



Barrowby CE Primary School

Religious Education Curriculum

Vision:

At Barrowby Church of England Primary School, we aim to ensure that all children become religiously literate, developing the knowledge, understanding and confidence to engage in balanced, well-informed conversations about religion, belief, and the many ways people make sense of life.

Our RE curriculum reflects the Lincolnshire Agreed Syllabus worldviews approach, recognising that “nobody stands nowhere” and that every person interprets the world through a unique lens shaped by their experiences, beliefs, relationships and community.

We seek to provide a curriculum that helps children understand how diverse worldviews – both religious and non-religious – shape identity, influence behaviour and contribute to our shared life in local, national and global communities. In doing so, we prepare pupils to live well together in a complex, ever-changing world.

Intent:

Our intent is to support children in developing an outstanding depth of religious and worldview understanding, enabling them to explore not only *what* people believe, but *how* and *why* people hold these beliefs, and the impact this has on daily life.

In line with the Lincolnshire Agreed Syllabus, our curriculum ensures pupils:

- Develop key thinking skills that allow them to navigate a diverse and increasingly complex world.
- Understand both disciplinary and substantive knowledge – learning *how* to study religion and *what* people believe.
- Explore *diversity within and between* religious and non-religious traditions, challenging stereotypes and simplistic assumptions.
- Learn about non-religious worldviews (such as Humanism) and understand secular perspectives on life, meaning and morality.
- Reflect upon how beliefs, identities, communities, and interpretations shape individuals and societies.
- Understand the significant role religions and worldviews play in shaping responses to local, national and global events—including peace, justice, suffering, the environment, morality and meaning.

At Barrowby, we want pupils to build their own personal worldview thoughtfully and responsibly, grounded in curiosity, empathy, critical thinking and respect.

We believe that teaching about religious and non-religious worldviews in an open and exploratory way empowers young people to:

- Engage meaningfully with the complexities of belief
- Recognise the importance of identity, belonging and community
- Make sense of the diverse society in which they live
- Appreciate differences while seeking common good
- Contribute to informed, respectful debate
- Avoid stereotyping and prejudice
- Understand how beliefs influence real-life choices
- Reflect deeply on their own developing values, beliefs and hopes

Above all, our intent is that pupils develop a genuine respect for others, an appreciation of the diverse world they inhabit, and a desire to contribute positively to it. Through high-quality RE, we aim not only to fulfil statutory requirements but to prepare children for the opportunities, responsibilities and experiences of later life, enabling them to flourish as compassionate, thoughtful and active global citizens.

Implementation:

Religious Education is a statutory subject of the curriculum for all pupils in each year group, including Reception. In line with the 1988, 1996 and 1998 Education Acts all children will receive Religious Education unless parents/carers formally withdraw their own children (S352(1) (a)).

At Barrowby Church of England Primary School, we ensure that we comply with the legal requirements for RE by following the Lincolnshire Agreed Syllabus for Religious Education 2025-2025, which reflects a worldviews approach to teaching and learning. 'Every agreed syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996).

At Barrowby, RE is taught during weekly lessons. We follow the recommended time allocation in the Lincolnshire Agreed Syllabus 2025 – 2030: **Reception**: delivered flexibly according to the statutory requirements of the EYFS Framework and to help meet the early learning goals (ELG), **Key Stage 1** children will receive at least thirty-six hours per year, and **Key Stage Two** will receive at least forty-five hours over the school year.

We have developed a carefully sequenced curriculum and clear progression of knowledge and skills to ensure a clear and coherent journey from Reception to Year 6. Our RE curriculum is built around the **four Progression Strands** set out in the Lincolnshire Agreed Syllabus (2025–2030). These strands reflect key concepts common to all religions and worldviews, and they develop cumulatively across the school to inform learning objectives, outcomes and assessment. They underpin both our *disciplinary* and *substantive* knowledge and support pupils in building a layered understanding of how people make sense of their lives and the world around them.

The strands are:

A. Belonging, Identity & Community

Exploring the many ways people form identity, belong to communities, and understand themselves in relation to others. This includes how religious, cultural and non-religious communities shape worldview and practice.

B. Beliefs, Influence & Values

Investigating beliefs about God, humanity, morality and the world, and examining how these beliefs influence behaviour, values, actions and decision-making. This includes recognising diversity *within* and *between* worldviews and developing insight into why people believe what they believe.

C. Expression, Experience & the Sacred

Understanding how people express their beliefs and worldviews through rituals, symbols, creativity, worship, behaviour and lived experience. Pupils explore what people consider sacred, meaningful or special, and how experiences shape their worldview.

D. Truth, Interpretation & Meaning

Developing pupils' ability to engage critically with questions of truth, interpretation, purpose and meaning. This includes understanding how people interpret teachings, texts, evidence, experience and the world itself — recognising that “truth” is understood differently across and within worldviews.

These strands also connect naturally with the themes from the previous Lincolnshire syllabus — such as *Being Human*, *Community*, *Worship and Celebration*, *God*, and *Life Journey* — ensuring continuity and progression. Strand D (Truth, Interpretation and Meaning) intentionally runs throughout *all* learning, supporting pupils to develop increasingly sophisticated thinking as they move through the school. Across the curriculum, these strands help pupils build a personal, reflective, and informed worldview, enabling them to articulate not only **what** they have learned but also **how** this learning shapes their own understanding of the world.

Effective use of educational visits are planned, to further enrich and enhance the pupil's learning experiences within the RE curriculum.

Through our Religious Education Curriculum, we aim to:

- Explore core beliefs and theological concepts through disciplinary knowledge in RE:
 - **Theology (Believing):** exploring beliefs and sources of authority; how these have developed; how they differ within and between worldviews.
 - **Philosophy (Thinking):** considering questions of truth, meaning, morality and existence; understanding how people reason and justify their worldviews.
 - **Human/Social Sciences (Living):** investigating how worldviews are lived out in families, communities and societies; understanding diversity and lived experience.
- Teach pupils to understand and respect the importance of beliefs—religious and non-religious—in shaping identity, values and action.
- Recognise diversity within communities and avoid stereotypes by exploring real human experiences.
- Enable pupils to explore their own emerging worldview, values and beliefs in the light of what they learn in RE, thus supporting their spiritual, moral, social and cultural development
- Encourage pupils to examine meaning and purpose in life, right and wrong, and what it means to be human.
- Develop an aptitude for dialogue, equipping pupils to participate positively in a plural society with many different worldviews.
- Build confidence in discussing complex or controversial issues with sensitivity and accuracy.
- Help pupils understand diversity and challenge simplistic or harmful assumptions about religions, beliefs or cultures.
- Encourage critical thinking so pupils can evaluate claims, sift evidence, and understand different viewpoints.

EYFS

EYFS children will be guided in their learning through four overarching principles for a unique child, positive relationships, enabling environments and learning and development. They will build a good foundation for igniting their curiosity and enthusiasm for learning, forming relationships and thriving at school through the Seven Areas of Learning.

- **Prime Areas** of Communication and Language, Physical Development and Personal, Social and Emotional Development.
- **Specific Areas** of Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

The Early Years Foundation Stage Curriculum supports children's understanding of **Religious Education** through the planning and teaching of '**Understanding the**

World – People, Cultures and Communities'. Children are encouraged to use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

Exploring others' views, cultures and beliefs supports children in developing their views and beliefs about themselves, their family and community. In finding out about others, young children are encouraged to reflect on belief, culture and practice and explore religion and faith through observing festivals and celebrations, sharing non – fiction texts and reading stories from religious texts, handling artefacts, engaging in roleplay and drama-based activities, and through discussions with those around them.

SEND

For pupils with SEND, it is important to focus on the pupils' strengths as well as identifying areas where they need more help, practice and consolidation. In general, pupils should have the opportunity to develop all the concepts, regardless of their SEN or disability. However, the approach to these concepts may have to be done differently with different groups of pupils.

Impact:

At Barrowby Church of England Primary School, pupils develop as religiously literate, reflective and open-minded learners who understand that everyone has a worldview shaped by their beliefs, experiences and communities. Through our worldviews-based RE curriculum, pupils gain the knowledge, insight and confidence needed to navigate a diverse and rapidly changing society with respect, curiosity and compassion.

Pupils demonstrate impact through their ability to:

- Explain how a wide range of religious and non-religious worldviews work, drawing on disciplinary knowledge (Theology, Philosophy and Human/Social Sciences).
- Recognise diversity within and between worldviews, avoiding stereotypes and understanding lived experience.
- Reflect on their own developing worldview, relating their learning to their identity, community and moral decision-making.
- Engage thoughtfully with big questions about meaning, truth, ethics, purpose, peace and the environment.
- Hold balanced, informed conversations about religion and worldviews, showing respect for differing perspectives.

We believe that Religious Education is invaluable in helping pupils become thoughtful global citizens who can respond intelligently to local, national and world events.

We measure the impact of our curriculum through a range of qualitative and quantitative approaches that reflect the expectations of the Lincolnshire Agreed Syllabus (2025–2030).

- Pupils' progress in RE is based on the expected outcomes outlined in the Lincolnshire Agreed Syllabus 2025 - 2030.

- Summative assessments are made by teachers at the end of a unit of work and at the end of each academic year. Teachers can use evidence from pupil discussions, written outcomes, pupil interviews (pupil voice), and other creative outcomes, such as drama, art and music.
- Pupils' books and standards in RE are scrutinised termly by the RE lead. Where appropriate this is followed up by CPD for staff delivering RE lessons.
- Pupil progress in RE is discussed as part of Pupil Progress Meetings with the Head Teacher; this occurs at three points in the academic year.
- RE is monitored by the School governors.
- Progress in RE is reported annually to parents and has a prominent position in the end of year report.

Progression Strands

This shows how each progression strand builds up from Reception onwards.

Strand A: Belonging, Identity & community

Reception:

What it means and how it feels to belong to different groups.

What some people and groups are special.

How people come together to celebrate special events, e.g. birth.

How schools celebrate special events.

Year 1:

How stories of all kinds give communities a shared identity.

The ways in which festivals and celebrations bring people together through a sense of belonging.

Year 2

How religions and worldviews connect people, e.g. to families, local and national communities, globally.

How sacred scriptures are used in worship and ceremonies to bring communities together.

How worldviews connect with each other.

Year 3

Why pilgrimage has special meaning for communities.

How going on a pilgrimage can strengthen a person's religious identity.

What it means to a person to be part of local RW communities.

How there is diversity within the same RW community.

What RWs contribute to the wider community.

How communities are represented in school and in the neighbourhood.

Year 4

How different ceremonies marking important steps in life bring communities together, symbolising a sense of belonging and identity.

How clothing and symbols contribute to a sense of identity.

How promises made are strengthened by the presence of the community.

Year 5

How worship brings communities together and makes individuals feel that they belong.

How religious or spiritual experiences can be shared by a community.

How people within Abrahamic and Dharmic traditions express worship.

How people care for those in their own communities and for others.

Year 6

How beliefs are linked to a sense of identity.

How communities come together to care for the planet, work for peace.

Strand B: Beliefs, Influences and Values

Reception

Why Christmas and Easter are special for Christians.

Why Diwali and Holi are special for Hindus.

Why people might not belong to a religion.

Year 1

How stories form part of religious and non-religious beliefs and help people understand the world.

What stories from the Bible teach people about God and the way they should lead their lives.

How stories relating to key festivals reflect religious beliefs and concepts, e.g. Christmas and Incarnation.

Why Easter is so important to Christians.

Why Passover is so important to Jews.

Year 2

What people in different RWs believe about revelation and sacred scriptures.

What people from Abrahamic and Dharmic traditions hold as key beliefs.

What humanists believe.

What shared beliefs exist within and between worldviews.

Year 3

How pilgrimage reflects key beliefs, e.g. Makkah and the 5 Pillars of Islam.

What values hold communities together.

How people may belong to more than one RW community.

Year 4

How promises made in commitment ceremonies strengthen belief.

How ceremonies reflect key beliefs about the purpose of life and death.

How promises are connected to beliefs about death.

Year 5

How worship reflects key beliefs.

The ways in which beliefs and actions (in worship) are linked.

How religious or spiritual experiences may strengthen a person's belief.

Year 6

How different types of authority and influence determine people's beliefs and actions. How values are reflected in the lives of inspirational people.

What religious and philosophical thinkers say about the existence of God.

What people believe about good and evil and how this may or may not be linked to religion.

How people decide about right and wrong.

How people believe they should treat each other and the world around them.

How key thinkers and activists have influenced the peace narrative.

Strand C: Expression, Experience and the Sacred

Reception

How people celebrate festivals.

How stories are expressed through festivals.

Why places of worship matter to people.

What makes some places, and the things inside them, sacred or holy.

How being inside special and sacred places makes people feel.

Year 1

How stories inform what happens during festivals, e.g. lighting candles at Hanukkah. How stories are used as part of observance of festivals, e.g. telling the story of the Exodus at Passover.

How some stories are considered to be special and/or sacred.

Year 2

Why some texts are considered to be sacred.

How sacred texts are used in personal and communal worship and other ceremonies.

How people show respect for sacred scriptures.

Year 3

What people experience during pilgrimages and how this might be life changing. What religious and non-religious pilgrimages have in common.

What actions and rituals take place during pilgrimages.

How communities in Lincolnshire express their faith in everyday life and at special times.

Year 4

What rituals and symbolism characterise ceremonies.

How the sacred is a key component of religious ceremonies, e.g. promises made to God.

Year 5

How people express their faith through prayer and worship, both as members of communities, families and individuals.

How music, art and literature might enhance worship.

Why experiencing the sacred and holy matters in worship and ceremonies.

Which symbols, objects and artefacts aid worship.

The ways in which sensory and emotional responses form part of worship and religious experience.

How people express care for others, based on teaching within RWs.

The ways in which people encounter the sacred or 'unexplained' through religious and spiritual experiences.

Year 6

How people express 'big questions' in everyday life.

How inspiration may have a religious or non-religious source.

How people express their beliefs in the way they behave and through the values they hold, e.g. about the environment.

Strand D: Truth, Interpretation and Meaning

Reception

Why stories are important to Christians and Hindus.

What meaning is given to these stories.

How symbols and artefacts in places of worship have special meaning for believers.

Year 1

How stories can mean different things to different people.

How different stories may contain 'truth' and what this means to different people.

Why people have different views about how the world began.

Year 2

What believers mean by 'truth' in sacred scriptures and how this can be interpreted in different ways.

Why the concept of revelation is central to understanding some sacred scriptures.

Year 3

Why the experience of pilgrimage may have a different meaning for people.

How communities in an area change over time.

Why belonging to a community matters to people.

Year 4

How people interpret the meaning of life and death.

How commitment ceremonies may have different meanings for different people.

Year 5

What people from different Abrahamic and Dharmic traditions mean by worship, prayer and meditation.

How beliefs and ideas can be demonstrated and understood in different ways, including through experiences.

How religious/spiritual experiences such as miracles can be interpreted in different ways.

How non-religious people might interpret religious experiences.

Year 6

Why some sources of truth are trusted more than others.

How influence and authority may be interpreted in different ways.

Why people do not always agree on what makes a person inspirational.

How beliefs about the existence of God are open to interpretation and may change over time.

How people decide what is good or bad, right or wrong.

How 'peace' can be interpreted in different ways.

Knowledge and Understanding of the World – People and Communities – Reception (Cycle A)

	Autumn Term – Looking After Ourselves	Spring Term – Extinct and Endangered	Summer Term – Homes and Habitats
Unit	Which people, stories and events are special to me?	What do I know about Easter and Holi?	Why are some places and objects special or sacred?
	Abrahamic religions - Christianity Dharmic Religion - Hinduism + Other RWs – Judaism	Abrahamic religions - Christianity Dharmic Religion - Hinduism + Other RWs –	Abrahamic religions - Christianity Dharmic Religion - Hinduism + Other RWs –
Previous learning	Personal experiences of the world to date.	What is meant by special. Why festival times are special for families and communities. The meaning of Christmas and Diwali: why festivals matter. Why Christians believe that Jesus is a special person. Why Rama and Sita are special to Hindus.	How special and sacred times are celebrated. Why Easter and Holi are special for believers.
Learning Objectives	Children should know and understand: • what it means to belong to different groups. • how people come together to celebrate special events, e.g. birth. • why Christmas is special for Christians and why Diwali is special for Hindus. • how people celebrate Christmas and Diwali, including in school. • why stories are important to Christians and Hindus. • how some people show that they belong to a religion.	Children should know and understand: • how people come together to celebrate special events • why Easter is special for Christians • why Holi is special for Hindus • how people celebrate Easter and Holi • which stories are linked to celebrations at Easter and Holi	Children should know and understand: • Why places of worship matter to people • What makes some places, and the things inside them, sacred or holy • How symbols and artefacts in places of worship have special meaning for believers • How people feel when they visit special and sacred places
Learning outcomes - Children should be able to talk, draw/paint, talk about:	• different groups in their lives and what it means to belong to them. • ways in which people come together to celebrate special events, e.g. the birth of a baby. • why Christmas is special for Christians and Diwali is special for Hindus. • the kind of things people do to celebrate Christmas and Diwali, including in school. • stories which are important to Christians and Hindus and what people do at Christmas and Diwali to remember the story of the Nativity and of Rama and Sita.	• ways in which people come together to celebrate special events. • why Easter is special for Christians and why Holi is special for Hindus. • what people do to celebrate Easter and Holi. • how stories are linked to the celebrations of Easter and Holi	• Why places of worship matter to people. • Things that make some places, and the objects inside them, sacred or holy • symbols and objects/artefacts in places of worship which have special meaning for believers, e.g. a Christian cross or a Hindu deity. • How they felt when they were inside somewhere sacred – what senses did they use? • What things are similar in a church and a mandir and which things are different?

Vocabulary		Christianity - cross, Easter, Easter cards and eggs, Good Friday, palm crosses, Palm Sunday, tomb. Hinduism - bonfire, evil, good, Holi, Holika, Krishna, Prahlad, Rangoli, Vishnu.	Christianity – church, altar, Bible, font, Holy Communion, lectern, priest, pulpit, spire, stained-glass window, tower. Hinduism – Mandir, arti, Aum, bell, deities, fruit, incense, Ganesh, murti, prashad, puja tray.
Theology (Believing)	Theology is about what people believe. Theologians might ask: What does the word 'God' mean? Why do people celebrate new life? Who do Christians and Hindus believe are special in the Nativity and Diwali stories? What might Hindus learn from the Diwali story? What might Christians learn from the Nativity story? Why do Christians believe that Jesus was a special baby? Why are Christmas and Easter special times for Christians? Why is Diwali a special time for Hindus? How can clothes be special or sacred?	Theology is about what people believe. Theologians might ask: Why does the Easter story matter to Christians? Why do Christians call the day Jesus died 'Good Friday'? What do Christians believe happened to Jesus on Easter Sunday? What might Hindus learn from the story of Prahlad and Holika? What do Hindus believe about God? Why are some stories and festivals sacred or holy?	Theology is about what people believe. Theologians might ask: What does sacred mean? What does holy mean? Why is a church special to Christians? Why is a mandir a special place for Hindus? What makes an object special or sacred? How do people believe that these objects should be treated? How might being inside a church or mandir make people feel close to God?
Social Sciences (Living)	Social Science is about the way people live. Social Scientists might ask: What do people do in families? How is a family different to another kind of group? Are all families the same? Why do families celebrate special occasions together? Why do people come together to celebrate the birth of a baby? What festivals do people in Lincolnshire celebrate? Why is it important for some people to show that they belong to a group?	Social Science is about the way people live. Social scientists might ask: How do Christians show that Easter is important to them? How do Hindus show that Holi is important to them? Do people have to be religious to celebrate Easter? Why do people want to remember things that happened in the past?	Social Science is about the way people live. Social scientists might ask: What might people do inside a church and mandir? How do people use special and sacred objects in a place of worship? Why might some people like to do these things with other people, rather than on their own? Could they do these things anywhere? Why do people come together to celebrate? Can you celebrate by yourself?
Philosophy (Thinking)	Philosophy is about the ways in which people think. Philosophers might ask: How are we similar/different to each other? How do we decide what makes someone special? What does the word 'family' mean? How do we decide what to celebrate? What makes someone a special person? Why do people do special things to welcome new life into the world? Could stories about festivals have many meanings? How is 'special' different to 'sacred' or 'holy'?	Philosophy is about the ways in which people think. Philosophers might ask: What is puzzling about the Easter story? How might Easter eggs be linked to the Easter story? Is seeing believing? Can stories have different meanings?	Philosophy is about the ways in which people think. Philosophers might ask: What makes a building or object important to people? Why might some places be called sacred or holy? Who decides? How is a special place different to a sacred place? Could anywhere be a special place? Does the special or sacred place have to be a building?

Personal Knowledge	What does family mean to me? Why are some things special to me? How am I special? How does it feel to belong? How do I celebrate festivals and events? Do the Christmas and Diwali stories have any meaning for me? How do festivals make me feel? Which celebrations have I taken part in at school and outside of school?		What do I think about the Easter story? What does Easter mean to me? What can I understand through the story of Holika and Prahlad? Why do friends sometimes let you down? What stories have meaning for me?		Why are some objects special to me? Are any sacred? How did it feel inside the church/mandir? How did I know that some things were special or sacred? What makes me happy, sad, peaceful?	
Progression Strands	Strand A: Belonging, Identity & Community What it means and how it feels to belong to different groups. What some people and groups are special. How people come together to celebrate special events, e.g. birth. How schools celebrate special events.			Strand B: Beliefs, Influences and Values Why Christmas and Easter are special for Christians. Why Diwali and Holi are special for Hindus. Why people might not belong to a religion.		
	Strand C: Expression, Experience and the Sacred How people celebrate festivals. How stories are expressed through festivals. Why places of worship matter to people. What makes some places, and the things inside them, sacred or holy. How being inside special and sacred places makes people feel.			Strand D: Truth, Interpretation and Meaning Why stories are important to Christians and Hindus. What meaning is given to these stories. How symbols and artefacts in places of worship have special meaning for believers.		
Suggested support for children with additional needs	Use of role play to explore concepts, ideas and feelings. Images of people who are special to them. Access to books which celebrate difference. Reinforcement of key vocabulary and concepts. Experience special times as part of the school community, such as Harvest, Christmas shows, etc. Images of special times shared in school. Access to videos of special times to other people to explore key features, such as Ramadan, Diwali, etc.		Use of role play to explore concepts, ideas and feelings. Reinforcement of key vocabulary and concepts. Explore the concept of special places through continuous provision, photographs, construction Encourage children to talk about their special places. Access to books which celebrate difference. Model how to handle books respectfully. Reinforcement of key vocabulary and concepts		Use of role play to explore concepts, ideas and feelings. Use drama and props to re-tell stories. Use drama and props to re-tell stories. Reinforcement of key vocabulary and concepts. Explore the concept of special people through continuous provision and photographs. Encourage children to talk about people who are special to them. Model correct use of vocabulary, sentence structure.	
Steps						
1	Understand and discuss who is special to them and why. <i>(link to stories that are special to people with beliefs).</i>	Understand why stories are important to Christians and Hindus. <i>(Link to Diwali).</i>	Re - tell a familiar story, linked to what have heard and read in class (CLL link) - <i>(link to different stories of creation from different religions).</i>	Understand that Christians believe Jesus died and came alive again in a new way (the Resurrection). <i>(link to Muslim beliefs about Creation)</i>	Understand what it means if something is special. Identify things that are special to them, e.g. as epical book, person or place. <i>(link to what makes a text sacred and special).</i>	Name and identify special objects inside a mandir and say what they are. <i>(Link to Hindu sacred texts).</i>

2	Explore what it means to belong to different groups (<i>link to sacred stories to Christians</i>).	Explore why Christmas is special for Christians and why Diwali is special for Hindus.	Recall key events from stories from Religious texts (UW link) - (<i>link to Christianity and Judaism – sharing a common creation story</i>).	Identify what Christians do at Easter to celebrate. (<i>link to Humanist views that the universe began naturally</i>).	Understand that some places are special for religious people. (Introduction to the idea of sacred or holy in simple terms.) (<i>link to Sacred texts are special because they are believed to come from God</i>).	Discuss how symbols and objects help people in worship in Christianity and Hinduism. (<i>Link to Sikhi Holi texts</i>).
3	Understand how some people show that they belong to a religion (<i>link to sacred stories to Christians</i>).	Identify how people celebrate Christmas, including in school.	Know that living things need different things to survive, (<i>link to Christians believing they are stewards of the Earth</i>).	Understand why Holi is a special celebration for many Hindus (<i>link to creation stories from other cultures, e.g. Native American, Greek, Chinese</i>).	Identify and name places of worship in my community (Barrowby All Saints Church). (<i>Link to special/sacred texts</i>)	Discuss how symbols and objects help people in worship in Christianity and Hinduism. (<i>link to how sacred texts are used withing worship and ceremonies</i>).
4	Understand why stories are important to Christians. (<i>link to learning stories about Moses</i>).	Identify how people celebrate Diwali, including in school.	Discuss special times to others and how people come together to celebrate and enjoy them. (<i>Link to Judaism – shabbat</i>).	Recall the story of Holika and Prahlad and know it is linked to good winning over bad. (<i>link to Good and evil and how this is explained in religious texts</i>).	Identify why a church is a special/sacred place for Christians. (<i>link to the Bible as a sacred/Holy Book for Christians</i>).	Identify how people feel when they visit special or sacred places, e.g. wonder, excitement, peace, etc. (<i>Link to stories behind celebrations using scripture, e.g. Easter – Garden of Gethsemane</i>).
5	Understand why stories are important to Christians. (<i>link to learning stories about Moses</i>).	Understand how people come together to celebrate special events, e.g. Birthday, Christmas.	Discuss special times to others and how people come together to celebrate and enjoy them. (<i>link - 7th day of creation – shabbat and Sunday for Christians</i>).	Identify how Hindus celebrate Holi. (<i>link to right and wrong in other religious texts</i>).	Identify special objects inside a church and say what they are, e.g. lectern, Bible, pulpit, etc). (<i>link to the Qur'an as a sacred/Holy Book for Muslims</i>).	Explain that places and objects can be special or sacred because they help people feel close to God or remember important stories (<i>link to how Sacred texts are used outside of places of worship and ceremonies</i>).
6	Understand why stories are important to Christians. (<i>link to learning stories about Moses</i>).		Recall simple parts of the Easter Story and know it is special for Christians. (<i>link to 'The Fall' and Christian believes about forgiveness</i>).	Understand that the celebration of Holi is linked to the story of Krishna and Radha and that the celebration of Easter is linked to the story of Jesus rising again.	Identify why a mandir is a special place for Hindus. (<i>Link to special/sacred texts in Hinduism</i>).	Recep why some places and objects are special or sacred.

Knowledge and Understanding of the World – People and Communities – Reception (Cycle B)

	Autumn Term – Commotion in the Ocean	Spring Term – Wagons Roll!	Summer Term – Open Your Eyes
Unit	Which people, stories and events are special to me?	What do I know about Easter and Holi?	Why are some places and objects special or sacred?
	Abrahamic religions - Christianity Dharmic Religion - Hinduism + Other RWs – Judaism	Abrahamic religions - Christianity Dharmic Religion - Hinduism + Other RWs –	Abrahamic religions - Christianity Dharmic Religion - Hinduism + Other RWs –
Previous learning	Personal experiences of the world to date.	What is meant by special. Why festival times are special for families and communities. The meaning of Christmas and Diwali: why festivals matter. Why Christians believe that Jesus is a special person. Why Rama and Sita are special to Hindus.	How special and sacred times are celebrated. Why Easter and Holi are special for believers.
Learning Objectives	Children should know and understand: • what it means to belong to different groups. • how people come together to celebrate special events, e.g. birth. • why Christmas is special for Christians and why Diwali is special for Hindus. • how people celebrate Christmas and Diwali, including in school. • why stories are important to Christians and Hindus. • how some people show that they belong to a religion.	Children should know and understand: • how people come together to celebrate special events • why Easter is special for Christians • why Holi is special for Hindus • how people celebrate Easter and Holi • which stories are linked to celebrations at Easter and Holi	Children should know and understand: • Why places of worship matter to people • What makes some places, and the things inside them, sacred or holy • How symbols and artefacts in places of worship have special meaning for believers • How people feel when they visit special and sacred places
Learning outcomes - Children should be able to talk, draw/paint, talk about:	• different groups in their lives and what it means to belong to them. • ways in which people come together to celebrate special events, e.g. the birth of a baby. • why Christmas is special for Christians and Diwali is special for Hindus. • the kind of things people do to celebrate Christmas and Diwali, including in school. • stories which are important to Christians and Hindus and what people do at Christmas and Diwali to remember the story of the Nativity and of Rama and Sita.	• ways in which people come together to celebrate special events. • why Easter is special for Christians and why Holi is special for Hindus. • what people do to celebrate Easter and Holi. • how stories are linked to the celebrations of Easter and Holi	• Why places of worship matter to people. • Things that make some places, and the objects inside them, sacred or holy • symbols and objects/artefacts in places of worship which have special meaning for believers, e.g. a Christian cross or a Hindu deity. • How they felt when they were inside somewhere sacred – what senses did they use? • What things are similar in a church and a mandir and which things are different?

Vocabulary		Christianity - cross, Easter, Easter cards and eggs, Good Friday, palm crosses, Palm Sunday, tomb. Hinduism - bonfire, evil, good, Holi, Holika, Krishna, Prahlad, Rangwali, Vishnu.	Christianity – church, altar, Bible, font, Holy Communion, lectern, priest, pulpit, spire, stained-glass window, tower. Hinduism – Mandir, arti, Aum, bell, deities, fruit, incense, Ganesh, murti, prashad, puja tray.
Theology (Believing)	Theology is about what people believe. Theologians might ask: What does the word 'God' mean? Why do people celebrate new life? Who do Christians and Hindus believe are special in the Nativity and Diwali stories? What might Hindus learn from the Diwali story? What might Christians learn from the Nativity story? Why do Christians believe that Jesus was a special baby? Why are Christmas and Easter special times for Christians? Why is Diwali a special time for Hindus? How can clothes be special or sacred?	Theology is about what people believe. Theologians might ask: Why does the Easter story matter to Christians? Why do Christians call the day Jesus died 'Good Friday'? What do Christians believe happened to Jesus on Easter Sunday? What might Hindus learn from the story of Prahlad and Holika? What do Hindus believe about God? Why are some stories and festivals sacred or holy?	Theology is about what people believe. Theologians might ask: What does sacred mean? What does holy mean? Why is a church special to Christians? Why is a mandir a special place for Hindus? What makes an object special or sacred? How do people believe that these objects should be treated? How might being inside a church or mandir make people feel close to God?
Social Sciences (Living)	Social Science is about the way people live. Social Scientists might ask: What do people do in families? How is a family different to another kind of group? Are all families the same? Why do families celebrate special occasions together? Why do people come together to celebrate the birth of a baby? What festivals do people in Lincolnshire celebrate? Why is it important for some people to show that they belong to a group?	Social Science is about the way people live. Social scientists might ask: How do Christians show that Easter is important to them? How do Hindus show that Holi is important to them? Do people have to be religious to celebrate Easter? Why do people want to remember things that happened in the past?	Social Science is about the way people live. Social scientists might ask: What might people do inside a church and mandir? How do people use special and sacred objects in a place of worship? Why might some people like to do these things with other people, rather than on their own? Could they do these things anywhere? Why do people come together to celebrate? Can you celebrate by yourself?
Philosophy (Thinking)	Philosophy is about the ways in which people think. Philosophers might ask: How are we similar/different to each other? How do we decide what makes someone special? What does the word 'family' mean? How do we decide what to celebrate? What makes someone a special person? Why do people do special things to welcome new life into the world? Could stories about festivals have many meanings? How is 'special' different to 'sacred' or 'holy'?	Philosophy is about the ways in which people think. Philosophers might ask: What is puzzling about the Easter story? How might Easter eggs be linked to the Easter story? Is seeing believing? Can stories have different meanings?	Philosophy is about the ways in which people think. Philosophers might ask: What makes a building or object important to people? Why might some places be called sacred or holy? Who decides? How is a special place different to a sacred place? Could anywhere be a special place? Does the special or sacred place have to be a building?

Personal Knowledge	What does family mean to me? Why are some things special to me? How am I special? How does it feel to belong? How do I celebrate festivals and events? Do the Christmas and Diwali stories have any meaning for me? How do festivals make me feel? Which celebrations have I taken part in at school and outside of school?		What do I think about the Easter story? What does Easter mean to me? What can I understand through the story of Holika and Prahlad? Why do friends sometimes let you down? What stories have meaning for me?		Why are some objects special to me? Are any sacred? How did it feel inside the church/mandir? How did I know that some things were special or sacred? What makes me happy, sad, peaceful?	
Progression Strands	Strand A: Belonging, Identity & Community What it means and how it feels to belong to different groups. What some people and groups are special. How people come together to celebrate special events, e.g. birth. How schools celebrate special events.			Strand B: Beliefs, Influences and Values Why Christmas and Easter are special for Christians. Why Diwali and Holi are special for Hindus. Why people might not belong to a religion.		
	Strand C: Expression, Experience and the Sacred How people celebrate festivals. How stories are expressed through festivals. Why places of worship matter to people. What makes some places, and the things inside them, sacred or holy. How being inside special and sacred places makes people feel.			Strand D: Truth, Interpretation and Meaning Why stories are important to Christians and Hindus. What meaning is given to these stories. How symbols and artefacts in places of worship have special meaning for believers.		
Suggested support for children with additional needs	Use of role play to explore concepts, ideas and feelings. Use drama and props to re-tell stories. Reinforcement of key vocabulary and concepts. Images of people/place that are special to them. Explore the concept of special places through continuous provision, photographs, construction Encourage children to talk about their special places.		Use of role play to explore concepts, ideas and feelings. Images of people who are special to them. Reinforcement of key vocabulary and concepts. Access to books which celebrate difference. Experience special times as part of the school community, such as Harvest, Christmas shows, etc. Images of special times shared in school. Access to videos of special times to other people to explore key features, such as Ramadan, Diwali, etc		Use of role play to explore concepts, ideas and feelings. Use drama and props to re-tell stories. Reinforcement of key vocabulary and concepts. Explore the concept of special people through continuous provision and photographs. Encourage children to talk about people who are special. Model correct use of vocabulary, sentence structure. Access to books which celebrate difference. Model how to handle books respectfully.	
Steps						
1	Understand and discuss who is special to them and why. Explore what it means to belong to different groups (link to importance of stories and why they matter for belonging and identity).	Understand why stories are important to Hindus. (Link to Diwali and Hanukkah for Judaism).	Recall simple parts of the Easter Story and know it is special for Christians. (link to the sequence of events in Holy Week).	Discuss special times to others and how people come together to celebrate and enjoy them. (link -Easter and Passover).	Understand what it means if something is special. Identify things that are special to them, e.g. as special book, person or place. (link to religions and worldviews are special and help people make sense of life, give meaning and guide behaviour).	Name and identify special objects inside a mandir and say what they are. (Link to different people find meaning in different ways, e.g. religious and non – religious worldviews).

2	Understand how some people show that they belong to a religion <i>(link to how festivals bring people together)</i> .	Explore why Diwali is special for Hindus and Hanukkah for Jews.	Understand why Easter is important to Christians.	Understand why Holi is a special celebration for many Hindus <i>(link to Ramadan and why it is important to Muslims)</i> .	Understand that some places are special for religious people. (Introduction to the idea of sacred or holy in simple terms.) <i>(link to beliefs about what Christians believe about God, Jesus and the Holy Trinity and why this is special)</i> .	Discuss how symbols and objects help people in worship in Christianity and Hinduism. <i>(Link to diversity within and across religions)</i> .
3	Understand why stories are important to Christians.	Identify how people celebrate Diwali and Hanukkah.	Identify what Christians do at Easter to celebrate and how people come together to celebrate special times.	Recall the story of Holika and Prahlad and know it is linked to good winning over bad. <i>(Link to why Muslims fast during Ramadan- choosing good behaviour and resisting bad temptations)</i> .	Identify and name places of worship in my community (Barrowby All Saints Church). <i>(Link to special scriptures and agreements in Judaism)</i> .	Discuss how symbols and objects help people in worship in Christianity and Hinduism. <i>(Link to diversity within and across religions)</i> .
4	Understand why Christmas is special for Christians.	Identify how people celebrate Diwali and Hanukkah.	Re - tell a familiar story, linked to what have heard and read in class (CLL link) - <i>(link to the story of the Exodus and freedom)</i> .	Identify how Hindus celebrate Holi. <i>(link to how Muslims celebrate Eid – UI - Fitr)</i> .	Identify why a church is a special/sacred place for Christians. <i>(link to why Allah, The Prophet Muhammed and the Five Pillars of Islam are special to Muslims)</i> .	Identify how people feel when they visit special or sacred places, e.g. wonder, excitement, peace, etc. <i>(Link to different people find meaning in different ways, e.g. religious and non – religious worldviews)</i> .
5	Understand why Christmas is special for Christians.	Understand how people come together to celebrate special events, e.g. Birthday, Christmas).	Recall key events from stories from Religious texts (UW link) - <i>(link to the story of the Exodus and freedom)</i> .	Understand that the celebration of Holi is linked to the story of Krishna and Radha and that the celebration of Easter is linked to the story of Jesus rising again. <i>(Link with fasting in Ramadan and Lent)</i>	Identify special objects inside a church and say what they are, e.g. lectern, Bible, pulpit, etc). <i>(link to key features, special features shared by Christianity, Islam and Judaism)</i> .	Explain that places and objects can be special or sacred because they help people feel close to God or remember important stories <i>(Link to different people find meaning in different ways, e.g. religious and non – religious worldviews)</i> .
6	Understand why Christmas is special for Christians.		Discuss special times to others and how people come together to celebrate and enjoy them. <i>(Link to Judaism – Passover)</i> .		Identify why a mandir is a special place for Hindus. <i>(Link to beliefs about Brahman, the Trimurti and Dharma. Etc)</i> .	Recep why some places and objects are special or sacred.

The Religious Education Curriculum for Year 1/Year 2 – Cycle A

	Autumn Term – Looking After Ourselves	Spring Term – Extinct and Endangered	Summer Term – Homes and Habitats
Unit	What do stories from religions traditions teach about God? What can we learn from other stories?	What do creation stories teach people about God and human nature?	What are sacred texts and why do they matter?
	Abrahamic religions - Christianity and Judaism + Stories from other RWs	Abrahamic religions - Christianity, Islam, Judaism + Other RWs—Humanism, link to Science	Abrahamic religions - Christianity, Islam Dharmic Religion - Hinduism + Other RWs—Sikhism, Humanism
Previous learning	Reception: What is meant by special and sacred? Why Jesus was a special baby? Diwali, Easter, Holi. Links to this unit - The importance of stories. Special people.	Reception: Importance and significance of stories Year 1: How stories contribute to a sense of belonging and strengthen shared beliefs. Ideas about God (story of Moses and parables of Jesus).	Year 1: What religious traditions teach about God. Stories and celebrations. Creation stories. Reception: Bible stories: the Nativity, Easter; Hindu stories: Rama and Sita, Holika and Prahlad. Year 1: Special and sacred stories; texts from the Torah and New Testament; the narratives behind Christmas, Easter, Hanukkah and Passover; creation stories.
Learning Objectives	Children should know and understand: • how stories form part of beliefs and help people understand the world. • what some narratives from sacred texts teach people about God and the way they should lead their lives. • why some stories are special and/or sacred. • how stories can mean different things to different people. • how different stories may contain 'truth' and what this means to different people.	Children should know and understand: • how stories form part of key religious beliefs, e.g. the origin of sin. • what stories teach about God, e.g. Creator of the world. • how stories can mean different things to different people. • why people have different views about how the world began.	Children should know and understand: • what is meant by a revelation. • how sacred scriptures are different to other kinds of books. • how sacred scriptures are used in worship and ceremonies to bring communities together. • how and why people show respect for sacred scriptures.
Learning outcomes Children should be able to:	Year 1: • explain how stories form part of beliefs. • talk/write about stories from sacred texts which teach people about God and the way people should lead their lives • identify stories considered to be special and/or sacred • ask questions about the different meanings stories have, including what people mean by 'truth', e.g. 'Is it a true story?' Year 2: • explain why people believe different things, i.e. not just from stories, but other influences • find out about how non-religious people receive guidance about how to live their lives • compare the meaning of a story from an 'ordinary' book with one they consider to be sacred, e.g. a fairy tale or folk story with a story from a religious tradition • ask relevant questions to try to determine whether something is true or not.	Year 1: • explain how creation stories form part of religious beliefs such as how the world was created. • explain what stories teach about God and people, e.g. God the Creator, Adam and Eve in the Garden of Eden. • give reasons why people, including those with no religious beliefs, might have different explanations about how the world began. Year 2: • describe similarities and differences in creation stories from different RWs and cultures. • compare beliefs about how the world began from an Abrahamic and Dharmic point of view. • generate hypotheses and questions about the Genesis creation story, e.g. what if Adam and Eve had obeyed God? • explain, in simple terms, what humanists believe about the origin of life.	Year 1: • name at least one book that is special and explain why. • re-tell a story from a sacred text and explain its meaning • identify and name a sacred scripture from one Abrahamic and one Dharmic tradition. • describe similarities and differences between sacred texts in at least two religions, including the way they are treated and used by worshippers. Year 2: • explain how religious communities consider sacred scriptures and texts to be different from other types of books. • identify and name key sacred scriptures and their origins. • provide examples of the ways sacred scriptures are used in worship and ceremonies. • explain the different ways Abrahamic religions view sacred texts compared to most Dharmic religions. • recognise texts from different scriptures.

Vocabulary	General: holy, revelation, sacred. Christianity: forgiveness, Gospels, Jesus, parables, stories. Judaism: burning bush, Egyptians, God, Israelites, Moses, Pharaoh, Torah.	Christianity: Adam, Bible, creation, Eve, revelation, Sabbath, sin, The Fall. Judaism: Adam, creation, Hawwah (Eve), Sabbath/Shabbat, sin, Torah, revelation Humanism: Big Bang, evolution. Islam: Adam, Allah, Hawwa (Eve), Qur'an.	Christianity: Bible, gospels, Old and New Testaments. Hinduism: Bhagavad-Gita, Mahabharata, Ramayana, Upanishads, Vedas. Islam: Angel Jibril, Hadith, madrassah, Prophet Muhammad, Night of Power, Qur'an, Sunnah, revelation, Tawhid. Sikhi: Adi Granth, granthi, Guru Granth Sahib. General: sacred, beliefs, values, truth, revelation
Theology (Believing)	Theology is about what people believe. Theologians might ask: Why do stories matter? When were they written and does this make a difference to the way we understand them? Who were they written for? What might people learn from these stories? How do people know if a story is special or sacred? Why does that make a difference? What do the Moses stories tell people about God? What do Christians mean by forgiveness? What do the parables teach Christians about God?	Theology is about what people believe. Theologians might ask: What might we learn from creation stories? Who wrote these stories? When? What do creation stories tell people about God? What might it mean to be created in God's image? What does Christianity and Judaism teach about sin and evil? Who made the world? How might religious creation stories be interpreted by different people? Where do creation stories come from? How did the world begin and how will it end?	Theology is about what people believe. Theologians might ask: How are beliefs sometimes interpreted differently? Who wrote these texts? When were they written? Why are they sacred or holy? Who were they written for? How can we find out more about them? How are sacred texts different to other books? Why do some religions treat their sacred texts in a special way? Why are sacred texts used in worship and on special occasions? How do people use sacred texts in the home? Why do believers seek answers to problems from sacred texts? Who decides that a book is 'sacred'?
Social Sciences (Living)	Social Science is about how people live. Social Scientists might ask: What beliefs bring communities together? How do people in different religions and worldviews pass stories on through generations? How do stories bring communities together? How do stories make a difference to peoples' lives? What difference might Jesus' parables make to peoples' lives? Why is the story of Moses important to Jewish people?	Social Science is about how people live. Social Scientists might ask: Where do ideas about creation and the beginning of the world come from? Why do people feel the need to explain how the world/Universe began? When did people start telling stories about the creation of the world? How do different Christians interpret the Biblical account of creation? Does the story of Adam and Eve teach us anything about the way people behave?	Social Science is about how people live. Social Scientists might ask: How do sacred texts guide people about how to live their lives and treat others? Without religious texts to guide them, what sources do non-religious people use to help them lead good lives? How does sharing the same sacred scripture help bring people together? Why do some people have sacred texts in their homes? Why do people tell stories from sacred texts to each other? Is it important that texts are passed on through generations?

Philosophy (Thinking)	Philosophy is about what people think. Philosophers might ask: How can stories have different meanings? Can religious stories have meaning for people who do not belong to a religion? How do people know if a story is true or not? How might stories help people to understand right and wrong? How can the context of a story help people understand it better? Do words always mean the same thing? How might stories suggest answers to mysteries?	Philosophy is about what people think. Philosophers might ask: Why do people have different views about how the world began? How do humanists think the world began? What questions do creation stories make us ask? Why is there something rather than nothing? How did the universe come to be? How can we know what exists? What makes something true? What makes people good or bad? Why do people sometimes choose what they know is the wrong thing? Why did Adam and Eve do what they had been told not to?	Philosophy is about what people think. Philosophers might ask: How can a book be holy? Why might people interpret sacred texts in different ways? Do some texts contain more 'truth' than others? Why do people swear on the Bible and other holy scriptures? For example, in law courts. Can everyone in a religion all believe the same thing? Should sacred texts change to fit in with the 21st century? Should a non-religious person have to treat a sacred text in a special way? What do humanists use to guide them through life?
Personal Knowledge	What meaning do these stories have for me? Does my family have stories which are special to them? How do stories help me understand myself?	What do I believe about how the world/universe began? What meaning do creation stories have for me? What do I find puzzling about these stories? How can I know what is true about the beginning of the world/Universe? How do I decide between right and wrong?	Do I consider any books to be sacred? Do I consider any books to be more special than others? How do some stories make me feel?
	A: Belonging, Identity & Community Year 1 How stories of all kinds give communities a shared identity. The ways in which festivals and celebrations bring people together through a sense of belonging. Year 2 How religions and worldviews connect people, e.g. to families, local and national communities, globally. How sacred scriptures are used in worship and ceremonies to bring communities together. How worldviews connect with each other.		
	C: Expression, Experience & the Sacred How stories inform what happens during festivals, e.g. lighting candles at Hanukkah. How stories are used as part of observance of festivals, e.g. telling the story of the Exodus at Passover. How some stories are considered to be special and/or sacred. Year 2 Why some texts are considered to be sacred. How sacred texts are used in personal and communal worship and other ceremonies. How people show respect for sacred scriptures.		

	B: Beliefs, Ideas and Values Year 1 How stories form part of religious and non-religious beliefs and help people understand the world. What stories from the Bible teach people about God and the way they should lead their lives. How stories relating to key festivals reflect religious beliefs and concepts, e.g. Christmas and Incarnation. Why Easter is so important to Christians. Why Passover is so important to Jews. Year 2 What people in different RWs believe about revelation and sacred scriptures. What people from Abrahamic and Dharmic traditions hold as key beliefs. What humanists believe. What shared beliefs exist within and between worldviews.			D: Truth, Interpretation & Meaning How stories can mean different things to different people. How different stories may contain 'truth' and what this means to different people. Why people have different views about how the world began. Year 2 What believers mean by 'truth' in sacred scriptures and how this can be interpreted in different ways. Why the concept of revelation is central to understanding some sacred scriptures.		
Suggested support for children with additional needs	Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts Make use of role play and drama to re-tell religious stories. Use images as aid memoirs to support re-telling stories. Quality religious artefacts. Use I Pad to record/ evidence outcomes. Adult scribe for a written outcome. Access to video clips of different celebrations (enable children to re watch multiple times).	Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts Make use of role play and drama. Use I Pad to record/ evidence outcomes. Access to video clips of different celebrations (enable children to re watch multiple times). Adult scribe for a written outcome.		Bank of vocabulary/ specialist language for memory and consolidation. A4 images of the Big Story of Christianity. Use mind maps to recap core concepts. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories from the Bible aloud. Storyboard of pictures as a scaffold for re-telling stories. Adult scribe for a written outcome.		
Steps						
1	Y1/Y2 - Understand why stories are important to people and explain how stories help people make sense of life and belief. Y2 - Explain why people believe different things, i.e. not just from stories, but other influences.	Make links between the story of Moses and other faiths; recognise that Islam also tells the story of Musa (Moses) in the Qur'an.	Identify that people ask big questions about how the world began; Understand that different religions have stories about creation.	Identify Muslim beliefs about creation and understand how these beliefs influence how people live.	Consider what makes a text special or sacred. Y2: Explain how sacred scriptures are different from other kinds of books.	Explore Hindu Sacred texts, e.g. The Vedas, The Upanishads, Bhagavad Gita, The Mahabharata, The Ramayana.
2	Y1/ Y2 - Identify what makes a story special or sacred; explore how stories can mean different things to different people. Y2 – question how non – religious people receive guidance about how to live their lives.	Understand what a parable is and why Jesus used them; The Parable of the lost sheep - Matthew 18: 10–14, Luke 15.	Understand that Christianity and Judaism share a common creation story. Retell the sequence of creation from Genesis (Judaism and Christianity). Y2: Describe similarities and differences in creation stories	Understand that Humanists believe that the universe began naturally. Explore why Humanists value science and caring for the environment.	Understand what is meant by revelation and that some people believe sacred texts reveal something about God. Y2: Explain how revelation is understood in different religions and why it matters.	Explore Sikhi Sacred texts, e.g. The Guru Granth Sahib

			from different religions and cultures.			
3	Y1 - Ask questions about the different meanings stories have and what people mean by 'truth'. Y2 – Compare the meaning of a story from an 'ordinary book' with one they consider to be sacred; ask relevant questions to determine whether something is true or not.	Identify what sacred scriptures from the Bible teach people about God, and how they should live their lives, Explore <i>The Parable of the lost son - Luke 15: 11-32.</i>	Explain what the Genesis story teaches about God and people. Within that, explore: That Christians believe humans were created in God's image. What it means to look after animals and the world. Y2: Generate questions about the Genesis story (e.g., "What if Adam and Eve had obeyed God?").	Explore creation stories from different cultures (Native American, Norse, Greek, Chinese). Understand that these stories answer big questions about life.	Understand that Sacred texts or scriptures are sources of authority within religions. Explore Abrahamic Sacred texts, identifying and naming the Bible and Qur'an as Sacred scripture. Y2: Explain how Abrahamic religions view sacred texts as sources of authority and understand what this means.	Identify how Sacred Texts are used within worship and ceremonies. Y2: provide examples of the ways sacred scriptures are used in worship and ceremonies, including similarities and differences.
4	Identify what sacred scriptures from the Torah teach people about God, focusing on the life of Moses; <i>The story of Moses as a special baby (Exodus 2).</i>	Identify what sacred scriptures from the Bible teach people about God, and how they should live their lives, Explore <i>The Parable of the lost coin - Luke 15: 8-10</i>	Understand that Jewish people believe humans are created in the image of God. Explore how this affects how they treat others and celebrate Shabbat.	Know and understand what people understand by good and evil and how this is explained in religious texts.	Understand that the Bible is a source of authority for Christians.	Explore the stories behind celebrations, using Sacred scripture, e.g. Easter, Hannukah, Passover, Diwali
5	Identify what sacred scriptures from the Torah teach people about God, focusing on the life of Moses; <i>Describe how Moses encountered God at the Burning Bush (Exodus 3).</i>	Compare what Jewish and Christian stories teach about God; identify similarities and differences in beliefs.	Explore the importance of the seventh day: Understand how Jewish people celebrate Shabbat and know why Shabbat is important for Jewish people. Identify why Sunday is special for Christians. Y2: Compare the similarities and differences between these practices and consider how they reflect beliefs about creation.	Explore right/wrong or good/evil in other non – religious texts/stories, e.g. fairy tales.	Understand that the Qur'an is a source of authority for Muslims.	Explore when/how are sacred texts are used outside of places of worship and ceremonies?

6	Explore what stories from the Torah teach people about God and the way they should live their lives.	Assessment - What do stories from religious traditions teach about God? What have you learnt from other stories?	Understand what Christians mean by 'The Fall' and 'sin' and understand how this affects Christian beliefs about forgiveness. Y2: Discuss "What if?" scenarios and record ideas as a group.	Assessment - What do creation stories teach about God and human nature?	Understand that Sacred texts or scriptures are sources of authority within religions. Explore Hindu Sacred texts, e.g. The Vedas, The Upanishads, Bhagavad Gita, The Mahabharata, The Ramayana.	Assessment - What are sacred texts and why do they matter?
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The Religious Education Curriculum for Year 1/Year 2 – Cycle B

	Autumn Term – Commotion in the Ocean	Spring Term – Wagons Roll	Summer Term – Open Your Eyes
Unit	How are stories and celebrations linked?	What do people learn from stories and festivals?	What do we mean by religion and worldviews? What beliefs, values and practices are important in religious worldviews?
	Abrahamic religions - Christianity and Judaism	Abrahamic religions - Christianity, Islam, Judaism + Other RWs—Humanism	Abrahamic religions - Christianity, Islam Dharmic Religion - Hinduism
Previous learning	Reception: Christmas: why Jesus is special to Christians. What can be learnt from different celebrations. The importance of stories and narratives.	Reception: Special and sacred stories Christmas, Easter, Hanukkah, Holi Year 1: The link between stories and festivals.	Reception: Importance of Jesus. Year 1: What Bible stories teach about God. Year 2: Sacred texts.
Learning Objectives	Children should know and understand: • how stories of all kinds give communities a shared identity. • the ways in which festivals and celebrations bring people together through a sense of belonging. • how stories relating to key festivals reflect religious beliefs and concepts, e.g. Christmas and incarnation. • how stories inform actions and rituals during festivals, e.g. lighting candles at Hanukkah.	Children should know and understand: • how stories of all kinds give communities a shared identity, including how they celebrate festivals, e.g. Easter/ Passover. • how stories relating to key festivals reflect religious beliefs and concepts, e.g. resurrection, freedom. • how stories can bring meaning to 'sacred' and 'holy' • how stories play a part in the observance of Easter and Passover.	Children should know and understand: • what is meant by 'religion' and 'worldviews' • the distinctive beliefs of people from Abrahamic and Dharmic traditions. • how RWs connect with each other. • how diversity within religions can be seen through different groups.
Learning outcomes Children should be able to:	Year 1: • provide examples of the different ways festivals such as Christmas and Hanukkah bring communities together to celebrate. • explain how festivals reflect key stories, beliefs and concepts. • give reasons why some stories are sacred. • describe ways in which stories inform actions and rituals during festivals, e.g. lighting candles at Hanukkah Year 2: • compare the ways in which two Christian groups (denominations) might celebrate Christmas, e.g. Roman Catholic and Salvation Army. • re-tell the story behind Hanukkah, showing what it tells us about Jewish beliefs and values. • interpret the meaning and significance of some key Christmas symbols and concepts, e.g. light, incarnation, peace.	Year 1: • describe how Easter and Passover bring communities together through the ways they observe and celebrate these events. • explain how stories relating to key festivals reflect religious beliefs and concepts, e.g. how Jesus' Resurrection links to beliefs about life after death. • give reasons why some stories are c 'sacred' and 'holy' • explain how stories play a part in the observance of Easter and Passover, e.g. the events of Holy Week and Easter, the telling of the Exodus story during the Passover meal. Year 2: • explain the key concepts in the Easter and Passover narratives, e.g. forgiveness, redemption, salvation, freedom, • make connections between the Christian narrative of creation and the Fall and Jesus' crucifixion and Resurrection. • explain how the items of food on the Seder plate link to the account of Passover and why this has such significance for Jewish people. • explain the similarities and differences between Lent and Ramadan.	Year 1: • identify and name at least one religion and find out about the key beliefs of the people who belong to it. • explain why some people might not believe in a God or gods. • give reasons why some people choose to belong to religious groups, e.g. sense of belonging, community, celebration . • give examples of ways in which people might express their beliefs, e.g. clothes, food, celebration. Year 2: • explain the meaning of 'religion' and 'worldview'. • distinguish between the key beliefs of people from Abrahamic and Dharmic traditions. • make connections between beliefs within and between worldviews. • identify areas of diversity within religions. • summarise a non-religious view of the world.

Vocabulary	Christianity: Christmas: Advent, Angel Gabriel, gospels Annunciation, incarnation, Mary, Messiah, Nativity, wise men shepherds, Son of God Judaism: Hanukkah: dreidel, freedom, menorah, remembrance. General: community, light and dark, peace.	Christianity: Lent, Holy Week, Easter: Easter Sunday, eternal life, fasting, forgiveness, Good Friday, Palm Sunday, redemption, Resurrection, salvation, sin. Judaism: Passover/Pesach: freedom, Exodus, Haggadah, Moses, plagues, seder, slavery, Sukkot. Islam: Eid-ul-Fitr, Eid-ul-Adha: Five Pillars, Hajj, iftar, Night of Power, Prophet Ibrahim, Prophet Ismail, sacrifice General: freedom, sacrifice.	Christianity: Anglican, Creator, eternal, Golden Rule, Jesus, Orthodox, Protestant, Roman Catholic, Saviour, Trinity Islam: akhirah, Allah, Creator, eternal, Five Pillars, imam, Muhammed, shahadah, Shi'a, Sunni, tawid, Hinduism: ahimsa, atman, avatar, Brahma, Brahman, dharma, karma, moksha, murtis, reincarnation, samsara, Sanatan Dharma, satsang, Shiva, Trimurti, Vishnu.
Theology (Believing)	Theology is about what people believe. Theologians might ask: What does the Nativity story teach Christians about Jesus? Why do Christians believe that Jesus was special? What do Christians mean by incarnation? What does it mean to say that Jesus came to earth in human form? Why was Jesus sent to earth? How do Christmas carols show beliefs about Jesus' birth? Why do Jewish people believe that Hanukkah is special? What is significant about the lighting of the menorah? What meaning is given to the symbols and artefacts used by Jewish people during Hanukkah?	Theology is about what people believe. Theologians might ask: What is the narrative of Easter about? Where does this narrative come from? Why does Easter matter to Christians? What does Easter teach Christians about God and Jesus? Why do Christians call Jesus 'the Son of God'? Why is the cross an important symbol for Christians? What do Christians mean by forgiveness? Why does Passover matter to Jewish people? Why might Jewish people re-tell the story of Passover to each other? What does the Passover narrative teach Jewish people about God? Why does remembering past events matter to Christians and Jews? Why do stories from the past matter?	Theology is about what people believe. Theologians might ask: What do we mean by 'religion'? What is a worldview? What is a religious belief? What shared features would you expect to find in most RWs? What does it mean to 'believe in' something? Where do religious beliefs come from? What connects religions? What does the word 'God' mean to the people we have learnt about? Why is the Guru Granth Sahib so important to Sikhs? Why do people within a religion not all believe the same things? What do humanists believe? God is sometimes described as a perfect being: What does this mean? Christians, Jews and Muslims all believe in one God. Is this the same God? Why do Hindus give food and offerings to murtis?
Social Sciences (Living)	Social Science is about how people live. Social Scientists might ask: How do festivals and celebrations bring people together? Why do Christians want to celebrate Christmas? Do people have to be religious to celebrate Christmas? Why do we like to celebrate with others? Why do we feel happy at festival times? Who could we talk to about these festivals? What would we see people in Lincolnshire doing during autumn festivals?	Social Science is about how people live. Social Scientists might ask: What do Christians do to remember Easter? Why do people often eat together to celebrate something important? Why are the foods on the Seder plate important to Jewish people? How do Jewish people show that family is important to them? How do Jewish people remember Passover and how does this relate to community and identity? How do people express their deep feelings about the history of their traditions?	Social science is about how people live. Social Scientists might ask: Does everyone have a worldview? Why don't all people in a RW believe and practice the same thing? What does it mean to belong to the religious communities we have studied? What difference does belonging to a RW make to people's everyday life? What does it mean to be part of a global religious/worldview community? Do religions have to change have to change to meet people's needs in the 21st century? Do RWs always stay the same? Why is community so important to religious people?

Philosophy (Thinking)	Philosophy is about what people think. Philosophers might ask: Why might people celebrate events that happened thousands of years ago? Why does light and dark symbolise? Why do non-religious people celebrate Christmas?	Philosophy is about what people think. Philosophers might ask: What is puzzling about the idea of resurrection? Could the story of Jesus' Resurrection be understood in more than one way? How do we know if stories are true? What is meant by freedom? What is meant by sacrifice? Why does the past matter?	Philosophy is about what people believe. Philosophers might ask: Why do people have different views about the idea of 'God'? What is hard to understand about religion and belief? Is it possible to believe in nothing at all? What are the big ideas in religions? What is the difference between believing and knowing? Is seeing believing? Is it reasonable to believe in something that can't be seen? Who created the creator? What does it mean to be human? Did key people in Abrahamic religions exist? Is it possible for a large group of people to all believe the same thing? Does life have a purpose if you don't believe in God? Can all religions be true?
Personal Knowledge	Which festival or special time has a special meaning for me? How does it make me feel? Which festivals have I taken part in?	What meaning do these stories have for me? How have I experienced forgiveness? Can I celebrate Easter if I'm not a Christian? How do these stories make me feel?	What is my worldview? How do I know what to believe? If things are true, how can they change? What do I believe that makes this my worldview? What do I know about the beliefs of others? Have my beliefs changed since I was younger?
Progression Strand	A: Belonging, Identity & Community Year 1 How stories of all kinds give communities a shared identity. The ways in which festivals and celebrations bring people together through a sense of belonging. Year 2 How religions and worldviews connect people, e.g. to families, local and national communities, globally. How sacred scriptures are used in worship and ceremonies to bring communities together. How worldviews connect with each other.		C: Expression, Experience & the Sacred How stories inform what happens during festivals, e.g. lighting candles at Hanukkah. How stories are used as part of observance of festivals, e.g. telling the story of the Exodus at Passover. How some stories are considered to be special and/or sacred. Year 2 Why some texts are considered to be sacred. How sacred texts are used in personal and communal worship and other ceremonies. How people show respect for sacred scriptures.
	B: Beliefs, Ideas and Values Year 1 How stories form part of religious and non-religious beliefs and help people understand the world. What stories from the Bible teach people about God and the way they should lead their lives. How stories relating to key festivals reflect religious beliefs and concepts, e.g. Christmas and Incarnation. Why Easter is so important to Christians. Why Passover is so important to Jews. Year 2 What people in different RWs believe about revelation and sacred scriptures.		D: Truth, Interpretation & Meaning How stories can mean different things to different people. How different stories may contain 'truth' and what this means to different people. Why people have different views about how the world began. Year 2 What believers mean by 'truth' in sacred scriptures and how this can be interpreted in different ways. Why the concept of revelation is central to understanding some sacred scriptures.

	What people from Abrahamic and Dharmic traditions hold as key beliefs. What humanists believe. What shared beliefs exist within and between worldviews.					
Suggested support for children with additional needs	Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts Make use of role play and drama to re-tell religious stories. Use images as aid memoirs to support re-telling stories. Quality religious artefacts. Use I Pad to record/ evidence outcomes. Adult scribe for a written outcome. Access to video clips of different celebrations (enable children to re watch multiple times)		Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts Make use of role play and drama. Use I Pad to record/ evidence outcomes. Access to video clips of different celebrations (enable children to re watch multiple times). Adult scribe for a written outcome.		Bank of vocabulary/ specialist language for memory and consolidation. A4 images of the Big Story of Christianity. Use mind maps to recap core concepts. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories from the Bible aloud. Storyboard of pictures as a scaffold for re-telling stories. Adult scribe for a written outcome.	
Steps						
1	Explore the importance of stories and discuss why stories matter for belonging and identity.	Understand the origins of Hanukkah and its key story.	Explore the Easter story as told in the Gospels. Re-tell the sequence of events - Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday. Y2 - Make connections between the Christian narrative of creation, the Fall and Jesus' crucifixion and Resurrection.	Identify similarities and differences in how Easter and Passover reflect beliefs and are celebrated. Describe how Easter and Passover bring communities together through the ways they observe and celebrate these events.	Explain the meaning of 'religion' and 'worldview' and give simple examples of each. Understand that religions and worldviews help people make sense of life, give meaning, and guide behaviour.	Explain what Humanists believe about living a good life without reference to God, focusing on reason, empathy, and making meaning in this life. Y2 – Describe a non – religious view of the world.
2	Identify how festivals and celebrations bring people together.	Explain what Hanukkah teaches Jewish people about God.	Understand why Easter is important to Christians. Y2 - Understand key concepts in the Easter narrative such as forgiveness, redemption, and salvation.	Understand what Ramadan is and why it is important to Muslims.	Describe what Christians believe about God, Jesus, and the Trinity, and explain why these beliefs matter. Consider – Do all Christians believe the same thing?	Understand that there are different groups within religions (e.g., Christian denominations) and explain why diversity exists. Y2 – identify diversity within religions.
3	Understand why Advent and Christmas are special for Christians.	Describe how Jewish people celebrate Hanukkah today.	Describe how Easter is observed and celebrated, including Lent, Holy Week, and Easter Sunday and how it brings Christian communities together.	Identify how fasting during Ramadan is observed and explain the reasons for fasting.	Explain Jewish beliefs about God, the covenant, and the importance of the Torah. Consider – Do all Jews believe the same thing?	Recognize that there are different groups within religions (e.g., Jewish denominations, Orthodox and Progressive Jews) and explain why diversity exists.
4	Retell the key events of the Christmas story , including	Explain how Hanukkah rituals link to its story.	Identify and re-tell the story of the Exodus and explain	Understand the significance of Ramadan and Eid-ul- Fitr.	Describe what Muslims believe about Allah, the Prophet	Recognize that there are different groups within

	Annunciation, birth of Jesus, shepherds, wise men.		why freedom is central to Jewish belief. Y2 - explain the key concepts in the Passover narrative, e.g. freedom,	Explore how Muslims celebrate Eid – ul – Fitr.	Muhammad, and the Five Pillars of Islam. Consider – Do all Muslims believe the same thing?	religions (e.g. Sunni and Shi'a Muslims) and explain why diversity exists.
5	Identify the key people in the Nativity story and use Bible texts to explain their part in the story.	Compare how Christmas and Hanukkah bring communities together; explain how festivals reflect key stories, beliefs, and concepts.	Explore the items found on a Seder plate and how it links to the story of the Exodus. Y2 - Explain how the items of food on the Seder plate link to the account of Passover and why this has such significance for Jewish people.	Make connections between fasting in Ramadan and fasting in Lent. Y2 - Explain the similarities and differences between Lent and Ramadan.	Identify key features shared by Christianity, Judaism, and Islam and explore what connects them (e.g., belief in one God, prophets, sacred texts).	Make connections between beliefs within and between religions and worldviews, including non-religious perspectives (e.g., Humanism), and explain what most religions have in common. Y2 – Explain what connects Religious Worldviews.
6	Explain what the Christmas story teaches Christians about God and describe how Christians celebrate Christmas today.	Assessment - How are stories and celebrations linked?	Describe how Passover is observed and how it brings Jewish communities together.	Assessment - What do people learn from stories and festivals?	Describe Hindu beliefs about Brahman, the Trimurti, and concepts like dharma and moksha. Consider – Do all Hindus believe the same thing?	Assessment - What do we mean by religion and worldviews? What beliefs, values and practices are important in religious worldviews?

The Religious Education for Year 3

	Autumn Term	Spring Term	Summer Term
Unit	What does pilgrimage mean to individuals and communities?	Which Religious Worldview communities can we find in our neighbourhood?	School designed Unit - Inspirational Women
Compulsory religions	Abrahamic religions - Christianity, Islam, Dharmic Religion - Hinduism	Abrahamic religions – Christianity, Islam, Judaism Different denominations - Anglican/catholic - St Mary's & St Wilfram's	Abrahamic religions - Christianity, Islam, Judaism Dharmic Religion - Hinduism Other RWs - Humanism
Previous learning	Reception: Idea of sacred and special. Year 1: How people come together for celebrations and festivals. Year 2: Sacred texts, key beliefs of Abrahamic and Dharmic traditions. Sacred texts. Religions and worldviews.	Reception: Visit to a church or mandir Year 1: Communities and celebrations. Year 2: Religions and Worldviews.	Reception: Celebrations, e.g. Christmas (Role of Virgin Mary), Diwali (Rama and Sita) Year 1 Sacred texts, Year 2 Sacred texts: teaching about women Year 3: Pilgrimages and community
Learning Objectives	Children should know and understand: • how going on a pilgrimage can strengthen the identity of individuals and communities. • how pilgrimage reflects key beliefs, e.g. Makkah and the 5 Pillars of Islam. • what actions and rituals people carry out during pilgrimages. • what people experience during pilgrimages and how this might be life changing. • why the experience of pilgrimage may have a different meaning for different people.	Children should know and understand: • what it means to be part of a community. • which RWs are represented in the class, the school and Lincolnshire. • how RWs contribute to the wider community. • how communities in Lincolnshire express their beliefs and values in everyday life and at special times. • how to research historical events associated with communities – how communities change over time.	Children should know and understand: • different ways in which women have contributed to their different communities and fought for their rights. • how conflict within and between communities impacts upon women. • ways in which women's beliefs and actions have led to change, resulting in a lasting impact on the world. • the different ways in which the sacred can be expressed in male AND female forms. • how and why some sacred texts are interpreted to excludes women or limit what they can do.
Learning outcomes Children should be able to:	• interpret the significance of a special journey and the way 'journey' can be used as a metaphor for life. • explain what meaning pilgrimage has for different individuals and communities. • make connections between pilgrimage and key beliefs. • interpret the actions and rituals that people carry out during pilgrimages. • ask relevant questions about peoples' experiences during pilgrimages.	• present an analysis of the RWs that are represented in the class, the school and Lincolnshire. • explain why people might belong to more than one RW community. • provide examples of the contribution communities make to the wider community. • describe the ways in which communities express their beliefs and values through everyday life and at festival times. • carry out research into the history of local areas associated with different communities - how have these changed over time?	• identify and name women who have changed the world in some way. • describe how women have contributed to their different communities and fought for their rights. • evaluate the changes which have come about due to women's beliefs and actions.

Vocabulary	Christianity: Bethlehem, Gethsemane, Holy Island, Jerusalem, Lourdes, Rome, Walsingham. General: journey, pilgrimage. Hinduism: Kumbh Mela, Lord Shiva, River Ganges, Varanasi. Islam: Eid-ul-Adha, Hajj, Jerusalem, Makkah, Umrah.	Christianity: Anglican, Creator, eternal, Golden Rule, Jesus, Messiah, omnipotent, Orthodox, Protestant, Roman Catholic, Saviour, Sermon on the Mount, transcendent, Trinity.	beliefs, boycott, conflict, convictions, courage, freedom, influence, justice, peace, peace, tolerance.
Theology (Believing)	Theology is about what people believe. Theologians might ask: What make a place special or sacred to people? How might the experience of pilgrimage deepen people's religious faith? How does being in a sacred place help believers to connect with God? What is the meaning of rituals associated with pilgrimage? What do people remember during pilgrimages? How do pilgrims express their beliefs on pilgrimages? Could anywhere be considered a pilgrimage site? Do religious pilgrimages have deeper meaning than those associated with, for example, famous people or sport? What miraculous things do people believe happen during some pilgrimages?	Theology is about what people believe. Theologians might ask: What do people in my class believe? Is it possible for everyone in a community to believe the same thing? How do beliefs bring people together? Where do beliefs come from? Can you be friends with someone who doesn't share the same beliefs as you? Does 'community' mean the same thing in all RWs?	Theology is about what people believe. Theologians might ask: Why do beliefs inspire people to do brave things? Why do religious beliefs sometimes clash?
Social Sciences (Living)	Social Science is about how people live. Social Scientists might ask: Why do pilgrimages matter to people? How do they bring people together and give them a sense of identity? Why do people feel the need to make special journeys, including into space? What spiritual experiences do people share on pilgrimages? Should people respect special and sacred experiences, even if they do not mean anything to them? How might the experiences of individuals differ?	Social Science is about how people live. Social Scientists might ask: Why are there so many RW communities? Do other people matter? Would it be possible to live entirely alone? Can people from different communities live in harmony together? How do communities come together to help others? How do different communities manage to live side by side? Does religion affect everyone's life to some degree? Could a person belong to more than one religious community?	Social Science is about how people live. Social Scientists might ask: Are some communities more important than others? Why do people disagree about things like equality and privilege?
Philosophy (Thinking)	Philosophy is about what people think. Philosophers might ask: What makes a place sacred? How are the senses involved in pilgrimage? What special journeys might a nonreligious person make? How is 'journey' a metaphor for life? How does a place become a pilgrimage site? Are visions real? Is it possible to have a non-religious pilgrimage?	Philosophy is about what people think. Philosophers might ask: Do we need other people? What is a community? Are all people basically the same? Why do people generally want to help each other? Are all communities good? What is meant by identity? Why do communities need rules?	Philosophy is about what people think. Philosophers might ask: Why do beliefs inspire people to do brave things? Why do religious beliefs sometimes clash?

Personal Knowledge	Have I ever made a special journey or a pilgrimage? Where would I like to visit? Why? Is there anywhere I go that makes me feel happy? Would I like to go to the moon? Why? Would I like to make a journey back in time? Why?		What does community mean to me? Which communities do I belong to? How do I show that I belong to a community? What do I know about communities near my school? Do I have friends from communities different from my own?		Which of these stories inspires me? Which women are special in my life? Do I treat all people equally?
	A: Belonging, Identity & Community • Why pilgrimage has special meaning for communities. • How going on a pilgrimage can strengthen a person's religious identity. • What it means to a person to be part of local RW communities. • How there is diversity within the same RW community. • What RWs contribute to the wider community. • How communities are represented in school and in the neighbourhood.			C: Expression, Experience & the Sacred • What people experience during pilgrimages and how this might be life changing. • What religious and non-religious pilgrimages have in common. • What actions and rituals take place during pilgrimages. • How communities in Lincolnshire express their faith in everyday life and at special times.	
	B: Beliefs, Ideas and Values • How pilgrimage reflects key beliefs, e.g. Makkah and the 5 Pillars of Islam. • What values hold communities together. • How people may belong to more than one RW community.			D: Truth, Interpretation & Meaning • Why the experience of pilgrimage may have a different meaning for people. • How communities in an area change over time. • Why belonging to a community matters to people.	
Suggested support for children with additional needs	Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts Make use of role play and drama to re-tell religious stories. Use images as aid memoirs to support re-telling stories. Quality religious artefacts. Use I Pad to record/ evidence outcomes. Adult scribe for a written outcome. Access to video clips of different celebrations (enable children to re watch multiple times).	Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts Make use of role play and drama. Use I Pad to record/ evidence outcomes. Access to video clips of different celebrations (enable children to re watch multiple times). Adult scribe for a written outcome. Quality religious artefacts. Adult scribe for a written outcome.		Bank of vocabulary/ specialist language for memory and consolidation. A4 images of the Big Story of Christianity. Use mind maps to recap core concepts. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories from the Bible aloud. Adult scribe for a written outcome.	
Steps					
1	Recognise and describe what a 'special journey' means to different people, including non-religious examples. Understand the concept of pilgrimage as a significant journey and explain how 'journey' can be used as a metaphor for life.	Identify key Islam pilgrimage site - Makkah and explain why it is considered sacred. Describe the significance of Hajj in Islam and explain how it relates to the Five Pillars.	Describe what it means to be part of a community, including examples from pupils' own lives. Understand that everyone has a worldview and explore the idea that some people belong to religious communities while others do not.	Explore how other Abrahamic religious worldviews contribute to life in Lincolnshire – Islam & Judaism .	Identify what is meant by community and why we study inspirational women. Explore the barriers women faces historically and what they face today. Learn about Shirin Ebadi's visions and faith - Islam Explore: What beliefs influenced her? What barriers did she face? What did she achieve? Reflect on how her faith led to action and lasting impact.

2	Identify key Christian pilgrimage site - <u>Bethlehem</u> and explain why it is considered sacred. Explore what actions and rituals people carry out and what people experience.	Interpret the rituals and actions carried out during Hajj and their symbolic meaning.	Identify which religious worldviews (RWs) are represented in the class, school, and Lincolnshire.	Explore how Dharmic religious worldviews contribute to life in Lincolnshire – <u>Hinduism</u> .	Learn about <u>Joan of Arc's</u> visions and faith Christianity Explore: What beliefs influenced her? What barriers did she face? What did she achieve? Reflect on how her faith led to action and lasting impact.	Identify Billie Jean King's vision and advocacy for gender equality in sports - (Humanist/secular worldview focus on fairness and justice). Explore: What beliefs influenced her? What did she achieve?
3	Identify key Christian pilgrimage site – <u>Jerusalem</u> - and explain why it is considered sacred. Explore what actions and rituals people carry out and what people experience during pilgrimages and how this might be life changing.	Explore the spiritual experiences associated with pilgrimage in Christianity and Islam and how these might be life-changing. Recognise diversity in pilgrimage practices within and between Abrahamic religions.	Identify what communities represented in the class, school and Lincolnshire contribute to the wider community. Explore how communities in Lincolnshire express their beliefs and values in everyday life and at special times.	Identify examples of non-religious communities in Lincolnshire and how they express shared values., e.g. e.g. <u>Humanists UK, the Secular Society</u>	Learn about <u>Harriet Tubman's</u> visions and faith - Christianity Explore: What beliefs influenced her? What barriers did she face? What did she achieve? Explore how Harriet's actions changed lives.	Identify Simone Biles & Naomi Osaka – Mental health advocacy) - Humanist/secular worldview focus on dignity and wellbeing). Explore: What beliefs influenced them? What did they achieve?
4	Identify key Christian pilgrimage site – <u>Lourdes</u> - and explain why it is considered sacred. Explore what actions and rituals people carry out and what people experience during pilgrimages and how this might be life changing.	Identify key Hindu pilgrimage sites - <u>River Ganges</u> - and explain their significance. Explain how Hindu pilgrimage practices reflect beliefs about purity and spiritual renewal.	Explore local Christian communities (e.g., Anglican and Catholic) and recognise diversity within Christianity – <u>Roman Catholic churches in Grantham – St Mary's</u>	Explain how RW communities contribute to the wider community through charity, social action, and cultural events.	Learn about <u>Rosa Parks'</u> visions and faith - Christianity Explore: What beliefs influenced her? What barriers did she face? What did she achieve? Explore how Rosa's actions led to change.	Compare inspirational women studied and identify common themes.
5	Identify key Christian pilgrimage site - <u>Shrine of Our Lady, Walsingham</u> - and explain why it is considered sacred. Explore what actions and rituals people carry out and what people experience during pilgrimages and how this might be life changing.	Identify key Hindu pilgrimage sites - <u>The Kumbh Mela</u> - and explain their significance. Explain how Hindu pilgrimage practices reflect beliefs about purity and spiritual renewal.	Explore local Christian communities (e.g., Anglican and Catholic) and recognise diversity within Christianity. <u>Anglican churches in Grantham – Barrowby All Saint's Church, St Wilfram's</u>	Identify how communities change over time and research historical events associated with local religious communities.	Learn about <u>Anne Frank's</u> visions and faith - Judaism Explore: What beliefs influenced her? What barriers did she face? What did she achieve?	Reflect on why these women are considered inspirational and express personal ideas about equality and justice.

6	Identify key Christian pilgrimage site – <u>Rome – The Vatican</u> - and explain why it is considered sacred. Explain how Christian pilgrimage reflects beliefs about Jesus' life and teachings.	Reflect on why pilgrimage may have different meanings for different people and how it can strengthen identity and community. Assessment - What does pilgrimage mean to individuals and communities?	Explain how local Christian communities express their beliefs and values in everyday life and at special times (e.g., worship, festivals, charity work) and explore the similarities and differences between these.	Assessment - Which Religious Worldview communities can we find in our neighbourhood?	Learn about Malala Yousafza's visions and faith – Islam Explore: What beliefs influenced her? What barriers did she face? What did she achieve? Reflect on Malala's impact today.	Assessment – Why do you think these women are considered inspirational? How did their beliefs and actions lead to change? Give examples from at least two different religions or worldviews.
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The Religious Education for Year 4

	Autumn Term	Spring Term	Summer Term
Unit	How do people welcome new life into the world? How do people show their commitment to a religion?	How do people celebrate marriage?	What do people believe about the after life? How is this expressed in funeral practise?
Compulsory religions	Abrahamic religions - Christianity and Judaism Dharmic Religion - Hinduism	Abrahamic religions - Christianity and Judaism Dharmic Religion - Hinduism + Other RWs - Humanism	Abrahamic religions - Christianity and Judaism Dharmic Religion - Hinduism
Previous learning	Reception: Why babies are special. Year 2: Sacred texts. Beliefs. Year 3: Communities and belonging. What pilgrimage means to individuals and communities. Which RW communities can be found in the neighbourhood.	Year 2: Beliefs and worldviews Year 3: Community and belonging Year 4: Idea of commitment	Year 2: worldviews and beliefs. Year 3: The role of communities Year 4: birth, commitment and marriage ceremonies: part of the journey of life.
Learning Objectives	Children should know and understand: • how different ceremonies, clothing and symbols contribute to people's sense of belonging and identity. • what promises tell us about what people believe and how they may be strengthened by the presence of the community. • which rituals and actions characterise ceremonies. • how 'sacred and holy' are key components of religious ceremonies, e.g. promises made to God. • how commitment ceremonies may have different meanings for different people.	Pupils should know and understand: • how marriage is linked to belonging. • how promises made during a wedding ceremony reflect belief and are strengthened by the presence of the community. • the meaning of rituals and symbols which characterise marriage ceremonies. • how the sacred is a key component of wedding ceremonies, e.g. promises made to God. • how marriage may have different meanings for different people.	Pupils should know and understand: • how ritual plays a part in funeral ceremonies and how this brings people together. • what RWs teach about life after death. • how people interpret the meaning of life and death. • what is meant by immortality.
Learning outcomes Children should be able to:	• describe a) the ways in which people welcome new life into the world and b) what happens during commitment ceremonies. • explain how clothing and symbols contribute to people's sense of identity. • compare promises and actions made during different ceremonies. • explain the difference between what people promise during religious and non-religious ceremonies. • consider how scriptures may be used in religious ceremonies.	• compare at least two types of wedding ceremonies, including promises and actions. • provide examples of promises made during a wedding ceremony. • explain the meaning of rituals and symbols in marriage ceremonies. • give reasons for the differences between religious and non-religious ceremonies.	• describe some funeral rituals and explain how they might bring communities together. • explain what some RWs believe about the afterlife. • compare and present balanced arguments about the purpose of life and death. • interpret the meaning and significance of living forever.

Vocabulary	Christianity: baptism, baptistry, believers' baptism, candles, confirmation, dedication, font, Godparents, Holy Communion, immersion, purity, oil, ring, sacrament, vows, water. Judaism: Bar Mitzvah, Bat Mitzvah, kippah, mohel, phylacteries/tefillin, Shema, tallith, Torah. Hinduism: agni, ashrama, ghee, jatakarma, Raksha Bandham, sanskaras, Upanayana/Sacred thread.	Christianity: bride, groom, hymns, vows, white. Judaism: chuppah, glass, ketubah, mazel tov, rabbi, Sheva Brachot. Hinduism: ashramas, fire, henna, mandap. General: covenant, marriage, promise, rings, vows, wedding	Christianity: eternal, heaven, hell, resurrection. Judaism: Kaddish, Sheol, stone-setting, tallith. Hinduism: Brahman, dharma, karma, moksha, pyre, reincarnation, River Ganges, samsara.
Theology (Believing)	Theology is about what people believe. Theologians might ask: Could these ceremonies take place anywhere or does it have to be a sacred space? What beliefs are linked to special clothes or objects worn/used during commitment ceremonies? How do certain actions and rituals show what people believe? Why do many people believe that joining a religion must be marked by a special ceremony? What do people mean when they say that a baby is a gift from God? Can you believe something at one age then change your beliefs later?	Theology is about what people believe. Theologians might ask: In general, why do religions say that marriage is a good thing? What do religions believe in common about marriage? Why do people of faith believe that marriage should be celebrated in a sacred place? Why do promises made during marriage ceremonies matter? What do humanists believe about marriage?	Theology is about what people believe. Theologians might ask: What do RWs believe about the purpose of life and death? What does ritual have to do with beliefs? Does everyone believe that life has a purpose? What do RWs believe about the soul or spirit? What is puzzling about death? What is immortality? Is the body or spirit immortal? How do we know what to believe about these things? How do beliefs set out in sacred texts help people deal with death?
Social Sciences (Living)	Social Science is about how people live. Social Scientists might ask: Why do people associate special clothes or objects with special days, e.g. birthdays, weddings? What are non-religious people celebrating at a birth ceremony? Why does belonging to a community matter? What kind of things are people expected to do to show that they belong to a community? How does a person show that they belong to a family or school? How is one school community different to another? Why might individuals or families belong to more than one RW? Is belonging to a group always a good thing?	Social Science is about how people live. Social Scientists might ask: Why do people want to get married? Why do people celebrate a marriage? How have attitudes to marriage changed over time? Why might some people choose not to get married? Why do some people not agree with same sex marriages? Why might people wear special clothes at weddings? Should same sex couples be allowed to marry in a religious building?	Social Science is about how people live. Social Scientists might ask: How do people find meaning in life? Why/How do some people try to stay young? Why are funerals important to some people? Why do families and friends often come together after someone has died? How do people remember those who have died?
Philosophy (Thinking)	Philosophy is about what people think. Philosophers might ask: Are some things special for everyone? Are certain objects sacred just to the people who belong to specific religions? Should everyone show respect for them? Is it right for someone to make promises on behalf of another person? Can a baby believe something?	Philosophy is about what people think. Philosophers might ask: Why should (or shouldn't) people get married? Why do marriages end? Can a promise last forever? What does marriage mean? Do people become different after a marriage ceremony?	Philosophy is about what people think. Philosophers might ask: Why are we here? Is it reasonable to believe in life after death? Do animals have souls? What would it like to never grow old? When are you old? Is the soul or spirit the same as the mind? Does life have to have a purpose?

	Does wearing special clothes or symbolic objects make you into a better person? Do you remain the same person inside, no matter how old you get? Can you belong to a religion without going through a ceremony? Should promises always be kept? Can you make a promise on behalf of someone else?			Can people live on in memories? What is 'out there'? Why might someone want to live forever? Why can't we know for certain what happens after death?		
Personal Knowledge	Did I have a birth ceremony? If so, what can I remember about it? How significant was it for me? What group(s) do I belong to? How do I show that I belong? Why are some groups more important to me than others? Can I be friends with people who belong to groups that are different to mine?		Have I attended a wedding? If so, what was it like? Where do I think would be the best place to hold a wedding and why? What do I mean if I make a promise?		What is the most important thing in my life? How might this change as I get older? If I could make one change in the world, what would it be? When will I be old? Would I like to live forever? What do I find puzzling about death?	
	Strand A: Belonging, Identity & Community How different ceremonies marking important steps in life bring communities together, symbolising a sense of belonging and identity. How clothing and symbols contribute to a sense of identity. How promises made are strengthened by the presence of the community.			Strand B: Beliefs, Influences and Values How promises made in commitment ceremonies strengthen belief. How ceremonies reflect key beliefs about the purpose of life and death. How promises are connected to beliefs about death.		
	Strand C: Expression, Experience and the Sacred What rituals and symbolism characterise ceremonies. How the sacred is a key component of religious ceremonies, e.g. promises made to God.			Strand D: Truth, Interpretation and Meaning How people interpret the meaning of life and death. How commitment ceremonies may have different meanings for different people.		
Suggested support for children with additional needs	Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts Make use of role play and drama to re-tell religious stories. Use images as aid memoirs to support re-telling stories. Quality religious artefacts. Use I Pad to record/ evidence outcomes. Adult scribe for a written outcome. Access to video clips of different celebrations (enable children to re watch multiple times).		Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts Make use of role play and drama. Use I Pad to record/ evidence outcomes. Access to video clips of different celebrations (enable children to re watch multiple times). Adult scribe for a written outcome.		Bank of vocabulary/ specialist language for memory and consolidation. A4 images of the Big Story of Christianity. Use mind maps to recap core concepts. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories from the Bible aloud. Adult scribe for a written outcome. Storyboard of pictures as a scaffold for re-telling stories.	
Steps						
1	Identify that communities often mark important life events with ceremonies, special clothing and symbols.	Explore commitment ceremonies in Judaism - Bar Mitzvah and Bat Mitzvah , including symbolic objects and clothing and differences between orthodox and Progressive Jews. Judaism	Identify why people celebrate marriage and how weddings bring communities together. Explore own experiences of weddings and promised.	Describe Jewish marriage rituals and their symbolism, including: chuppah, ketubah, broken glass, and blessings. Judaism	Re-visit the main beliefs held by different religious worldviews, e.g. Christian, Muslims, Hindus . Explore what religious worldviews believe about the purpose of life and begin to link this to beliefs about death.	Describe Hindu beliefs about samsara, karma, and moksha, and how these are expressed in funeral rites. Identify key rituals, e.g. droplets of water fomr the River Ganges, cremation, offerings for the Gods

						and Goddesses. <u>Hinduism</u>
2	Explore birth ceremonies in Christianity. Describe what usually happens at a Church of England infant baptism/Christening and the related symbolism. – <u>Christianity</u>	Identify Islamic ways of welcoming a baby, e.g. adhaan, aqiqah and explain their meaning. <u>Islam</u>	Describe how promises (vows) show commitment and belonging. Explain how marriage links to covenant in some traditions (e.g., <u>Christianity, Judaism</u>). Give examples of vows and explain why they matter.	Describe what happens during a Hindu wedding ceremony and its connection to faith. <u>Hinduism</u>	Recognise that funerals are important community events and explain why they bring people together.	Explain Humanist views on life and death and how these are expressed in non-religious funerals. <u>Non religious WVs - Humanism</u>
3	Explore commitment ceremonies in Christianity. Describe what usually happens at an adult baptism, believers' baptism and the related symbolism. - <u>Christianity</u>	Explore and describe Hindu birth rituals - Jatakarma and Nam Samskara, including symbolic objects, clothing and their symbolism. <u>Hindu</u>	Describe the purpose of Christian marriage. Identify what happens during the marriage ceremony and its connection to faith. <u>Christianity</u>	Explore and describe the symbolism in Hindu weddings, e.g. sacred fire, seven steps, garlands, and promises. <u>Hinduism</u>	Identify key rituals in Christian funeral ceremonies and their role in expressing respect and remembrance. Identify that key rituals may differ across denominations. <u>Christianity</u>	Interpret the concept of immortality and how different traditions understand it (e.g., eternal life, reincarnation, living on in memory).
4	Describe what is meant by confirmation and how it shows a deepening commitment to the Christian community. Understand and identify what happens prior to and during confirmation ceremonies and how this compares across different denominations. <u>Christianity</u>	Describe Humanist naming ceremonies, including the choice of readings/symbols, hopes for the child, and promises about supporting future choices. Compare how religious promises made 'to God' and non-religious promises differ. <u>Non religious WVs - Humanism</u>	Explore and describe the symbolism in Christian weddings (rings, white dress, rice). Link symbolism to ideas of purity, eternal love, and family. <u>Christianity</u>	Describe what happens during a Humanist wedding and a civil wedding ceremony and explain how they show love and commitment without referring to religious beliefs. . <u>Non religious WVs - Humanism</u>	Explain Christian beliefs about resurrection, heaven, and hell, and how these shape funeral practices. <u>Christianity</u>	Compare funeral practices across at least two traditions, focusing on rituals, symbols, and beliefs about the afterlife
5	Explain the role of promises in Christian baptism, commitment ceremonies and confirmation and how the congregation supports the family (presence of the community). <u>Christianity</u>	Explore the term 'sacred and holy' and identify key components of religious ceremonies, e.g. promises made to God	Explore similarities and differences between wedding ceremonies between different Christian denominations. <u>Christianity</u>	Compare religious and non-religious weddings by identifying key differences in vows, location, and references to God.	Describe Islamic beliefs about Akhirah and judgement, and how these influence funeral rituals. <u>Islam</u>	<i>Final Assessment -</i> What do people believe about the after life? How is this expressed in funeral practise?
6	Compare different Christian approaches: dedication vs infant baptism vs believers' baptism. <u>Christianity</u>	<i>Final Assessment -</i> How do people welcome new life into the world? How do people show their commitment to a religion?	Explain the meaning of Muslim marriage (Aqd Nikah). Identify what happens during the marriage ceremony and its key features, e.g. witnesses, Qur'an readings, and walimah <u>Islam</u>	<i>Final Assessment -</i> How do people celebrate marriage?	Outline Jewish beliefs about the afterlife and how mourning practices (e.g., shiva) reflect these beliefs. Explore the variations between Orthodox and Progressive traditions. <u>Judaism</u>	

The Religious Education for Year 5			
	Autumn Term	Spring Term	Summer Term
Unit	How do people express their beliefs through worship and caring for others? How do people use their senses in worship?	School designed Unit - The Lion, The Witch and The Wardrobe	What do we mean by religious and spiritual experiences?
	Abrahamic religions - <i>Christianity</i> and <i>Islam</i> Dharmic Religion - <i>Hinduism</i>	Abrahamic religions - <i>Christianity</i>	Abrahamic religions - <i>Christianity</i> and <i>Islam</i> Dharmic Religion - <i>Hinduism</i> + <i>Other RWs - Humanism</i>
Previous learning	Reception/ Year 1: Idea of sacred and special. Year 2: Sacred texts, key beliefs of Abrahamic and Dharmic traditions: links to expression. Year 3: How communities express beliefs and a sense of belonging through pilgrimage and within their communities. Year 4: How communities express commitment to their beliefs. Commitment ceremonies, beliefs about the afterlife.	Reception: Special people and places Year 1: What can we learn from stories? The Easter narrative Creation story in Genesis Year 2: What do Christians believe about Jesus? Year 3: How communities express beliefs and a sense of belonging through pilgrimage and within their communities.	Reception Idea of sacred and special. Experiences of festivals. Year 1: Story of Moses and the burning bush. Mystery of incarnation, creation, salvation. Year 2: Concept of revelation, worldviews, beliefs. Year 3: Religious and spiritual experiences during pilgrimages. Year 4: What people experience during certain commitment ceremonies. Year 5: Autumn term Experience of worship
Learning Objectives	Pupils should know and understand: • how people express their faith through worship, both individual and collectively. • how sensory and emotional responses form part of worship and religious experience. • the ways in which objects, symbols, words, music, art and literature enhance worship. • what people from different Abrahamic and different Dharmic traditions mean by prayer and meditation. • how people express their faith by caring for others.	Pupils should know and understand: • what is represented by the different creatures who make up the community in Narnia. • ways in which people might be influenced by strong characters and how some are believed more than others. • what values are shown by different characters in the story. • how a personal experience may be understood – or misunderstood – by others. • how truth is interpreted in different ways.	Pupils should know and understand: • what is meant by unexplained encounters or experiences within RWs. • how these experiences can be interpreted in different ways. • the definition of a miracle.
Learning outcomes Children should be able to:	• describe ways in which people express their faith through worship, both individually and collectively. • provide examples of the ways in which symbols, objects and artefacts help people to worship. • explain what people from at least two RWs mean by prayer and meditation. • identify ways in which people from different RWs care for others.	• explain what is represented by the different creatures who make up the community in Narnia. • give reasons why people might be influenced by strong characters and how some are believed more than others. • identify the values shown by different characters in the story	• describe the features of religious or spiritual experiences and suggest possible explanations or interpretations. • describe how people might feel if they encounter a religious or spiritual experience. • ask relevant questions about the meaning of 'unexplained'. • provide examples of miracles and engage in a critical analysis of their meaning.

Vocabulary	Christianity: altar, Bible, bread and wine, candle, chalice, choir, cross/crucifix, Eucharist, Golden Rule, Holy Communion, hymns, lectern, Last Supper, Lord's Supper, minister, priest, pulpit, sermon, Sermon on the Mount, stained glass window. Islam: adhan, akhlaq, calligraphy, du'a, Five Pillars, masjid, Imam, Jumu'ah, mihrab, minaret, minbar, muezzin (mu'adhdhin), prayer mat, qibla, Qur'an, rak'as, salah, Shahadah, wudu. Hinduism: aarti, atman, bell, Brahman, incense, mandir, murtis, puja, shrine.	Christianity: Belief, betrayal, bravery, courage, faith, forgiveness, evil, friendship, good, integrity, love, loyalty, magic, redemption, renewal, resurrection, sacrifice, temptation, trust, truth	Humanism: evidence, evolution, natural world General: conscience, conversion, experience, miracles, revelation, spiritual, visions, worship. Christianity: belief, miracles, prayer, worship, revelation
Theology (Believing)	Theology is about what people believe. Theologians might ask: How can buildings and objects/artefacts inside them help people to express their beliefs? How might music and art help people to express their beliefs? Could a believer worship anywhere? Can you worship anything? Why do some places/spaces bring about responses which people might describe as spiritual? How do objects and symbols express belief? Why does ritual matter? Why do people believe in prayer? Are all religions praying to the same God? Why is caring for others important in all RWs?	Theology is about what people believe. Theologians might ask: What is meant by prophecy? What is the prophecy regarding the Daughters of Eve and the Sons of Adam? What is the 'Deep Magic'? Why might Christians see Aslan as a representation of Jesus? Should you only believe something if you see it for yourself? Is belonging to a religion like living in two worlds? How?	Theology is about what people believe. Theologians might ask: Why do some places/spaces bring about responses which people might describe as spiritual? How do people believe they experience God's presence? What is puzzling about miracles? What links faith and belief? Do you have to prove something in order to believe it?
Social Sciences (Living)	Social Science is about how people live. Social Scientists might ask: What do people do in places of worship? How can buildings help people to express their faith? How do music, hymns, chanting, etc, enrich peoples' experience of worship? Why do people worship with others? How do worship gatherings and ceremonies give believers a sense of identity and belonging? Why do some people worship quietly while others prefer music, singing, etc? Why do some people prefer to worship in a plain building while others prefer one with images, statues, etc? What can we learn from the ways people worship? Why should people care about others? Might people care for others just to make themselves feel good?	Social Science is about how people live. Social Scientists might ask: What does the story tell us about friendship and loyalty?	Social Science is about how people live. Social scientists might ask: Can non-religious people experience things such as miracles? How do people express their deepest experiences and beliefs? How do people explain experiences of wonder?

Philosophy (Thinking)	Theology is about what people believe. Theologians might ask: How can buildings and objects/artefacts inside them help people to express their beliefs? How might music and art help people to express their beliefs? Could a believer worship anywhere? Can you worship anything? Why do some places/spaces bring about responses which people might describe as spiritual? How do objects and symbols express belief? Why does ritual matter? Why do people believe in prayer? Are all religions praying to the same God? Why is caring for others important in all RWs?	Theology is about what people believe. Theologians might ask: What is symbolised by Narnia being described as 'always winter and never Christmas'? Is the witch good or bad? Why? Can children do brave things? Why was the wardrobe special? Could there be 'other worlds' out there?	Philosophy is about what people think. Philosophers might ask: What kind of experiences cannot be explained? Do we need to be able to explain everything? Why do people think that times or moments can be special or sacred? Are there 'wow' experiences which everyone shares, e.g. looking at the moon, stars, sunsets, sunrises, waves, etc? Can everything be explained by science and through evidence? What is a coincidence?
Personal Knowledge	What does worship mean to me? What places are special or sacred to me? Why? Do I always have to see something to know it's there? What feelings do I experience when listening to music? How do I feel when going into a place of worship or a sacred space? Have I ever had an experience I cannot explain? How do I treat others? How do they treat me? How do I expect to be treated?	Have I ever felt betrayed? What does bravery and courage mean to me? Have I ever forgiven someone or been forgiven? What does friendship mean to me?	Have I ever had an experience I cannot explain? What would I describe as a special experience? What would I describe as a miracle?
	Strand A: Belonging, Identity & Community How worship brings communities together and makes individuals feel that they belong. How religious or spiritual experiences can be shared by a community. How people within Abrahamic and Dharmic traditions express worship. How people care for those in their own communities and for others.		Strand B: Beliefs, Influences and Values How worship reflects key beliefs. The ways in which beliefs and actions (in worship) are linked. How religious or spiritual experiences may strengthen a person's belief.
	Strand C: Expression, Experience and the Sacred How people express their faith through prayer and worship, both as members of communities, families and individuals. How music, art and literature might enhance worship. Why experiencing the sacred and holy matters in worship and ceremonies. Which symbols, objects and artefacts aid worship. The ways in which sensory and emotional responses form part of worship and religious experience. How people express care for others, based on teaching within RWs. The ways in which people encounter the sacred or 'unexplained' through religious and spiritual experiences.		Strand D: Truth, Interpretation and Meaning What people from different Abrahamic and Dharmic traditions mean by worship, prayer and meditation. How beliefs and ideas can be demonstrated and understood in different ways, including through experiences. How religious/spiritual experiences such as miracles can be interpreted in different ways. Ltd How non-religious people might interpret religious experiences.

Suggested support for children with additional needs	Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts Make use of role play and drama to re-tell religious stories. Use images as aid memoirs to support re-telling stories. Quality religious artefacts. Use I Pad to record/ evidence outcomes. Adult scribe for a written outcome. Access to video clips of different celebrations (enable children to re watch multiple times).		Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts Make use of role play and drama. Use I Pad to record/ evidence outcomes. Access to video clips of different celebrations (enable children to re watch multiple times). Quality religious artefacts. Adult scribe for a written outcome.		Bank of vocabulary/ specialist language for memory and consolidation. A4 images of the Big Story of Christianity. Use mind maps to recap core concepts. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories from the Bible aloud. Storyboard of pictures as a scaffold for re-telling stories. Adult scribe for a written outcome.	
	Steps					
1	Introduction to worship as expression of belief; sensory and emotional experience. Define worship as devotion, connection with God/the sacred; individual + collective expression.	Understand how Islamic worship brings community together, e.g. wudu, Salah, etc. Identify key objects and symbols in a mosque and how these link to belief? <u>Islamic</u>	Examine how the different creatures and settings represent identity and community in Narnia. Chapters 1–2 (<i>link: creatures’ symbolism, belonging, early impressions of good/evil communities</i>)	Explore how courage and bravery shape the children's identity and understand how these values influence moral action in the story. Chapter 12	Explore what is meant by religious and spiritual experiences. Examine examples of awe, wonder and the “unexplained” and explore how different worldviews interpret them, e.g. watching a beautiful sunset.	Identify Humanist and scientific explanations for religious and spiritual experiences. Explore how these differ from religious worldviews. <u>Humanist worldview</u>
2	Identify the diversity of sacred spaces and worship beyond religious buildings, e.g. home puja, outdoor spiritual experiences.	Identify and understand what prayer means to Muslims and why it is important. <u>Islam</u>	Explore why Lucy’s and Edmund’s early experiences are understood differently and how this begins their journeys of self-discovery, link to pilgrimage? Chapters 3- 4	Interpret the themes of forgiveness, reconciliation and loyalty in Aslan’s response to Edmund, linking them to Christian teachings. Chapter 13 (<i>link: forgiveness, redemption, mercy</i>).	Describe how Christians believe God communicates through prayer, visions, dreams and revelations, e.g. Joseph’s message in the Christmas story, the Wise Men’s dream about not returning to King Herod. <u>Christianity</u> .	Describe significant conversion experiences from at least two traditions and the circumstances surrounding them. Examples of <u>Christian</u> conversion experiences, e.g. St Paul on the road to Damascus, C.S Lewis, Ronaldo.

3	Understand how Christian worship (including prayer) brings community together and reflects core beliefs - Liturgical worship <u>Christianity – Roman Catholic/ Church of England</u>	Identify how Muslims care for others through the pillar of Zakat. <u>Islam</u>	Investigate how trust, friendship and loyalty are tested through the children's reactions and how a community decides who to believe. Chapters 5–6 , (<i>link: trustworthiness, good judgment, early moral choices</i>).	Examine how Aslan's humiliation and sacrifice reflect sacred symbolism and Christian beliefs about crucifixion and suffering. Chapter 14 (<i>link: sacred symbolism; sacrifice; Christ imagery</i>)	Explain the significance of miracles in Christian belief and evaluate how they are understood or questioned. Miracles recorded in the Old and New Testament. <u>Christianity</u> .	Describe significant conversion experiences from at least two traditions and the circumstances surrounding them. Examples of <u>Jewish</u> conversion experiences, e.g. Isla Fisher, Elizabeth Taylor, Sammy Davis Jr, Marilyn Monroe
4	Explore and compare diverse worship styles (including prayer) and how people express beliefs differently, e.g. non – Liturgical, charismatic and festival worship. <u>Christianity – Evangelical</u>	Explore how Hindu worship engages all the senses and expresses devotion, Puja, Home Worship & Sensory Experience. Compare prayer (Abrahamic) and meditation (Dharmic) - <u>Hinduism</u>	Analyse how Mr Beaver's introduction of Aslan conveys key Christian beliefs about leadership, goodness and hope. Chapters 7 - 8 (<i>link: Aslan's symbolic role; Christian parallels; good vs evil</i>)	Analyse how Aslan's resurrection represents themes of hope and renewal and what this moment might mean for Christian interpretation. Chapter 15 (<i>link: resurrection, sacred experience, Christian meaning</i>)	Explain the significance of miracles in Christian belief and evaluate how they are understood or questioned. Miracles that have taken place since Jesus. These are often associated with special places, e.g. Lourdes, Walsingham. <u>Christianity</u> .	Analyse how conversion experiences influence personal identity, belief and behaviour.
5	Explore key objects and symbols which may be found in some churches and identify how they link to belief. <u>Christianity</u>	Identify how Hindus care for others by showing respect for all living things. <u>Hinduism</u>	Evaluate how Edmund's temptation and excuses reflect themes of moral struggle, influence and the nature of evil. Chapters 9 - 10 (<i>link: temptation + Adam & Eve; evil influence of Witch; moral conflict</i>)	Investigate how good ultimately triumphs over evil and how strong characters influence others' choices, identity and actions. (<i>Link: stories from Christianity, Hinduism, Islam, Judaism</i>)	Describe Islamic understandings of dreams, visions, prophecy and miracles as forms of revelation, e.g. The Prophet Muhammad receiving the Qur'an; Moses' encounters with God. <u>Islam</u>	<u>Final - Assessment</u> – What do we mean by religious and spiritual experiences?
6	Identify how Christians care for others through Christian service and charity. <u>Christianity</u>	<u>Final - Assessment</u> – How do people express their beliefs through worship and caring for others? How do people use their senses in worship?	Identify emerging signs of Edmund's change of heart and relate these to themes of courage, remorse and moral transformation. Chapters 10 – 11 . (<i>link: behavioural change; self-discovery; early redemption</i>)	Final Assessment – How are the themes of courage, friendship, loyalty, forgiveness and the battle between good and evil shown through the events and characters of this story?	Explain how Dharmic traditions (Hinduism) understand spiritual experiences through meditation, chanting and symbolic stories. <u>Hinduism</u>	

The Religious Education for Year 6			
	Autumn Term	Spring Term	Summer Term
Unit	How do people know who or what to believe? What do people believe about the existence of God?	What do people believe about good, evil and suffering? How do people choose between right and wrong? What do people believe about caring for the world and others?	What do people believe about peace? What is my religion or worldview?
	Abrahamic Religions - Christianity, Islam, Judaism, Dharmic Religions— Hinduism, + Religious Worldviews - Humanism, Paganism		
Previous learning	Reception: What Christians believe about Christmas and what Hindus believe about Diwali. Year 1 - Beliefs about God, human nature, good and evil. Year 2 - Beliefs, values and practices in RWs. Year 4 - Beliefs about the afterlife.	Year 5 - Why people believe they should care for others. How do people express their beliefs through worship and caring for others? What is meant by religious or spiritual experiences?	All previous learning.
Learning Objectives	Pupils should know and understand: • how different types of authority determine people's beliefs and actions and why some are trusted more than others. • how people's values are reflected in the lives of religious and non- religious inspirational people. • what religious and philosophical thinkers say about the existence of God. • how beliefs about the existence of God are open to interpretation. • how people decide what is good or bad, right or wrong. • what people believe about the environment and peace.		
Learning outcomes Children should be able to:	• give examples of different sources of authority for people's beliefs and actions, providing reasons why some are trusted more than others. • explain how beliefs about the existence of God are open to interpretation • present balanced arguments about moral and ethical issues. • find out what sacred scriptures say about peace and why humans have a responsibility to care for the world. • provide examples of key thinkers and activists who have influenced the peace narrative.		• Reflect upon the things that impact their own personal worldview. • express their own worldview and empathise with those of others.

Vocabulary	Christianity: Adam and Eve, original sin, parables, Quakers, Trinity, Salvation, atonement, resurrection, grace, sacrament, Gospel, revelation, incarnation, covenant, interpretation, doctrine Judaism: Shema, mitzvot, Torah, synagogue, Rabbi., covenant. Hinduism: atman, ahimsa, Brahman, dharma, karma, moksha, puja, murti Islam: Tawhid, Prophethood, Ummah, Sunnah, Shariah, Akhirah, General: agnostic, atheist, authority, beliefs, Big Bang theory, Charles Darwin, design argument, dominion, environment, evil, wisdom, evolution, first cause argument, free will, Global Citizenship, Golden Rule, inspiration, moral argument, moral codes, Pacifism, philosophy, religious experience argument, suffering, sustainability, symbolism, universalism. freewill, ethical dilemma	Christianity: Adam and Eve, original sin, parables, Quakers, Trinity, Salvation, atonement, resurrection, grace, sacrament, Gospel, revelation, incarnation, covenant, interpretation, doctrine Judaism: Shema, mitzvot, Torah, synagogue, Rabbi., covenant. Hinduism: atman, ahimsa, Brahman, dharma, karma, moksha, puja, murti Islam: Tawhid, Prophethood, Ummah, Sunnah, Shariah, Akhirah, General: agnostic, atheist, authority, beliefs, Big Bang theory, Charles Darwin, design argument, dominion, environment, evil, wisdom, evolution, first cause argument, free will, Global Citizenship, Golden Rule, inspiration, moral argument, moral codes, Pacifism, philosophy, religious experience argument, suffering, sustainability, symbolism, universalism. freewill, ethical dilemma	Christianity: Adam and Eve, original sin, parables, Quakers, Trinity, Salvation, atonement, resurrection, grace, sacrament, Gospel, revelation, incarnation, covenant, interpretation, doctrine Judaism: Shema, mitzvot, Torah, synagogue, Rabbi., covenant. Hinduism: atman, ahimsa, Brahman, dharma, karma, moksha, puja, murti Islam: Tawhid, Prophethood, Ummah, Sunnah, Shariah, Akhirah, General: agnostic, atheist, authority, beliefs, Big Bang theory, Charles Darwin, design argument, dominion, environment, evil, wisdom, evolution, first cause argument, free will, Global Citizenship, Golden Rule, inspiration, moral argument, moral codes, Pacifism, philosophy, religious experience argument, suffering, sustainability, symbolism, universalism. freewill, ethical dilemma
Theology (Believing)	Theology is about what people believe. Theologians might ask: How do we know who or what to believe? How do we know if something is true or false? Some people believe that God is a perfect being. What does this mean? Why are there so many beliefs about the existence of God? If God is good, how can evil exist? Could a scientist believe in God? Could a religious person be a scientist? Who says what is right or wrong? From where do humanists get their moral code? What do they believe? Why should we care about the environment? Are humans worth more than animals? Is world peace possible?		
Social Sciences (Living)	Social Science is about how people live. Social Scientists might ask: Why do some individuals inspire others? Why might someone find a person inspirational, and another might not? How can groups of people all believe the same thing? How do people know what is the right thing to do? Do most people want to live a good life? How do RWs help people to decide about right and wrong? Why do people sometimes do bad things to others? Why do some people follow a religion, and others do not? Why do some individuals inspire others? Why might someone find a person inspirational, and another might not? Why do people start wars?		
Philosophy (Think)	Philosophy is about how people think. Philosophers might ask: What do we mean by 'belief'? Is there any proof of God's existence? Do we need to believe in a god or gods to explain why the world exists, or why it is the way it is?		

	Why might a humanist find wonder in the science? Could a good God allow evil and suffering? Why do people suffer? Do we have to understand everything? Are some things always wrong? Should we always tell the truth? Do rules that come from God have more authority than those that come from people? Why do many people feel the need to care for the environment? What does 'peace' mean?		
Personal Knowledge	Who inspires me? Who is my role model? Who or what has the greatest influence on me? Might this change over time? What do I believe about God? Who do I believe? Have I always believed that? How do I decide what is true? How do I decide what is right and wrong? How do I feel about the present state of the world? Can there ever be peace in the world?		
	Strand A: Belonging, Identity & Community How beliefs are linked to a sense of identity. How communities come together to care for the planet, work for peace.		Strand B: Beliefs, Influences and Values How different types of authority and influence determine people's beliefs and actions. How values are reflected in the lives of inspirational people. What religious and philosophical thinkers say about the existence of God. What people believe about good and evil and how this may or may not be linked to religion. How people decide about right and wrong. How people believe they should treat each other and the world around them. How key thinkers and activists have influenced the peace narrative.
	Strand C: Expression, Experience and the Sacred How people express 'big questions' in everyday life. How inspiration may have a religious or non-religious source. How people express their beliefs in the way they behave and through the values they hold, e.g. about the environment.		Strand D: Truth, Interpretation and Meaning Why some sources of truth are trusted more than others. How influence and authority may be interpreted in different ways. Why people do not always agree on what makes a person inspirational. How beliefs about the existence of God are open to interpretation and may change over time. How people decide what is good or bad, right or wrong. How 'peace' can be interpreted in different ways.
Suggested support for children with	Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts Make use of role play and drama to re-tell religious stories. Use images as aid memoirs to support re-telling stories. Quality religious artefacts. Use I Pad to record/ evidence outcomes. Adult scribe for a written outcome.	Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts Make use of role play and drama. Use I Pad to record/ evidence outcomes. Access to video clips of different celebrations (enable children to re watch multiple times). Adult scribe for a written outcome.	Bank of vocabulary/ specialist language for memory and consolidation. A4 images of the Big Story of Christianity. Use mind maps to recap core concepts. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories from the Bible aloud. Adult scribe for a written outcome.

	Images of labelled key features/word mat. Access to video clips of different celebrations (enable children to re watch multiple times).	Quality religious artefacts. Adult scribe for a written outcome.				
Steps						
1	Identify different types of authority (personal, social, religious, experiential, rational) and explain how these influence people's beliefs and actions. Consider why people trust some sources more than others.	Explore what people believe about the existence of God – Explain the <i>Religious Experience Argument</i> and the <i>Moral Argument</i> and analyse how theists use personal experience, conscience and moral values as evidence for God.	What do people believe about good and evil? – Identify and explain the difference between <i>moral evil</i> and <i>natural evil</i> , and explore how different religious and non-religious worldviews define evil and suffering.	What do people believe about caring for the world and others? Identify and explain what environmental responsibility, sustainability and global citizenship mean, and why people believe humans have a duty to care for the planet.	What do people believe about peace? Identify and interpret teachings about peace from major religious and non-religious worldviews, including the Golden Rule, and explain how these teachings shape beliefs about peaceful behaviour. <i>“Either man will abolish war, or war will abolish man.”</i> (Humanism/Russell)	What is my religion or worldview? Identify that everyone has a worldview shaped by their beliefs, experiences and influences, and explain why “nobody stands nowhere” when forming opinions about life, people and the world. Evaluate which beliefs, influences and values shape pupils' worldviews now, how these have changed since they were younger, and where these values come from.
2	Analyse why some sources of authority (sacred texts, leaders, evidence, personal experience, science) are trusted more than others, giving clear reasons.	Explore what people believe about the existence of God – Compare viewpoints that do <i>not</i> support the existence of God, such as the Big Bang Theory, evolution and Humanism, explaining how non-religious thinkers use scientific evidence and reason to answer questions about the universe.	What do people believe about good and evil? – Examine how major religions (Christianity, Hinduism, Islam & Judaism) explain the origins and purpose of evil and suffering, using sacred scriptures and teachings, e.g. Christianity: The Fall, original sin, Satan, free will. Hinduism: Karma, ahimsa, balance of life. Islam: Shaytan/Iblis; free will guided by Qur'an and Sunnah. Judaism: Adam & Eve, testing, purpose in suffering	What do people believe about caring for the world and others? Examine Christian beliefs about caring for the world by exploring the concepts of dominion and stewardship, and how scripture such as Genesis 1–2 guides environmental responsibility.	What do people believe about peace? Examine the concept of pacifism and analyse why some individuals and communities reject violence, using examples from Quaker tradition, Gandhi, Gandhi's non-violence influencing Martin Luther King Jr and other faith-based peacemakers.	What is my religion or worldview? Analyse how personal identity and belonging are shaped by the communities pupils belong to, and compare how this has changed from Reception to Year 6.
3	Analyse how the beliefs, words and actions of past inspirational individuals reflect the values of their religion or worldview, and	Explore what people believe about the existence of God – Analyse how Abrahamic religions (Christian, Jewish, Muslim.) interpret scientific	What do people believe about good and evil? – Analyse the challenging theological questions raised by evil and suffering and explore how religious	What do people believe about caring for the world and others? Explore how Hinduism teaches environmental care through ideas such as	What do people believe about peace? Explore religious teachings about peace, conflict and justice in Christianity, Islam, Judaism and Hinduism.	What is my religion or worldview? Explore how pupils express what they believe—through actions, words, emotions, creativity and experiences—

	how these values shape and inspire others. (e.g. Mother Teresa, Anne Frank, Gandhi, suffragettes, Martin Luther King.)	theories like the Big Bang and evolution, identifying where they see compatibility or conflict.	believers interpret God's love, power and purpose in relation to these difficulties, e.g. If God is loving and powerful, why doesn't God stop suffering?	<i>Brahman in all things, ahimsa (non-violence), and dharma</i> , and how these influence respect for animals, rivers, plants and the earth.	using sacred texts to understand how believers see the role of peace and when conflict may be justified.	and reflect on what they consider special, sacred or meaningful.
4	Analyse how the beliefs, words and actions of present inspirational individuals reflect the values of their religion or worldview, and how these values shape and inspire others. (e.g. Maya Angelou, Greta Thunberg, Marcus Rashford, etc).	Explore what people believe about the existence of God – Analyse how different Dharmic religions (Hindu, Sikh) interpret scientific theories like the Big Bang and evolution, identifying where they see compatibility or conflict.	What do people believe about good and evil? – Explore how people decide what is morally right or wrong by exploring moral codes, sacred rules, promises, truth-telling, conscience and the difference between <i>absolute</i> and <i>relative</i> morality.	What do people believe about caring for the world and others? Analyse how Islam and Judaism understand human responsibility for the environment through teachings on <i>khalifah</i> (vice-regency), <i>dominion</i> and <i>tikkun olam</i> , and how scripture shapes their actions.	What do people believe about peace? Analyse how religious and non-religious activists (Mahavira, Martin Luther King, Nelson Mandela, Malala Yousafzai) have worked for peace, justice and reconciliation, and evaluate how their beliefs, words and actions reflect their worldview.	What is my religion or worldview? Investigate how pupils make decisions about what is true or trustworthy, how they interpret moral choices, and what they understand about the meaning and purpose of life.
5	Explore what people believe about the existence of God - Explain the terms <i>theist</i> , <i>atheist</i> and <i>agnostic</i> , and describe how different sources of authority influence people's beliefs about the existence of God. Compare how different individuals (religious and humanist) use authority, belief and values to guide decisions in their lives.	Explore what people believe about the existence of God - Evaluate why beliefs about the existence of God are open to interpretation, presenting balanced arguments that consider authority, evidence, personal experience and worldview.	What do people believe about good and evil? – Compare religious and non-religious worldviews about the origins of morality, exploring whether moral values come from God (link to scripture), society, family, consequences or personal worldview.	What do people believe about caring for the world and others? <i>Compare religious and non-religious motivations for environmental action and evaluate how different worldviews shape beliefs about protecting the planet and caring for others, e.g. Humanism: science-based ethics, duty to protect world for human welfare, Humanist Climate Action: evidence-based environmental activism, Religious motivations: serving God, karma, Non-religious motivations: justice, global responsibility.</i>	What do people believe about peace? Compare religious and non-religious perspectives on the causes of conflict and the possibility of peace, considering whether religion can be both a cause of conflict and a power for peace.	Final Assessment - Construct a clear, reflective personal worldview statement linked to the four Progression Strands, explaining how pupils understand identity, belief, expression and meaning, and present this through a poster, collage, presentation or written summary. Focus includes: A: Where I belong / who I am B: What I believe / what influences me C: How I express my values / what feels sacred
6	Explore what people believe about the existence of God – Describe and evaluate the First Cause Argument and	Final Assessment – What do people believe about the existence of God?	What do people believe about good and evil? – Evaluate how beliefs about good, evil and morality influence people's choices,	Final Assessment - What do people believe about caring for the world and others? Include religious and non- religious	What do people believe about peace? Evaluate how beliefs about peace influence ethical decisions about fairness,	Final Assessment - Construct a clear, reflective personal worldview statement linked to the four Progression Strands,

	the Design Argument, explaining how theists use them as evidence for God's existence and what challenges or questions are raised against them.		behaviour and responses to suffering, giving balanced arguments from religious and non-religious worldviews.	worldviews.	justice and resolving conflict, presenting balanced arguments about whether peace is always possible and how individuals can contribute to it.	explaining how pupils understand identity, belief, expression and meaning, and present this through a poster, collage, presentation or written summary. Focus includes: A: Where I belong / who I am B: What I believe / what influences me C: How I express my values / what feels sacred D: How I understand truth, moral choices, meaning
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