. Why are we here? What is real?).</p> <p>Listening to stories and discussing what happens in them.</p> <p>Beginning to notice important information</p>	<p>Talking about simple ideas and things that puzzle them about belief in God.</p> <p>Sharing opinions respectfully about what is important to them and what is important to others.</p> <p>Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</p> <p>Asking questions about things that interest them.</p> <p>Beginning to ask 'big' questions (e.g. Why are we here? What is real?).</p> <p>Retelling stories in their own words.</p> <p>Recognising lessons or teachings within stories and relating to their own experiences.</p> <p>Finding religious symbols in stories and other sources.</p> <p>Recognising some religious terminology in sources.</p>	<p>Listening to others' ideas and comparing them to their own.</p> <p>Beginning to use correct vocabulary when talking about their learning.</p> <p>Talking about simple ideas and things that puzzle them about belief in God.</p> <p>Using art to show their ideas about identity and belonging.</p> <p>Sharing opinions respectfully about what is important to them and what is important to others.</p> <p>Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</p> <p>Using various art forms to express their ideas.</p> <p>Finding out about religion and worldviews through: exploring stories or scriptures; debating and discussing; dramatising, role-play or dancing</p>	<p>Talking about their own experiences in relation to their learning.</p> <p>Respectfully sharing opinions about what is important to them and what is important to others.</p> <p>Listening to others' ideas and comparing them to their own.</p> <p>Beginning to use correct vocabulary when talking about their learning.</p> <p>Exploring stories or scriptures.</p> <p>Debating and discussing.</p> <p>Sharing opinions respectfully about what is important to them and what is important to others.</p> <p>Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</p> <p>Using various art forms to express their ideas.</p>	<p>Talking about their own experiences in relation to their learning.</p> <p>Respectfully sharing opinions about what is important to them and what is important to others.</p> <p>Listening to others' ideas and comparing them to their own.</p> <p>Beginning to use the correct vocabulary when talking about their learning.</p> <p>Debating and discussing.</p> <p>Dramatising, role-play or dancing.</p> <p>Looking at photographs and images.</p> <p>Experiencing.</p> <p>Using first-hand accounts.</p> <p>Sharing opinions respectfully about what is important to them and what is important to others.</p> <p>Expressing their own ideas and opinions based on personal</p>	<p>Talking about their own experiences in relation to their learning.</p> <p>Respectfully sharing opinions about what is important to them and what is important to others.</p> <p>Listening to others' ideas and comparing them to their own.</p> <p>Beginning to use the correct vocabulary when talking about their learning.</p> <p>Finding out about religion and worldviews through exploring stories or scriptures, debating and discussing, looking at photographs and images, using first-hand accounts, sharing opinions respectfully about what is important to them and what is important to others and expressing their own ideas and opinions based on personal experience and the beliefs of family members.</p>
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	<p>(e.g. first-hand accounts and photos).</p> <p>Retelling stories in their own words.</p> <p>Recognising lessons or teachings within stories and relating to their own experiences.</p> <p>Finding religious symbols in stories and other sources.</p> <p>Recognising some religious terminology in sources.</p> <p>Beginning to notice similarities and differences within and between religions and worldviews.</p> <p>Listening to others' ideas and comparing them to their own.</p> <p>Talking about what their answer to a question is based on.</p> <p>Identifying things that are important to people.</p> <p>Noticing differences and using respectful language to discuss them.</p>	<p>Listening to others' ideas and comparing them to their own.</p> <p>Talking about what their answer to a question is based on.</p> <p>Identifying things that are important to people.</p> <p>Noticing differences and using respectful language to discuss them.</p> <p>Talking about their own experiences in relation to their learning.</p> <p>Sharing things that make them wonder and what they think about these things.</p> <p>Talking about what they believe.</p> <p>Respectfully sharing opinions about what is important to them and what is important to others.</p>		<p>Asking their own questions about the world around them.</p>	<p>experience and the beliefs of family members.</p>	
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	<p>Talking about their own experiences in relation to their learning.</p> <p>Sharing things that make them wonder and what they think about these things.</p> <p>Talking about what they believe.</p> <p>Respectfully sharing opinions about what is important to them and what is important to others.</p> <p>Sharing what they have learnt.</p> <p>Expressing their ideas using symbols, drawings and choosing appropriate words.</p>					
Vocabulary	<p>belief believe Brahman Christian Christian Bible creation creator God Hindu Jewish worldview proof religion respect scripture Torah</p>	<p>Allah belief believe Brahman Christian Christian Bible Christmas God Hindu idea Jesus Muslim religion respect worldview</p>	<p>Abraham Ahura Mazda Allah Angra Mainyu belief caretaker characteristic Christian Christian Bible creator destroyer generation God Jewish life cycle incarnari incarnation</p>	<p>ahimsa belief Bible Brahma Brahman care Christian creation creator Earth environment gift Hindu Humanist Jewish mitzvot ownership</p>	<p>Adhan Allah Aqiqah baptism Brahman celebration ceremony Christian church Church creation God godparents Hindu Humanist Jatakarma Muslim</p>	<p>act of kindness Allah charity Christian creation donate fair God guidance Humanist Jesus Jewish Muslim religion responsibility scripture service</p>

			miracle Muslim negative Old Testament positive promise protect quote religion renew role scripture shepherd shield symbol Tenak Trimurti Zoroastrian	qualities religion responsibility scripture stewardship Torah	Namakarana promise religion Trimurti Zakat	Sewa Sikh The Five Pillars of Islam Tzedakah Waheguru Zakat
Year 2	Why do we need to give thanks?	What do candles mean to people?	How do we know some people have a special connection to God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
Knowledge	<p>Links and comparisons between their own beliefs and those they are learning about.</p> <p>It is important to respond respectfully to different beliefs.</p> <p>Learning new things might change what they think and believe.</p> <p>Some questions do not have a simple answer.</p> <p>Stories, texts, images, artefacts and accounts can help us understand different beliefs.</p>	<p>That some people believe God performed miracles in the past.</p> <p>There are some festivals which are celebrated by religious and non-religious people.</p> <p>That festivals usually celebrate a special or miraculous event from the past.</p> <p>That festivals often use light symbolically as part of celebrations.</p>	<p>Some people believe God performed miracles in the past.</p> <p>Some people believe there are people who are chosen for a special purpose by God.</p> <p>Religious stories can help us to understand religious beliefs.</p>	<p>A prophet is someone who is believed to talk about God's plan or will.</p> <p>Some people believe there is a God who has made a promise with people.</p> <p>Books and stories can have different meanings to different people.</p> <p>Religious stories can help us to understand religious beliefs.</p>	<p>To know that prayer means communicating with God.</p> <p>To know that some people who follow the Hindu worldview believe that they can communicate with God through prayer.</p> <p>To know that people pray in different ways in different places.</p> <p>To know that objects, words and actions can represent an idea of belief.</p>	<p>That prayer means communicating with God.</p> <p>There are some objects that are special to followers of religious traditions.</p> <p>That people pray in different ways in different places.</p> <p>That objects, words and actions can represent an idea of belief.</p> <p>That some people talk to god in different ways</p>

	<p>There are links between and within religious and non-religious beliefs and practices.</p> <p>We all have different ideas about what stories or sources might teach us.</p> <p>Questioning sources can help us to learn.</p> <p>It is important to use language such as 'some', 'many' and 'most' when discussing the beliefs of followers of a particular worldview.</p> <p>Substantive To know: Some people believe God performed miracles in the past.</p> <p>Prayer means communicating with God.</p> <p>There are some festivals which are celebrated by religious and non-religious people.</p> <p>Festivals usually celebrate a special or miraculous event from the past.</p> <p>Worship means to honour and adore.</p>	<p>There are some objects that are special to followers of religious traditions.</p> <p>That festivals are celebrated by many people and happen regularly.</p> <p>That practices associated with festivals have special meanings.</p> <p>That people from the same faith may celebrate a festival differently.</p> <p>That objects, words and actions can represent an idea or belief.</p> <p>That many festivals are often celebrated as a community.</p> <p>That members of the same community may have similar or different ways of life.</p>		<p>Stories from long ago can be applied to modern life.</p> <p>A saviour is someone who is sent to save a group of people.</p> <p>Wisdom means knowledge that comes from experience</p>	<p>To know that when some people talk to god they might use their body to show respect.</p> <p>To know that some people talk to god in different ways and for different reasons.</p> <p>To know that some people who follow the Muslim worldview carry out Wudu before prayer.</p> <p>To know that some people who follow the Muslim worldview use special positions and actions during prayer called Rakat.</p> <p>To know that within a community people have different values, ideas and beliefs.</p> <p>To know that some people who follow the Hindu worldview visit the mandir to worship and pray with members of their community.</p> <p>To know that some people who follow the Muslim worldview visit the mosque to worship and pray with members of their community.</p>	<p>and for different reasons.</p> <p>That some people find praying or worshipping as part of a community helpful.</p> <p>That members of the same community may have similar or different ways of life.</p> <p>That within a community people have different values, ideas and beliefs.</p> <p>That some people who follow the Jewish worldview believe God communicated with humans through the Torah.</p> <p>That some people who follow the Christian worldview visit a church to worship and pray with members of their community.</p> <p>That some people who follow the Jewish worldview visit a synagogue to worship and pray with members of their community.</p> <p>That some people who follow the Muslim worldview visit a mosque to worship and</p>
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	<p>Some objects that are special to followers of religious traditions.</p> <p>One reason religious followers worship is to show gratitude, say 'thank you', to God.</p> <p>A festival is celebrated by many people and happens regularly.</p> <p>People pray in different ways in different places.</p> <p>Objects, words and actions can represent an idea of belief.</p> <p>When some people talk to God they might use their body to show respect.</p> <p>Religious stories can help us to understand religious beliefs.</p> <p>Stories from long ago can be applied to modern life.</p> <p>Many festivals are often celebrated as a community.</p> <p>Offerings used to express gratitude may be used to help a person's local or national community.</p>					<p>pray with members of their community.</p> <p>That some people who follow the Muslim worldview visit a mosque and some of the features help them to pray.</p> <p>That some people who follow the Sikh worldview visit a gurudwara and some of the features help them to pray.</p> <p>That some people who follow the Alevi worldview believe that they can communicate with God through prayer.</p> <p>That some people who follow the Alevi worldview visit a cemevi and some of the features help them to pray.</p>
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<p>Skills</p>	<p>Asking questions about what puzzles them about religious and non religious stories and texts they have read.</p> <p>Expressing their own ideas and opinions, including considering worldviews studied.</p> <p>Explaining how they have expressed their ideas through art.</p> <p>Asking thoughtful questions relating to their learning.</p> <p>Explaining why they feel something is right or wrong and comparing their ideas to others.</p> <p>Asking questions about what puzzles them about religious and non religious stories and texts they have read.</p> <p>Expressing their own ideas and opinions, including considering worldviews studied.</p> <p>Explaining how they have expressed their ideas through art.</p> <p>Asking thoughtful questions relating to their learning.</p>	<p>Exploring similarities and differences between religions and worldviews.</p> <p>Exploring similarities and differences within religions and worldviews.</p> <p>Making links between religious and non-religious beliefs, practices and symbols.</p> <p>Commenting on links with prior learning when encountering new content.</p> <p>Responding sensitively to people whose experiences are different to theirs.</p> <p>Commenting respectfully on things that they notice which may be surprising or different.</p> <p>Using correct vocabulary when talking and beginning to use in written work.</p> <p>Showing respect when looking at evidence about other people's ideas and beliefs.</p> <p>Asking questions about what puzzles them</p>	<p>Exploring similarities and differences between religions and worldviews.</p> <p>Commenting on links with prior learning when encountering new content.</p> <p>Commenting respectfully on things that they notice which may be surprising or different.</p> <p>Showing respect when looking at evidence about other people's ideas and beliefs.</p> <p>Using correct vocabulary when talking and beginning to use it in written work.</p> <p>Asking questions about what puzzles them about religious and non-religious stories and texts they have read.</p> <p>Understanding that others may have different ideas from their own and responding respectfully.</p> <p>Expressing their own ideas and opinions, including considering worldviews studied.</p>	<p>Responding sensitively to people whose experiences are different to theirs.</p> <p>Commenting respectfully on things that they notice which may be surprising or different.</p> <p>Showing respect when looking at evidence about other people's ideas and beliefs.</p> <p>Using correct vocabulary when talking and beginning to use in written work.</p> <p>Making links between religious and non-religious beliefs, practices and symbols.</p> <p>Commenting on links with prior learning when encountering new content.</p> <p>Exploring similarities and differences between religions and worldviews.</p> <p>Asking questions about what puzzles them about religious and non religious stories and texts they have read.</p>	<p>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.</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas</p>	<p>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.</p> <p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas</p>
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	<p>Explaining why they feel something is right or wrong and comparing their ideas to others.</p> <p>Asking questions about what other people think and do.</p> <p>Asking questions in response to a question.</p> <p>Listening to stories and discussing what they mean.</p> <p>Identifying important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage).</p> <p>Identifying main characters and events in a story.</p> <p>Suggesting what lessons or teachings they understand from stories.</p> <p>Understanding that some symbols (for example, light) have meaning beyond the literal.</p> <p>Thinking about what people's actions can represent.</p>	<p>about religious and non-religious stories and texts they have read.</p> <p>Understanding that others may have different ideas from their own and responding respectfully.</p> <p>Expressing their own ideas and opinions, including considering worldviews studied.</p> <p>Explaining how they have expressed their ideas through art.</p> <p>Asking thoughtful questions relating to their learning.</p> <p>Finding out about religion and worldviews through: exploring stories or scriptures; debating and discussing; interpreting art; listening to music; using first-hand accounts; using video or audio footage.</p>	<p>Asking thoughtful questions relating to their learning.</p> <p>Finding out about religion and worldviews through: exploring stories or scriptures; debating and discussing; dramatising role-play or dancing.</p>	<p>Expressing creatively their own ideas about the questions: Who am I? Where do I belong?</p> <p>Understanding that others may have different ideas from their own and responding respectfully.</p> <p>Expressing their own ideas and opinions, including considering worldviews studied.</p> <p>Explaining how they have expressed their ideas through art.</p> <p>Asking thoughtful questions relating to their learning.</p> <p>Explaining why they feel something is right or wrong and comparing their ideas to others.</p> <p>Finding out about Religions and worldviews through: exploring stories or scriptures; debating and discussing; interpreting art; looking at photographs and images; using video and audio footage, dramatising role-play or dancing and using first-hand accounts.</p>	<p>Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>Understand that others may have different ideas from their own and respond respectfully.</p> <p>Express their own ideas and opinions, including considering worldviews studied.</p> <p>Ask thoughtful questions relating to their learning.</p> <p>Find out about religion and worldviews through: debating and discussing, looking at photographs and images, using video or audio footage and using first-hand accounts.</p>	<p>and opinions in response using words, music, art or poetry.</p> <p>Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>Find out about religion and worldviews through: debating and discussing, looking at photographs and images, using video or audio footage and using first-hand accounts.</p>
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Identifying similarities and differences within and between religions and worldviews.

Making links between religious and non-religious beliefs, practices and symbols.

Commenting respectfully on things that they notice that may be surprising or different.

Beginning to talk about why things are sometimes similar and sometimes different.

Explaining why some objects, places, practices and stories are important to people.

Explaining how beliefs may influence behaviour and decisions.

Recognising links with prior learning when encountering new content.

Discussing how their learning can help them to answer some bigger questions.

Responding sensitively to people whose

	<p>experiences are different to theirs.</p> <p>Discussing what they have learnt, giving examples.</p> <p>Using spoken and written words, symbols and drawings to express their ideas.</p>					
Vocabulary	<p>deity</p> <p>disciples</p> <p>express</p> <p>festival</p> <p>mandir</p> <p>puja</p> <p>shrine</p> <p>worship</p>	<p>Advent</p> <p>calendar</p> <p>candle</p> <p>Christmas</p> <p>culture</p> <p>Diwali</p> <p>festival</p> <p>fire</p> <p>gallery</p> <p>hanukiah</p> <p>Hanukkah</p> <p>hanukiyot</p> <p>light</p> <p>Maccabees</p> <p>miracle</p> <p>prayer</p> <p>Rama</p> <p>Ramayana</p> <p>sacred</p> <p>Sita</p> <p>Sunday</p> <p>symbol</p> <p>temple</p> <p>wick</p> <p>wreath</p>	<p>Angel Gabriel</p> <p>Angel Jibril</p> <p>Brahman</p> <p>Christian Bible</p> <p>chosen</p> <p>Christian</p> <p>Daniel</p> <p>encounter</p> <p>God</p> <p>guru</p> <p>Guru Nanak</p> <p>Hindu</p> <p>inspire</p> <p>Krishna</p> <p>Last Prophet</p> <p>messenger</p> <p>miracle</p> <p>Muhammad</p> <p>Old Testament</p> <p>pbuh (peace be upon him)</p> <p>prophet</p> <p>revelation</p> <p>Sikh</p> <p>special</p> <p>Tenak</p>	<p>characteristic</p> <p>chosen</p> <p>doubt</p> <p>messenger</p> <p>special</p> <p>Angel Jibril</p> <p>hesitant</p> <p>Prophet Muhammad</p> <p>reluctant</p> <p>Abraham</p> <p>Moses</p> <p>Peace be upon him</p> <p>Qur'an</p> <p>Messiah</p> <p>Yeshua</p> <p>Jesus</p> <p>Saviour</p> <p>eternal</p> <p>guru</p> <p>Guru Nanak</p> <p>Guru Granth Sahib</p> <p>wisdom</p>	<p>Allah</p> <p>Brahman</p> <p>communicate</p> <p>deity</p> <p>Hindu</p> <p>Jewish</p> <p>mandir</p> <p>mosque</p> <p>Muslim</p> <p>prayer</p> <p>puja</p> <p>Qur'an</p> <p>scripture</p> <p>shrine</p> <p>synagogue</p> <p>Torah</p> <p>Veda</p>	<p>Alevi</p> <p>Bible</p> <p>cem</p> <p>church</p> <p>community</p> <p>dome</p> <p>equality</p> <p>gurdwara</p> <p>Guru Granth Sahib</p> <p>Langar</p> <p>mosque</p> <p>Pagan</p> <p>place of worship</p> <p>statue</p> <p>synagogue</p> <p>Torah</p> <p>the Trinity</p>
Year 3	What makes us human?	Where do our morals come from?	Are scriptures central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?

<p>Knowledge</p>	<p>Soul means a person's spiritual and emotional sense of identity.</p> <p>Some people believe all living things have a soul and that it is immortal.</p> <p>Spirituality is connection with inner self, immaterial things and belief of something beyond oneself.</p> <p>Some people believe spirituality and soul to be unique to humans.</p> <p>Some people believe connection with God to be a spiritual experience.</p> <p>Religious and non-religious people have ideas about the relationship between God and humans.</p> <p>Prayer, meditation and rituals are used to connect spiritually.</p> <p>Different sources of evidence can provide different insights into beliefs and practices.</p> <p>Some reasons for similarities and differences within and between religions and worldviews.</p>	<p>That actions have consequences and people think differently about what these are.</p> <p>That some people believe forgiveness from God to be having wrongdoing cancelled or unpunished.</p> <p>That morals are our thinking about what is right and wrong.</p> <p>That many religious and non-religious worldviews express the idea of a 'Golden Rule' relating to how we treat others.</p> <p>That the teachings of a religious or non-religious worldview often link with a follower's life choices.</p> <p>That people's views about what is right and wrong change over time and place.</p> <p>That many factors affect our morals and life choices.</p> <p>That all communities have rules and guidance for how to live together.</p>	<p>That some people believe connection with God to be a spiritual experience.</p> <p>That religious and non-religious people have ideas about the relationship between God and humans.</p> <p>That the way scriptures are used and treated reflects beliefs about their importance.</p> <p>That prayer, meditation and rituals are used to connect spiritually.</p> <p>That worship can take many forms and often involves symbolism.</p> <p>That the teachings of a religious or non-religious worldview often link with a follower's life choices.</p> <p>To know that all communities have rules and guidance for how to live together.</p>	<p>Morals are our thinking about what is right and wrong.</p> <p>Teachings of a religious or non-religious worldview often link with a follower's life choices.</p> <p>Actions have consequences and people think differently about what these are.</p> <p>Forgiveness is cancelling out wrongdoing or removing punishment.</p> <p>Some people believe all living things have a soul and that it is immortal.</p>	<p>Rituals are a way of expressing beliefs and ideas about God.</p> <p>Water is often used in ceremonies and rituals to symbolise cleansing and purity.</p> <p>Worship can take many forms and often involves symbolism.</p> <p>Ceremonies involving water and fire are important occasions for some communities.</p> <p>People who follow the Muslim worldview generally believe that water has a special meaning and purpose.</p> <p>People who follow the Muslim worldview may use water to perform Wudu before prayer and worship.</p> <p>People who follow the Christian worldview may use water for baptism, following the example of Jesus in the bible.</p> <p>People who follow the Christian worldview may take part in baptism ceremonies.</p>	<p>Rituals are a way of expressing beliefs and ideas about God.</p> <p>Ceremonies involving fire are important occasions for some communities.</p> <p>Fire is often used in ceremonies and rituals to symbolise purity.</p> <p>Fire can represent peace and unity in some ancient traditions.</p> <p>In some ceremonies, fire is used to symbolise protection, good luck and harmony.</p> <p>Fire is sometimes used as a sign of remembrance.</p> <p>People who follow the Hindu worldview may use fire symbolically during marriage ceremonies or Puja.</p> <p>People who follow the Zoroastrian worldview may use fire as a symbol of purity and of the light of God.</p> <p>People who follow the Sikh worldview may use fire in their community kitchens, known as Langar.</p>
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	<p>They have an individual perspective.</p> <p>Their own thoughts, ideas and opinions may be influenced by what they learn.</p>				<p>People who follow the Shinto worldview may use water for ritual cleaning and as a symbol of nature.</p>	<p>People who follow the Jewish worldview may use an eternal burning flame to symbolise the continuous presence of God in their synagogues.</p>
Skills	<p>Discussing their own views about belonging, meaning, purpose and truth.</p> <p>Presenting different views thoughtfully and creatively, using evidence from learning.</p> <p>Asking open questions and suggesting responses.</p> <p>Thinking about their own ideas about God in light of their learning, experiences and discussions.</p> <p>Asking questions about what others think and do and how they show their beliefs.</p> <p>Discussing how various sources provide different pieces of information.</p> <p>Exploring similarities and differences within and between religions and worldviews.</p>	<p>Identifying similarities and differences between religions and worldviews.</p> <p>Giving thoughtful insights about why some things are the same and others are different.</p> <p>Recognising links with prior learning when encountering new content.</p> <p>Exploring the ways diverse people and groups can work together for good.</p> <p>Reflecting on how others might see the world and how they can show respect for viewpoints different to their own.</p> <p>Developing the ability to use empathy to identify and understand the feelings of others.</p>	<p>Identifying similarities and differences between, and within, religions and worldviews.</p> <p>Giving thoughtful insights about why some things are the same and others are different.</p> <p>Recognising links with prior learning when encountering new content.</p> <p>Explaining links between religious and non-religious practices and their significance.</p> <p>Exploring the ways diverse people and groups can work together for good.</p> <p>Developing the ability to use empathy to identify and understand the feelings of others.</p> <p>Reflecting on how others might see the</p>	<p>Identifying similarities and differences between, and within, religions and worldviews.</p> <p>Giving thoughtful insights about why some things are the same and others are different.</p> <p>Recognising links with prior learning when encountering new content.</p> <p>Explaining links between religious and non-religious practices and their significance.</p> <p>Exploring the ways diverse people and groups can work together for good.</p> <p>Developing the ability to use empathy to identify and understand the feelings of others.</p> <p>Reflecting on how others might see the</p>	<p>Explore how rituals express beliefs and ideas about God in various religions.</p> <p>Investigate the symbolism of water in ceremonies and rituals across different cultures and religions. Discover the diverse forms of worship and the role of symbolism within these practices.</p> <p>Examine the significance of ceremonies involving water in community traditions.</p> <p>Understand the special meaning and purpose of water in the Muslim worldview.</p> <p>Learn how followers of Islam use water for Wudu to prepare for prayer and worship.</p> <p>Recognise the importance of water in Christian baptism and</p>	<p>Explore how ceremonies express beliefs and ideas about fire in various religions. Investigate the symbolism of fire in ceremonies and rituals across different cultures and religions. Discover the diverse forms of worship and the role of symbolism within these practices.</p> <p>Examine the significance of ceremonies involving fire in community traditions.</p> <p>Understand the special meanings and purposes of fire in the Hindu worldview.</p> <p>Learn how followers of the Zoroastrian word view use fire as a symbol of purity.</p> <p>Recognise the importance of using fire for remembrance in</p>

	<p>Reflecting on how others might see the world and how they can show respect for viewpoints different to their own.</p> <p>Justifying their ideas and opinions using evidence from current and prior learning.</p> <p>Explaining links between religious and non-religious practices and their significance.</p> <p>Recognise similarities in concepts and beliefs even when practices and expressions differ.</p> <p>Exploring how beliefs can impact people's lives and actions, including personal and community practices.</p> <p>Commenting on links with prior learning when encountering new content.</p> <p>Drawing on knowledge to respond thoughtfully to big questions.</p> <p>Developing the ability to use empathy to identify and understand the feelings of others.</p>	<p>Using increasingly complex vocabulary and explaining its meaning to others.</p> <p>Presenting different views thoughtfully and creatively, using evidence from learning.</p> <p>Asking open questions and suggesting responses.</p> <p>Discussing their own and others' ideas about deciding what is right and wrong.</p> <p>Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning.</p> <p>Finding out about religion and worldviews through: using first-hand accounts, debating and discussing, exploring stories or scriptures and looking at artefacts.</p>	<p>world and how they can show respect for viewpoints different to their own.</p> <p>Using increasingly complex vocabulary and explaining its meaning to others.</p> <p>Presenting different views thoughtfully and creatively, using evidence from learning.</p> <p>Asking open questions and suggesting responses.</p> <p>Discussing their own and others' ideas about deciding what is right and wrong.</p> <p>Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning.</p> <p>Thinking about their own ideas about God in light of their learning, experiences and discussions.</p> <p>Finding out about religion and worldviews through: exploring scriptures; looking at artefacts; debating and discussing; interpreting art; looking at</p>	<p>world and how they can show respect for viewpoints different to their own.</p> <p>Using increasingly complex vocabulary and explaining its meaning to others.</p> <p>Presenting different views thoughtfully and creatively, using evidence from learning.</p> <p>Asking open questions and suggesting responses.</p> <p>Discussing their own and others' ideas about deciding what is right and wrong.</p> <p>Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning.</p> <p>Thinking about their own ideas about God in light of their learning, experiences and discussions.</p> <p>Finding out about religion and worldviews through: exploring scriptures; debating and discussing; interpreting art; looking at photographs and</p>	<p>its biblical roots in the life of Jesus.</p>	<p>Christian and Jewish worldviews.</p> <p>Find out about religion and worldviews through: using first-hand accounts, looking at photographs and images, using video or audio footage and exploring stories or scriptures.</p>
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	<p>Beginning to discuss their own and others' spiritual experiences and beliefs.</p> <p>Showing respect when hearing about other people's beliefs.</p> <p>Explaining their learning taking into account different perspectives and evidence.</p> <p>Expressing thoughts, ideas and opinions clearly in a variety of ways.</p>		<p>photographs and images; using video and audio footage and using first-hand accounts.</p>	<p>images; using video and audio footage and using first-hand accounts.</p>		
Vocabulary	<p>Buddhist connection meditation soul source</p>	<p>adultery Christian Bible commandment covenant decision duty envious experience forbidden Golden Rule good deed guidance Hajj Humanist mitzvot moral Moses Niyama observance prayer shawl reasoning restrictive right rule</p>	<p>Abrahamic Alimah annotate central Chumash Christian Bible dictated faith Gideon Bible gurdwara Hadith holy inspired Jibril Ketuvim lectern mandir Muhammad Mus'haf Nevi'im New Testament Old Testament ornate precious</p>	<p>affect amends authority baptism Brahman Catholic cleansed choice confession Confessional consequences forgiveness immoral infant intention Jesus karma mercy moral Original sin priest Prophet Muhammad repentance reunite</p>	<p>Amritsar Amrit Sanchar baptism blessing calm cleansing commitment daily routine Ganges ghusl guardian holy water Kumbh Mela offering planet practical preparation preserve protect purity renewal resource ritual sacred</p>	<p>Ahura Mazda Atash Bahram community divine eternal equality Guru Nanak Hózhó Langar memoriam memory Ner Tamid Olympic flame Olympic Games prayer candle purity remembrance renewal torch bearer transformation Trimurti unity volunteering Yahrzeit candle</p>

		sabbath Salat Shahadah Sawm tallis tassel Torah tzitzit wrong Yama Zakat	prophet Psalms Quaker Qur'an recite revelation sahaba scroll sermon Sheba sacred synagogue Sefer scroll Tenak Torah scroll ulama	sacrament sin severe soul wrongdoing ultimate	saltwater Shinto shrine significance Suijin symbolise symbolism Wudu	
Year 4	Are all religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?
Knowledge	<p>People from different religions believe some of the same things.</p> <p>There are historical links and connections between religions.</p> <p>Stories and scriptures give insights about how to live.</p> <p>The history of religion affects how people see their own and others' communities.</p> <p>Questioning can help to explore big questions.</p> <p>Some reasons for similarities and</p>	<p>Holy means divine, sacred or connected to God.</p> <p>The way scriptures are treated and used reflects beliefs about their meaning and origin.</p> <p>The ways scriptures are read and used change over time.</p> <p>Stories and scriptures give insights about how to live.</p> <p>Religious texts contain different types of writings.</p>	<p>Sacrifice means giving up something valued for the sake of something else.</p> <p>Holy means divine, sacred or connected to God.</p> <p>The way scriptures are treated and used reflects beliefs about their meaning and origin.</p> <p>Rituals and practices can be based on religious and cultural roots and that often these are interconnected.</p>	<p>Religious and non-religious worldviews change over time for individuals and groups.</p> <p>People from different religions believe some of the same things.</p> <p>There are links and connections between religions.</p> <p>Jesus was a historical figure and people have different beliefs about his significance.</p> <p>Some people who follow the Christian worldview generally believe God wants to</p>	<p>Religious and non-religious worldviews change over time for individuals and groups.</p> <p>Organised and personal religious beliefs change and develop over time.</p> <p>There are historical links and connections between religions.</p> <p>The way scriptures are treated and used reflects beliefs about their meaning and origin.</p> <p>The ways scriptures are read and used change over time.</p>	<p>Religious and non-religious worldviews change over time for individuals and groups.</p> <p>Organised and personal religious beliefs change and develop over time.</p> <p>Holy is often linked to words that also mean divine, sacred or connected to God.</p> <p>There are historical links and connections between religions.</p> <p>The way scriptures are treated and used reflects beliefs about</p>

	<p>differences within and between religions and worldviews</p>	<p>Religious scriptures come from a range of sources and origins.</p> <p>Religious scriptures are written in different languages and this can affect interpretation.</p>	<p>Being part of a community with similar beliefs is important to some people.</p> <p>For some people outward expressions of belief are important for a sense of belonging.</p>	<p>have a relationship with humans which can be achieved through Jesus.</p> <p>Some people who follow the Christian worldview generally believe Jesus was resurrected (raised from the dead) after his crucifixion.</p> <p>Some people who follow the Christian worldview generally believe Jesus fulfilled prophecies from the Old Testament.</p> <p>Some people who follow the Jewish worldview generally may see Jesus as a teacher which is what some people at the time of Jesus may have thought.</p> <p>Some people who follow the Jewish worldview generally believe that God made a covenant with the Jewish people.</p> <p>Some people who follow the Jewish worldview generally believe that the prophets told of a messiah which some interpret as a person,</p>	<p>People with similar worldviews may practice in different ways due to historical events.</p> <p>Practices change over time.</p> <p>Why the Christian Bible has a significant role in public life in many countries, including the UK.</p> <p>Religious scriptures come from a range of sources and origins.</p> <p>Religious scriptures are written in different languages and this can affect interpretation.</p> <p>Disagreement and change happen in communities.</p>	<p>their meaning and origin.</p> <p>The ways scriptures are read and used change over time.</p> <p>People with similar worldviews may practise in different ways due to historical events.</p> <p>Practices change over time.</p> <p>Religious scriptures come from a range of sources and origins.</p> <p>Religious scriptures are written in different languages and this can affect interpretation.</p> <p>Disagreement and change happen in communities.</p>
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				<p>but that the Messiah has not yet come.</p> <p>Many people who follow the Christian worldview may believe that Jesus' teachings were radical in the historical and geographical context he was living.</p> <p>Many people who follow the Christian worldview may celebrate Easter remembering Jesus' death and resurrection.</p>		
Skills	<p>Presenting different views thoughtfully and creatively, using evidence from learning.</p> <p>Asking open questions and suggesting responses.</p> <p>Discussing their own and others' ideas about deciding what is right and wrong.</p> <p>Suggesting ideas, including own opinions and evidence from learning.</p> <p>Asking questions about what others think and do and how they show their beliefs.</p>	<p>Identifying similarities and differences between religions and worldviews.</p> <p>Identifying similarities and differences within religions and worldviews.</p> <p>Giving thoughtful insights about why some things are the same and others are different.</p> <p>Explaining links between religious and non-religious practices and their significance.</p> <p>Recognising links with prior learning when</p>	<p>Identifying similarities and differences between religions and worldviews.</p> <p>Identifying similarities and differences within religions and worldviews.</p> <p>Giving thoughtful insights about why some things are the same and others are different.</p> <p>Exploring the ways diverse people and groups can work together for good.</p> <p>Explaining links between religious and</p>	<p>Recognising how religious and non-religious worldviews evolve for individuals and communities.</p> <p>Identifying common beliefs shared across different religions.</p> <p>Exploring the links and connections between various religions.</p> <p>Acknowledging Jesus as a historical figure and understanding the diverse beliefs regarding his significance.</p> <p>Appreciating that followers of the Christian worldview</p>	<p>Identifying similarities and differences within religions and worldviews.</p> <p>Exploring the ways diverse people and groups can work together for good.</p> <p>Recognising links with prior learning when encountering new content.</p> <p>Asking questions about how people show their faith and considering why they might have these questions.</p> <p>Using increasingly complex vocabulary and</p>	<p>Identifying similarities and differences within religions and worldviews.</p> <p>Exploring the ways diverse people and groups can work together for good.</p> <p>Recognising links with prior learning when encountering new content.</p> <p>Asking questions about how people show their faith and considering why they might have these questions.</p> <p>Using increasingly complex vocabulary and</p>

	<p>Considering how different sources of information can help answer specific questions.</p> <p>Comparing and contrasting stories or teachings from different religions to identify common themes.</p> <p>Recognising underlying themes in stories, such as kindness or forgiveness.</p> <p>Exploring similarities and differences within and between religions and worldviews.</p> <p>Using different sources of evidence to build ideas about a concept.</p> <p>Reflecting on how others might see the world and how they can show respect for viewpoints different to their own.</p> <p>Justifying their ideas and opinions using evidence from current and prior learning.</p> <p>Recognise similarities in concepts and beliefs even when practices and expressions differ.</p>	<p>encountering new content.</p> <p>Reflecting on how others might see the world and how they can show respect for viewpoints different to their own.</p> <p>Asking questions about how people show their faith and considering why they might have these questions.</p> <p>Using increasingly complex vocabulary and explaining its meaning to others.</p> <p>Presenting different views thoughtfully and creatively, using evidence from learning.</p> <p>Asking open questions and suggesting responses.</p> <p>Finding out about Religion and worldviews through: exploring stories or scriptures; debating and discussing; analysing texts; looking at photographs and images; using first-hand accounts; interpreting historical sources.</p>	<p>non-religious practices and their significance.</p> <p>Recognising links with prior learning when encountering new content.</p> <p>Reflecting on how others might see the world and how they can show respect for viewpoints different to their own.</p> <p>Asking questions about how people show their faith and considering why they might have these questions.</p> <p>Developing the ability to use empathy to identify and understand the feelings of others.</p> <p>Using increasingly complex vocabulary and explaining its meaning to others.</p> <p>Discussing their own views about belonging, meaning, purpose and truth.</p> <p>Presenting different views thoughtfully and creatively, using evidence from learning.</p>	<p>often believe in a divine relationship with humans through Jesus.</p> <p>Understanding that many Christians believe in the resurrection of Jesus after his crucifixion.</p> <p>Recognising that some Christians believe Jesus fulfilled prophecies from the Old Testament.</p> <p>Considering that some followers of the Jewish worldview may see Jesus primarily as a teacher, similar to views held during Jesus' time.</p> <p>Acknowledging that followers of the Jewish worldview generally believe in a covenant between God and the Jewish people.</p> <p>Understanding that some in the Jewish community await the coming of a Messiah, as foretold by prophets, but believe this event has not yet occurred.</p> <p>Reflecting on how Jesus' teachings were seen as radical within</p>	<p>explaining its meaning to others.</p> <p>Presenting different views thoughtfully and creatively, using evidence from learning.</p> <p>Asking open questions and suggesting responses.</p> <p>Thinking about their own ideas about God in light of their learning, experiences and discussions.</p> <p>Finding out about Religion and worldviews through: exploring stories or scriptures; debating and discussing; analysing texts; using first-hand accounts; using surveys; interpreting historical sources and interpreting art.</p>	<p>explaining its meaning to others.</p> <p>Presenting different views thoughtfully and creatively, using evidence from learning.</p> <p>Asking open questions and suggesting responses.</p> <p>Thinking about their own ideas about God in light of their learning, experiences and discussions.</p> <p>Finding out about Religion and worldviews through exploring stories or scriptures, debating and discussing, analysing texts, using first-hand accounts, interpreting historical sources, and interpreting art.</p>
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	<p>Exploring how beliefs can impact people's lives and actions, including personal and community practices.</p> <p>Commenting on links with prior learning when encountering new content.</p> <p>Drawing on knowledge to respond thoughtfully to big questions.</p> <p>Developing the ability to use empathy to identify and understand the feelings of others.</p> <p>Beginning to discussing their own and others' spiritual experiences and beliefs.</p> <p>Showing respect when hearing about other people's beliefs.</p> <p>Explaining their learning taking into account different perspectives and evidence.</p> <p>Expressing thoughts, ideas and opinions clearly in a variety of ways</p>		<p>Asking open questions and suggesting responses.</p> <p>Thinking about their own ideas about God in light of their learning, experiences and discussions.</p> <p>Finding out about Religion and worldviews through: looking at photographs and images; using first-hand accounts; looking at artefacts; using surveys; interviewing others.</p>	<p>his life's historical and geographical context.</p> <p>Recognising that many Christians commemorate Jesus' death and resurrection during Easter.</p>		
Vocabulary	Bahá'í Bahá'ulláh harmony merciful	authoritative Baghavad Gita Buddhist Canon communication	Amritdhari Aqiqah baptism Bar Mitzvah	depictions faith Messiah miracles	apply authority canon Christian Bible	classical commentary culture dialect

	origin unity	divine Guru Granth Sahib holy oral tradition origin revealed sacred source sovereign Tripitaka value Veda Waheguru	Bat Mitzvah Brit Bat Brit Milah Confirmation fast Khalsa Namakarana naming ceremony persecuted sacrifice Upanayana	perception Pharisees prophecy resurrection Sadducees traditions	culture depict Gospel impact interpretation literal message moral relevant secular significance spiritual translation	diaspora first language holy language linguist oral tradition tradition transition translation written scripture
Year 5	Why do people have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die? (Part 1)	What happens when we die? (Part 2)	Who should get to be in charge?	Why are some places in the world significant to believers?
Knowledge	<p>In the UK religious beliefs are a protected characteristic.</p> <p>In some times and places, people did not or do not have religious freedom.</p> <p>Throughout history and modern times, people have had to protest or fight for religious freedom.</p> <p>Leadership and authority can impact people's worldviews.</p> <p>Worldviews impact the process of choosing leadership and authority.</p>	<p>Some of the ways that history, migration and leadership influence people's worldviews.</p> <p>That leadership and authority can impact people's worldviews.</p> <p>That the community or group someone is part of shapes their sense of belonging.</p> <p>That people are inspired and led by others from within and outside their community.</p> <p>That scripture can be interpreted in different ways.</p>	<p>People have different beliefs about what happens when we die.</p> <p>Some people believe in God, who may judge their actions when they die.</p> <p>Some people believe in life after death and others may believe death is the end of our life in any form.</p> <p>The following vocabulary in relation to death: afterlife, soul, judgement, eternity, heaven and hell.</p> <p>Many people who are not religious believe in some form of afterlife.</p>	<p>The meaning of atheist, agnostic and theist.</p> <p>That people have different beliefs about what happens when we die.</p> <p>That some people believe in God, who may judge their actions when they die.</p> <p>That some people believe in life after death and others may believe death is the end of our life in any form.</p> <p>How to correctly use the following vocabulary in relation to death: afterlife, reincarnation, soul,</p>	<p>Leadership and authority can impact people's worldviews.</p> <p>Worldviews impact the process of choosing leadership and authority.</p> <p>There are different ways to decide who becomes a leader or authority (democracy, bloodline) and these are not always agreed upon.</p> <p>Some people believe leaders are anointed (chosen by God).</p> <p>People from the same organised worldview often hold the same key beliefs but these may</p>	<p>Some of the ways that history, geography and leadership influence people's worldviews.</p> <p>Leadership and authority can impact people's worldviews.</p> <p>Some people believe leaders are anointed (chosen by God).</p> <p>Reasons for some people taking part in religious practices including belief, culture, tradition and obligation.</p> <p>Some of the ways practices are influenced by culture, tradition, geography, leadership and history.</p>

<p>Some festivals commemorate times when religious freedom has been fought for (e.g. Bonfire Night).</p> <p>Particular places can be significant to their religion based on scripture and historical events.</p> <p>Within and between religious and non-religious groups people may disagree about challenging issues.</p> <p>People are inspired and led by others from within and outside their community.</p> <p>Communities sometimes fight or protest for the rights of themselves or others.</p> <p>Some places are of particular significance due to historical, cultural and geographical reasons.</p> <p>Some answers to questions can change over time and reflect on why this might be the case.</p> <p>Using neutral language, such as 'I notice...' or 'I see that...', is essential</p>		<p>Funeral practices often reflect beliefs about life after death.</p> <p>Funerals can be important to help people grieve.</p> <p>Reasons for some people taking part in religious practices including belief, culture, tradition and obligation.</p> <p>Some of the ways practices are influenced by culture, tradition, geography, leadership and history.</p> <p>Ideas about the afterlife come from many sources.</p> <p>Beliefs about life after death can affect how people choose to live their lives.</p> <p>Within and between religious and non-religious groups people may disagree about challenging issues.</p> <p>Funerals can be important times for communities to support one another.</p> <p>Religious communities usually have a leader who carries out certain</p>	<p>judgement, eternity, heaven and hell.</p> <p>Many people who are not religious believe in some form of afterlife.</p> <p>Funeral practices often reflect beliefs about life after death.</p> <p>Funerals can be important to help people grieve.</p> <p>Some reasons for some people taking part in religious practices including belief, culture, tradition and obligation.</p> <p>Some of the ways practices are influenced by culture, tradition, geography, leadership and history.</p> <p>Ideas about the afterlife come from many sources.</p> <p>Beliefs about life after death can affect how people choose to live their lives.</p> <p>Within and between religious and non-religious groups people may disagree about challenging issues.</p>	<p>interpret and express them differently.</p> <p>Wisdom can mean thinking sensibly and taking into account knowledge and experience.</p> <p>Guidance means advice, information or rules given by someone in authority.</p> <p>Some believers may read stories from the past about how people became close to God, which may help guide them in becoming closer to God.</p> <p>Cultural, historical and geographical context can affect how scripture is interpreted.</p> <p>Religious communities usually have a leader who carries out certain duties with or on behalf of the community.</p> <p>Some people who follow the Muslim worldview may not agree on who should have succeeded Muhammad in the past.</p> <p>Some people who follow the Muslim worldview may</p>	<p>The community or group someone is part of shapes their sense of belonging.</p> <p>Some places are of particular significance due to historical, cultural and geographical reasons.</p>
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	<p>to discuss observations without conveying judgement or bias.</p> <p>It is important to use respectful language when challenging others' ideas (for example, 'I think,' 'I'd like to say...') but a person's beliefs should never be challenged.</p> <p>When bias is present and that it should always be challenged.</p> <p>Their worldview can change and evolve in response to their learning and experiences.</p>		<p>duties with or on behalf of the community.</p>	<p>Funerals can be important times for communities to support one another.</p> <p>Religious communities usually have a leader who carries out certain duties with or on behalf of the community.</p> <p>Some places are of particular significance due to historical, cultural and geographical reasons.</p> <p>Some people believe they will be reincarnated in a different form after death.</p>	<p>interpret the Hadith and Sunna (sayings and accounts relating to Muhammad) to guide them in living a life submitting to God.</p> <p>Some people who follow the Sikh worldview may believe that the succession of Gurus enabled the message of Guru Nanak to be continued.</p> <p>Some people who follow the Sikh worldview may believe that these Gurus were spiritually liberated from birth.</p>	
Skills	<p>Asking challenging questions and reflecting on the origins of their questions.</p> <p>Identifying key information from a broad range of sources.</p> <p>Recognising how the historical and cultural context of stories can influence their meaning.</p> <p>Analysing events and issues and how these might impact people's lives.</p>	<p>Understanding and evaluating the importance of diversity within religions and worldviews.</p> <p>Identifying increasingly subtle links with prior learning when encountering new content.</p> <p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Responding thoughtfully to and reflecting on beliefs,</p>	<p>Interpreting expressions of the same concept by people with the same worldview.</p> <p>Understanding and evaluating the value of diversity within religions and worldviews.</p> <p>Evaluating links between religious and non-religious traditions, beliefs and practices.</p> <p>Identifying increasingly subtle links with prior learning when</p>	<p>Interpreting expressions of the same concept by people whose worldview differs.</p> <p>Interpreting expressions of the same concept by people with the same worldview.</p> <p>Understanding and evaluating the value of diversity within religions and worldviews.</p> <p>Evaluating links between religious and non-religious traditions, beliefs and practices.</p>	<p>Reflect on how leadership and authority influence individual and collective worldviews.</p> <p>Analyse how worldviews affect the selection of leaders and authority figures.</p> <p>Compare different methods of leadership selection, such as democracy or inheritance, and understand the disagreements that may arise.</p>	<p>Interpreting expressions of the same concept by people whose worldview differs.</p> <p>Interpreting expressions of the same concept by people with the same worldview.</p> <p>Exploring why people from the same religion may disagree.</p> <p>Understanding and evaluating the value of diversity within religions and worldviews.</p>

	<p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p> <p>Forming conclusions based on a range of sources.</p> <p>Appreciating the value of diversity within religions and worldviews.</p> <p>Analysing how beliefs and values shape behaviours and relationships in different contexts.</p> <p>Identifying increasingly subtle links with prior learning when encountering new content.</p> <p>Debating challenging issues with reference to learning and respect for content being debated.</p> <p>Using examples from their learning alongside their personal worldview to answer big questions.</p> <p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p>	<p>experiences, values and practices.</p> <p>Using complex vocabulary confidently and in different contexts.</p> <p>Researching from a range of sources. Finding out about Religion and worldviews through: exploring stories or scriptures; debating and discussing; analysing texts; looking at photographs and images; using first-hand accounts; using video or audio footage; interpreting historical sources; listening to music; interpreting art.</p>	<p>encountering new content.</p> <p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p> <p>Debating challenging issues with reference to learning and respect for content being debated.</p> <p>Using complex vocabulary confidently and in different contexts.</p> <p>Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.</p> <p>Asking and exploring questions from different perspectives, including their own.</p> <p>Discussing ideas about how their own or another person's worldview influences their responses to ethical issues.</p>	<p>Identifying increasingly subtle links with prior learning when encountering new content.</p> <p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p> <p>Debating challenging issues with reference to learning and respect for content being debated.</p> <p>Using complex vocabulary confidently and in different contexts.</p> <p>Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.</p> <p>Using creativity to present their own and others' ideas, explaining their choices.</p> <p>Asking and exploring questions from</p>	<p>Discuss the belief that some leaders are divinely chosen and what this signifies in various religions.</p> <p>Develop an understanding of wisdom as sensible thinking informed by knowledge and experience. Identify the role of guidance in religious and secular contexts and its importance in decision-making.</p> <p>Learn about the roles and responsibilities of religious leaders within communities and how they serve their followers.</p> <p>Interpret the significance of the Hadith and Sunna in guiding Muslims.</p>	<p>Evaluating links between religious and non-religious traditions, beliefs and practices.</p> <p>Identifying increasingly subtle links with prior learning when encountering new content.</p> <p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p> <p>Using complex vocabulary confidently and in different contexts.</p> <p>Finding out about Religion and worldviews through exploring stories or scriptures, analysing texts, debating and discussing, looking at photographs and images, using first-hand accounts, using video or audio footage, and using maps.</p>
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	<p>Presenting arguments, conclusions and perspectives with supporting evidence.</p> <p>Presenting their own ideas and opinions creatively, considering the benefits of different forms of communication.</p> <p>Personal Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.</p> <p>Using creativity to present their own and others' ideas, explaining their choices.</p> <p>Asking and exploring questions from different perspectives, including their own.</p> <p>Expressing ideas about fairness, honesty, love, forgiveness, truth and peace.</p> <p>Engaging in times of thoughtfulness and reflection and making links between own and others' experiences.</p>		<p>Expressing ideas about fairness, honesty, love, forgiveness, truth and peace.</p> <p>Engaging in times of thoughtfulness and reflection and making links between own and others' experiences.</p> <p>Expressing their own thoughts about the existence and nature of God.</p> <p>Finding out about Religion and worldviews through: exploring stories or scriptures; using surveys; debating and discussing; analysing texts; looking at photographs and images; interpreting art.</p>	<p>different perspectives, including their own.</p> <p>Discussing ideas about how their own or another person's worldview influences their responses to ethical issues.</p> <p>Expressing ideas about fairness, honesty, love, forgiveness, truth and peace.</p> <p>Engaging in times of thoughtfulness and reflection and making links between own and others' experiences.</p> <p>Expressing their own thoughts about the existence and nature of God.</p> <p>Finding out about Religion and worldviews through: exploring stories or scriptures; analysing texts; looking at photographs and images; interpreting art.</p>		
Vocabulary	atheist Bandi Chhor Divas denomination	Anglican baptism Catholic	atonement Barzakh cremate	atma atman bodhisattva	adhere admiration Angad	authentic cleansing covenant

	<p>devotion discrimination interpretation liberation prejudice religious tolerance</p>	<p>Catholicism church Church of England colonisation confession confessional congregation convert depiction Emperor Constantine entity Eucharist evangelising fasting ichthus Latin lectern liturgy Magi Mass messiah Methodist monarchy nave Pentecost persecution piety pilgrimages polytheistic Pope priest prophecy prophet Protestant pulpit Quakers resurrection rosary beads sacraments speaking in tongues stoup successor the sign of the cross</p>	<p>Dia de los Muertos embalm eternal Gehinnom Jahannam judgement mourning Olam Ha-Ba purgatory reconciliation solemn soul tachrichim Tawhid Yarm al-Qiyamah Yizkor Yom Kippur</p>	<p>Brahmins cremation dukkha Eightfold Path enlightenment Four Noble Truths Hukam karma Kshatriyas liberation marga moshka mukti nirvana rebecoming reincarnation samsara Shudras The Divine Vaishyas varna Waheguru</p>	<p>anointed authority bloodline compassion dedication devotion dignity falcon government Guru Nanak Guru Panth Hadith honesty humility integrity interpretation Kalgi Khalsa Kirpan law legal system Lehna lineage merit open-minded parliament religious law religious oppression revelation role model sacrifice selflessness succession Sunnah ummah wisdom</p>	<p>Darbar Sahib descendants diaspora exile Goddess Ganga Harmandir Sahib holy Israelites Pagan pilgrimage Promised Land relic replica sacred shrine significant stupa</p>
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Year 6	Why does religion look different around the world? (Part 1)	Why does religion look different around the world? (Part 2)	Why is it better to be there in person?	Why is there suffering? (Part 1)	Why is there suffering? (Part 2)	What place does religion have in our world today?
Knowledge	<p>The meaning of omnipotent (all powerful), omniscient (all knowing) and omnipresent (everywhere at all times).</p> <p>Some of the ways that culture, history, geography and tradition influence people's worldviews.</p> <p>People from the same organised worldview often hold the same key beliefs but may interpret and express them differently.</p> <p>There are many reasons for some people taking part in religious practices including belief, culture, tradition.</p> <p>Some of the ways practices are influenced by culture, tradition, geography and history.</p> <p>Some people use stories about how others became close to God to</p>	<p>Some of the ways that culture, history, geography and tradition influence people's worldviews.</p> <p>People from the same organised worldview often hold the same key beliefs but may interpret and express them differently.</p> <p>There are many reasons for taking part in religious practices including belief, culture, tradition.</p> <p>Some of the ways practices are influenced by culture, tradition, geography and history.</p> <p>Religious people may read stories from the past about how people became close to God to guide them in achieving the same aim.</p> <p>Cultural, historical and geographical context can affect how scripture is interpreted.</p>	<p>Experiencing a pilgrimage together can help some people feel a sense of community and belonging.</p> <p>Some people often feel significant connection to a building or place.</p> <p>For some, the people in a particular space are more important than the place itself.</p> <p>Shared practices can be important to give some people a feeling of belonging.</p> <p>Some practices might demonstrate belonging to a particular community.</p> <p>Shared challenge can bring people closer together.</p> <p>A pilgrimage is a journey to a place of religious significance.</p>	<p>Free will means a belief that humans can make their own choices and determine their own fate.</p> <p>Beliefs about the nature of God may impact people's ideas about and responses to suffering.</p> <p>Some people may use religious practices (e.g. prayer, worship) to help them in times of suffering.</p> <p>Within and between religious and non-religious groups teaching about challenging issues can be contradictory and controversial.</p> <p>Writings from long ago can give people insight into modern-day issues.</p> <p>Ideas and beliefs about suffering come from many sources.</p>	<p>Free will means a belief that humans can make their own choices and determine their own fate.</p> <p>Beliefs about the nature of God may impact people's ideas about and responses to suffering.</p> <p>Some people may use religious practices (e.g. prayer or worship) to help them in times of suffering.</p> <p>Within and between religious and non-religious groups, teaching about challenging issues can be contradictory and controversial.</p> <p>Ideas and beliefs about suffering come from many sources.</p> <p>People respond in different ways when they see people in their community suffering.</p>	<p>Some of the ways that culture, history, geography and tradition influence people's worldviews.</p> <p>That there are many reasons for some people taking part in religious practices including belief, culture, tradition.</p> <p>That some people may find religious spaces special even if they are not part of that religion.</p>

	<p>guide them in achieving the same aim.</p> <p>Cultural, historical and geographical context can affect how scripture is interpreted.</p> <p>People disagree on whether ancient writings are still relevant to modern life.</p> <p>The same guidance or scripture can be interpreted differently by people.</p> <p>Some practices might demonstrate belonging to a particular community.</p> <p>Shared practices can be important to give some people a feeling of belonging.</p> <p>Disciplinary To know: Some answers to questions can change over time and reflect on why this might be the case.</p> <p>A person's perspective influences how they interpret sources of evidence.</p> <p>It is necessary to use a variety of sources to achieve a well-rounded</p>	<p>People disagree on whether ancient writings are still relevant to modern life.</p> <p>Shared practices can be important to give people a feeling of belonging.</p> <p>The same guidance or scripture can be interpreted differently by people.</p>	<p>Pilgrimages are an important part of some people's life.</p> <p>Pilgrimage helps some people to feel close to God.</p> <p>Visiting a place of personal, religious, cultural or historical significance can have a special meaning for many people.</p> <p>There are many reasons for some people taking part in religious practices including belief, culture and tradition.</p> <p>Some people use stories about how others became close to God to guide them in achieving the same aim.</p> <p>The same guidance or scripture can be interpreted differently by people.</p>	<p>People respond in different ways when they see people in their community suffering.</p> <p>The same guidance or scripture can be interpreted differently by people.</p>	<p>Shared challenges can bring people closer together.</p> <p>Some practices might demonstrate belonging to a particular community.</p>	
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	<p>representation of beliefs and practices.</p> <p>The same concept (for example, equality) can be expressed in different ways.</p> <p>There is value in different interpretations of a source and that no one interpretation is correct.</p> <p>Personal To know: Their beliefs can affect how they interpret evidence and content.</p> <p>Different perspectives can lead to different interpretations.</p> <p>When bias is present and that it should always be challenged.</p> <p>Their worldview can change and evolve in response to their learning and experiences.</p>					
<p>Skills</p>	<p>Asking challenging questions and reflecting on the origins of their questions.</p> <p>Identifying key information from a broad range of sources independently.</p>	<p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p>	<p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p>	<p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p>	<p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p>	<p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p>

	<p>Explaining why interpretations of scripture and stories vary among different people.</p> <p>Synthesising information from different sources to suggest ideas about beliefs.</p> <p>Recognising how the historical and cultural context of stories can influence their meaning.</p> <p>Analysing events and issues and how these might impact people's lives.</p> <p>Reflecting on how stories are interpreted differently by different audiences and why.</p> <p>Recognising further symbols and their representations within and across religions.</p> <p>Interpreting expressions of the same concept (for example, the afterlife) within and between religions and worldviews.</p> <p>Responding thoughtfully to and reflecting on beliefs,</p>	<p>Using complex vocabulary confidently and in different contexts.</p> <p>Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.</p> <p>Asking and exploring questions from different perspectives, including their own.</p> <p>Engaging in times of thoughtfulness and reflection and making links between own and others' experiences.</p> <p>Finding out about Religion and worldviews through: Using complex vocabulary confidently and in different contexts; exploring stories or scriptures; looking at artefacts; analysing texts; looking at photographs and images; using first-hand accounts</p>	<p>Using complex vocabulary confidently and in different contexts.</p> <p>Using creativity to present their own and others' ideas, explaining their choices.</p> <p>Asking and exploring questions from different perspectives, including their own.</p> <p>Engaging in times of thoughtfulness and reflection and making links between own and others' experiences.</p> <p>Finding out about Religion and worldviews through: exploring stories or scriptures, looking at photographs and images, using first-hand accounts, debating and discussing, using video or audio footage and using maps.</p>	<p>Debating challenging issues with reference to learning and respect for content being debated.</p> <p>Using complex vocabulary confidently and in different contexts.</p> <p>Finding out about Religion and worldviews through: exploring stories or scriptures, analysing texts, looking at news reports, looking at photographs and images, using first-hand accounts and debating and discussing.</p>	<p>Debating challenging issues with reference to learning and respect for content being debated.</p> <p>Using complex vocabulary confidently and in different contexts.</p> <p>Finding out about Religion and worldviews through: exploring stories or scriptures, analysing texts, looking at photographs and images, debating and discussing and using first-hand accounts.</p>	<p>Debating challenging issues with reference to learning and respect for content being debated.</p> <p>Using complex vocabulary confidently and in different contexts.</p> <p>Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.</p> <p>Using creativity to present their own and others' ideas, explaining their choices.</p> <p>Asking and exploring questions from different perspectives, including their own.</p> <p>Discussing ideas about how their own or another person's worldview influences their responses to ethical issues.</p> <p>Expressing ideas about fairness, honesty, love, forgiveness, truth and peace.</p> <p>Engaging in times of thoughtfulness and reflection and making</p>
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	<p>experiences, values and practices.</p> <p>Forming conclusions based on a range of sources.</p> <p>Making connections between religious and non-religious traditions, beliefs and practices.</p> <p>Appreciating the value of diversity within religions and worldviews.</p> <p>Analysing how beliefs and values shape behaviours and relationships in different contexts.</p> <p>Identifying increasingly subtle links with prior learning when encountering new content.</p> <p>Debating challenging issues with reference to learning and respect for content being debated.</p> <p>Using examples from their learning alongside their personal worldview to answer big questions.</p> <p>Explaining their own and others' spiritual experiences and beliefs.</p>					<p>links between own and others' experiences.</p> <p>Expressing their own thoughts about the existence and nature of God.</p> <p>Finding out about Religion and worldviews through: looking at photographs and images; using surveys; using first-hand accounts; debating and discussing; using video or audio footage; using maps.</p>
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	<p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Presenting arguments, conclusions and perspectives with supporting evidence.</p> <p>Presenting their own ideas and opinions creatively, considering the benefits of different forms of communication.</p> <p>Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.</p> <p>Asking and exploring questions from different perspectives, including their own.</p> <p>Engaging in times of thoughtfulness and reflection and making links between own and others' experiences.</p>					
Vocabulary	<p>Abrahamic religions</p> <p>attributes</p> <p>Charedi</p> <p>covenant</p> <p>descendants</p> <p>hijab</p> <p>Israelites</p>	<p>abstain</p> <p>adornment</p> <p>avatar</p> <p>Buddhist Canon</p> <p>celestial</p> <p>commemorate</p> <p>consent</p>	<p>Al-Masjid Al-Aqsa</p> <p>Al-Masjid Al-Haram</p> <p>Annunciation</p> <p>Arafah</p> <p>Ark of the Covenant</p> <p>atheist</p> <p>condemned</p>	<p>balance</p> <p> blessings</p> <p>conscience</p> <p>contradictory</p> <p>controversial</p> <p>crucifixion</p> <p>evil</p>	<p>Chardi Kala</p> <p>dukkha</p> <p>Eightfold Path</p> <p>Four Noble Truths</p> <p>Hukam</p> <p>kami</p> <p>karma</p>	<p>census</p> <p>colonialisation</p> <p>conserve</p> <p>citizen</p> <p>data</p> <p>discriminate</p> <p>diversity</p>

	<p>kippah kippot melacha melachot monotheist niqab omnibenevolent omnipotent omnipresent omniscient Reform Sephardi Tenak Torah</p>	<p>cultivate culture deities devotee Dharma Dharmic religion diversity Diwali edicts Eightfold Path impermanence incarnation interpretation intervention King Ashoka liberation Mahavira Mahayana monastic practices monastic practices monastics omnipresent Pandit prevail righteousness Sacred Thread Ceremony stupa Theravada Tirthankara tradition Vajrayana values vanquish virtue Zen</p>	<p>convention doctrines Dome of the Rock entombed Hajj Ihram Isra' Jerusalem Ka'bah Makkah martyrdom Mi'raj obligation pilgrimage qiblah Rami al-Jamarat relic resurrected Sa'i secular significant spirituality Tawaf Temple Mount The Night Journey The Prophet Muhammad Via Dolorosa Western Wall</p>	<p>free will Genesis omnibenevolent omnipotent omnipresent omniscient prayer response resurrection Satan suffering temptation</p>	<p>magga margas Naam nirodha sukha samudaya</p>	<p>harmony heritage human rights immigration local area limit missionary personal development place of worship protected characteristics religious secular spread spirituality worldview</p>
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