



Progression Documents

Religious Education



Curriculum Overview: Learning for life



We are **CONFIDENT COMMUNICATORS** who listen and share our ideas confidently.
 We are **RESILIENT RESEARCHERS** who don't give up and learn from our mistakes.
 We are **ASPIRATIONAL AMBASSADORS** who strive to be the best we can be.
 We are **COLLABORATIVE CITIZENS** who work together and respect others.

Intent	Implementation	Impact
<p>As a school we provide Religious Education (RE) for all registered pupils, including those in reception classes, unless withdrawn by their parents.</p> <p>Early years Foundation Stage: In EYFS the framework is organised across 7 areas of learning rather than subject areas. As part of this document we have planned how the skills taught across EYFS feed into our religious education curriculum and which statements from the 2020 Development Matters are prerequisite skills.</p> <p>KS1 and KS2: Religious Education or Religion & Worldviews currently has no National Curriculum; At Spalding St Pauls Primary School we use the United Learning Curriculum as a base to form our teaching as it is designed to take account of statutory requirements and curriculum research. The core content – the 'what' – of the curriculum is stable, but as a school we will bring it to life in our own local context, and teachers will adapt lessons – the 'how' – to meet the needs of our own classes, school and community.</p> <p>Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and 'hidden curriculum' of the school – is intended to spark curiosity and to nourish both the head and the heart.</p> <p>Our Curriculum for Religion & Worldviews provides all children, regardless of their background, with:</p> <ul style="list-style-type: none"> • Coherent and sequenced substantive knowledge of religion and worldviews represented in Britain and the wider world, selected to build pupils' understanding through three vertical concepts: Sacrifice; Knowledge & Meaning; Human Context. These vertical concepts build a thematic narrative and provide context across diverse worldviews, as well as using small steps to help pupils gain a deep understanding of complex, abstract ideas. • A Worldviews approach provides opportunities for all pupils to see themselves reflected in the curriculum, but also to be taken beyond their own experiences. The Religion & Worldviews curriculum teaches pupils about diversity within and between beliefs, cultures and worldviews from across the world, and seeks to teach the skills and knowledge to hold respectful and informed conversations about religion and belief; to be religiously literate. • A conscious inclusion of vocabulary and substantive content that recognises the need to decolonise teaching materials in a meaningful and accessible way. • A scholarly approach to the core disciplinary knowledge of theology, philosophy and social sciences, developing pupils' ability to hold the types of conversation and to apply the methods and processes of theologians, philosophers and social scientists. • A curiosity and openminded approach to the worldviews of others and a reflective consciousness of their own worldview. 	<p>The Early years Foundation Stage (EYFS) follows the 'Development Matters' in the EYFS guidance. In EYFS Religious Education is taught as part of 'Personal, Social and emotional Development' and 'Understanding of the World' and will be seen as part of the continuous and adult lead provision across the classroom, not as a discrete subject.</p> <p>In KS1 and KS2, Religious Education is taught as a discreet subject every week to allow time to embed skills in the subject.</p> <p>The Teaching Sequence Within each Subject Our Curriculum has been very carefully sequenced to ensure coverage and appropriate progression through substantive and disciplinary knowledge.</p> <p>Within the Unit</p> <ol style="list-style-type: none"> 1. KNOWLEDGE ORGANISER: A knowledge organizer is provided to show coverage of each unit of work, outlining key fact to be covered over the unit of work and key vocabulary. Each unit clearly sets out the knowledge that should be taught and reviewed in the sequence of lessons. Each unit is planned to cover six lessons 2. PRE-UNIT ASSESSMENT: Each unit of work begins with a pre-learning quiz. <p>Within the Lesson</p> <ol style="list-style-type: none"> 3. SUBJECT OVERVIEW: At the start of a lesson children are reminded about the subject being taught and what this covers (e.g. RE: Religious Education. Is the study of different faiths and beliefs that teaches us how to tolerant different religions, traditions, practices and beliefs. As a theologian / philosopher we will know ...) 4. FLASHBACK: Each lesson begins with a flashback to recap prior knowledge of the unit, previous units or previous years learning. 5. VOCABULARY: Subject specific key vocabulary is then taught which will be covered in the lesson. See word aware books for more information. 6. MAIN TEACHING: ('I do', 'We do', and 'You do'). During the main teaching, content broken down into small steps of 'I do', 'We do', and 'You do' to allow for modelling, guided practice and independent practice. 7. RECAP: At the end of the lesson children will have an opportunity to recap on the knowledge they have been taught throughout the session. <p>End of the Unit</p> <ol style="list-style-type: none"> 8. ASSESSMENT: At the end of a unit of work children will carry out a post-learning quiz to see how much knowledge they have maintained and so teachers can pick up any misconceptions and fill gaps where needed. This assessment will inform end of unit summative assessments. 	<p>Assessing impact is assessing how well pupils have learned the required knowledge from the implemented curriculum.</p> <p>It is not about lots of tests, or meticulously comparing pupils' outcomes at the start and end of each unit.</p> <p>If pupils can keep up with a well-sequenced curriculum that has progression built in, they are making progress!</p> <p>The Curriculum has this progression built in, and teachers and subject leads monitor how well pupils are keeping up with it.</p> <p>This can be done through: Formative assessment in lessons There are opportunities for formative assessment in the lesson slides, and teachers continually adapt their lesson delivery to address misconceptions and ensure that pupils are keeping up with the content.</p> <p>Low-stakes summative assessment A post-learning quiz is provided for every unit. These questions usually take the form of multiple-choice questions, and aim to assess whether pupils have learned the core knowledge for that unit. These should also be used formatively, and teachers will plan to fill gaps and address misconceptions before moving on.</p> <p>Books and pupil-conferencing Talking to pupils about their books allows school to assess how much of the curriculum content is secure. These conversations are used most effectively to determine whether pupils have a good understanding of the vertical concepts, and if they can link recently taught content to learning from previous units. (They should not be used to assess whether pupils can recall information, as low-stakes quizzes can gather this information more efficiently).</p>

Breadth of study

Breadth of Study EYFS:




Three and Four Year-Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community.
	Understanding the World		<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World		<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> • Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Breadth of study Key Stage 1 and KS2

- Schools have to teach RE but parents can withdraw their children for all or part of t lessons. Pupils can choose to withdraw themselves once they are 18 Years of age.




Vertical Concepts

Vertical concepts build a thematic narrative and provide context across diverse worldviews, as well as using small steps to help pupils gain a deep understanding of complex, abstract ideas:




 Sacrifice	 Knowledge & Meaning	 Human Context
<p>Giving something up for the benefit of someone else is a recurring concept across religious & non-religious worldviews and takes many different forms. What motivates human action and what are the societal and personal consequences?</p> <ul style="list-style-type: none"> • Giving something up for the benefit of someone else is a recurring concept across religious & non-religious worldviews. • Sacrifices can be for the benefit of people close to us or people we have never met. • Sacrifices can be everyday commitments of time, money, material objects or service to others. • Some worldviews see sacrifices as a way of pleasing God and may involve the motivation of future reward. • Some people see sacrifices for the sake of others as altruistic acts, with no personal reward. • Sacrifices can be on a higher level and involve risking or giving up a life for the sake of others. • In Christianity, the Ultimate Sacrifice of Jesus, giving up his life for the people he loved, is a principal 	<p>One of the unique qualities of human intelligence through time has been our quest for knowledge and meaning. How have religion and belief impacted on humanity's search for "Truth"? How do beliefs impact human behaviour? What is it reasonable to believe?</p> <ul style="list-style-type: none"> • Beliefs impact how people make sense of the world: humanity's ideas of right & wrong; truth, meaning & purpose. • Beliefs impact human behaviour in diverse ways including how people and organisations exercise power. • Some people seek to question how reasonable it is to believe certain aspects of religious and non-religious teachings. 	<p>Human beings exist in, and are influenced by, their place in time and their geographical, political and social context (Person, Time & Place). Everyone is different, so how have our diversities been influenced by our personal context? What influences a personal worldview?</p> <ul style="list-style-type: none"> • Human beings exist in, and are influenced by, their place in time and their geographical, political and social context (Person, Time & Place). • Everyone is different; our diversities are influenced by our personal context which influences our personal worldview.

Disciplinary Knowledge




Religion & Worldviews is a multidisciplinary subject touching on many academic disciplines. In the curriculum, we focus on developing our disciplinary skills through the **types of conversation** and methods and processes required to be scholarly in the studies of **Theology, Philosophy and Social Sciences**. The statements below are developed at progressive depth throughout the year groups. The curriculum has been sequenced so that the disciplinary content is also reviewed in subsequent units and developed as scholarly tools to access a wide range of substantive content.

Theology (Beliefs) Theologians... 	Philosophy (Thinking) Philosophers... 	Social Sciences (Living) Social Scientists... 
<p>Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> • Where beliefs come from • How beliefs change over time • How beliefs relate to each other • How beliefs shape the way believers see the world and each other <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> • Interpretation of story & text • Consideration of reliability of sources • Considering unity & diversity within and between worldviews • Considering how beliefs change over time • Considering impact of belief on practice 	<p>Philosophers deal with types of conversation that consider:</p> <ul style="list-style-type: none"> • The nature of knowledge, meaning and existence • How and whether things make sense • Issues of right & wrong, good & bad <p>Methods and processes used by philosophers:</p> <ul style="list-style-type: none"> • Analysis of the validity of "truth" claims (doubt) • Development and use of coherent questioning • Development of and analysis of coherent argument • Understanding of the human quest for knowledge and meaning • Connecting belief (motivation) with behaviour 	<p>Social Scientists deal with types of conversation that consider:</p> <ul style="list-style-type: none"> • The diverse nature of religion • The diverse ways in which people practice and express beliefs • The ways in which beliefs shape individual identity, and impact on communities and society <p>Methods and processes used by social scientists:</p> <ul style="list-style-type: none"> • Seek evidence of belief in human behaviour and forms of expression • Recognise similarities and differences within and between groups • Consider forms of evidence and its reliability (e.g. data) • Consider individual, local, national and global evidence of lived experience

Vertical Concepts

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Sacrifice	<ul style="list-style-type: none"> Christians believe Jesus was a special baby, the incarnation of God, a saviour. In Genesis humanity was divided from God by Adam & Eve's disobedience. 	<ul style="list-style-type: none"> Christians believe Jesus sacrificed his life to save the people he loved. 	<ul style="list-style-type: none"> Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people. In Islam, submission to the will of Allah can involve commitments of time, money and effort. 	<ul style="list-style-type: none"> Historically, the Abrahamic faiths required sacrifice of animals to honour God. Abraham was honoured by God for his willingness to sacrifice his son on Gods command. Christians believe Jesus was the Ultimate Sacrifice, bringing people back to God's presence. In Islam and Christianity, personal self-sacrifice in the form of action and charity is important. 	<ul style="list-style-type: none"> In Hindu Dharma, fulfilling your duty may involve personal sacrifice. Christians believe Jesus fulfilled the prophecies of the Old Testament of the coming of a Messiah, a saviour. 	<ul style="list-style-type: none"> In Christianity, belief in Jesus' death and resurrection is important as it brings people to salvation. In many worldviews, personal self-sacrifices or living a good life have beneficial, future consequences.
 Knowledge & Meaning	<ul style="list-style-type: none"> Stories from sacred texts teach people how to behave. Stories help some people understand the world. Some people ask big questions and try to answer them using reason. 	<ul style="list-style-type: none"> Stories from sacred texts teach people about right and wrong Concepts such as freedom are hard to define but have huge human significance. People use their senses to try to understand the world 	<ul style="list-style-type: none"> Teachings from sacred texts help some people make moral decisions Ideas of 'morality' and responsibility are complex Ideas about what is true can be critically examined using logic and reasoned argument. 	<ul style="list-style-type: none"> People can interpret Truth in different ways (Plato's cave), humans are limited by experience. Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service. Most human beings have a sense of moral justice. 	<ul style="list-style-type: none"> Many human beings see they have responsibilities to others and the world. Buddhist Dharma seeks to end suffering through reaching enlightenment. Evidence for God's existence is contested but still sought. 	<ul style="list-style-type: none"> Different belief systems influence ideas of life's meaning and purpose. Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate. Ideas of what happens after we die give meaning to human action on earth.
 Human Context	<ul style="list-style-type: none"> People show they belong through special objects, buildings, worship, celebrations and rites of passage. People show their beliefs on their own and in groups. Person, Time & Place: Jesus (Jewish), about 2000 years ago, Judea (Israel) 	<ul style="list-style-type: none"> People express their beliefs through special objects, buildings, worship, celebrations and rites of passage Different groups express their beliefs in different ways Person, Time & Place: Moses (Hebrew), about 3400 years ago, Egypt 	<ul style="list-style-type: none"> Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. Some people express religious symbolism through creative arts, others don't. Person, Time & Place: Muhammad (Muslim), about 1400 years ago, Mecca (Saudi Arabia) 	<ul style="list-style-type: none"> Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). Events in history and human conflict have impacted (Islamic) diversity. Person, Time & Place: Dr Hany El-Banna (Muslim), 1980s, Birmingham Person, Time & Place: Edith Cavell (Christian), 1865-1915AD, England & Belgium 	<ul style="list-style-type: none"> Events in history in different places have impacted (Christian) diversity. Religious worldviews have significant impact on arts and culture. Person, Time & Place: Siddhartha Gautama (The Buddha), about 2500 years ago, Northern India Person, Time & Place: George Frederick Handel (German), 1685-1759AD, UK. 	<ul style="list-style-type: none"> Diversity within groups leads to diversity of expression (local, national, Global). Places and celebrations have significance to individuals and communities (in Hindu Dharma). Person, Time & Place: Diverse philosophers through time.

Disciplinary Knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Theology (Beliefs)	<ul style="list-style-type: none"> Link the story of the Nativity with Christianity. Understand that Christians believe Jesus was a special baby, the incarnation of God. Recognise that Christians show how important Christmas is by getting ready during Advent. Link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah. Connect that the story teaches Christians and Jewish people that they have a responsibility to look after God's creation. Consider the belief that the Creation story shows that God had a special relationship with humans, but human beings make mistakes. 	<ul style="list-style-type: none"> Retell stories about Jesus and link with Christian ideas about God and how to behave. Retell parables and suggest what they reveal about God and how to behave. Retell stories about Jesus and link with Christian ideas about God and how to behave. Link events of Holy Week with Christian beliefs about Jesus. Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. Beliefs about Easter are expressed in diverse ways. 	<ul style="list-style-type: none"> Consider how some Christians might interpret Biblical text. Infer how Christian beliefs developed based on events. Consider that questions of the reliability of scripture are complex influenced by: authorship, audience, purpose, genre, translation and history. Recognise there are differences within Christianity, such as versions of the Bible. Interpret the Bible to try to understand the concept of God as Trinity: Father, Son & Holy Spirit. One but also three. Recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways. Infer how Islamic beliefs developed based on events. Understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet. There are differences within Islam, such as Sunni & Shia. Consider how beliefs shape how some people see the world. 	<ul style="list-style-type: none"> Recognise of how believers might interpret different texts in different ways. Identify the influence of historical events of Easter on Christian worldviews. Identify similarities and differences within and between the Abrahamic faiths. Identify how beliefs in God as most important might influence a person's life, how they view the world and other people. Identify the influence of historical events on the development of Islam. Identify similarities and differences within Islamic schools of thought. Consider how beliefs might influence a Muslim's life, how they view the world and other people. 	<ul style="list-style-type: none"> Describe different interpretations of the Ramayana. Consider if sources of Hindu scripture are reliable. Describe the influence of historical events on worldviews. Describe theological similarities and differences within and between worldviews. Describe how beliefs about Dharma might influence a Hindu's life, how they view the world and other people. Describe the influence of historical events on Buddhist worldviews. Describe theological similarities and differences within and between worldviews. Describe how Buddhist beliefs might influence a person's life, how they view the world and other people. Interpret Biblical text. Describe the influence of historical events on divisions in the Christian Church. Describe theological similarities and differences within Christian worldviews. Describe how beliefs might influence a Christian's life. 	<ul style="list-style-type: none"> Explain how the Gospels connect with Christian beliefs and discuss their reliability. Explain the influence of belief in historical events on Christian worldviews. Explain theological similarities and differences within Christian worldviews. Explain how beliefs in Jesus' resurrection might influence a Christians life, how they view the world and other people. Explain how the Genesis text connects with beliefs and discuss the reliability of the source. Explain that religious texts can be interpreted in different ways by different believers. Explain theological similarities and differences within and between worldviews. Explain how beliefs about creation and science might influence a person's life, how they view the world and other people.
 Philosophy (Thinking)	<ul style="list-style-type: none"> Can think about whether the Genesis story of Creation makes sense. Ask questions about things that are puzzling. Look for answers to questions about belief about where the world came from. Question if stories are real or made up and link with what people might learn from a story. 	<ul style="list-style-type: none"> Ask questions about the story of Moses Think about what it means to "know" something. Suggest a reason why a Jewish person might believe elements of the story. Connect the story of the Jewish slaves being freed with ideas of right and wrong. Consider why freedom is important and how it is expressed in the Seder meal. Ask questions about practices from Hindu communities. Consider how we can find out about something using our senses. Recognise how many Hindu communities express their ideas about Hindu Dharma through the senses. 	<ul style="list-style-type: none"> Identify philosophical questions Decide if a Christian belief about morality makes sense and give reasons why. Recognise that ideas of right and wrong are difficult to define. Consider that people have different answers to questions about the world. Humanists believe they can still be "good without God." Identify logical arguments Decide if a belief makes logical sense and give reasons why. Recognise that claims of truth based on faith are difficult to examine logically. Consider that people have different answers to questions about the world and seek answers in different places. 	<ul style="list-style-type: none"> Discuss our understanding of the concepts of knowledge, belief and opinion. Consider philosophical ideas of truth, doubt and reality. Understand some reasons why people answer philosophical questions in different ways. Begin to decide whether religious reasoning is clearly expressed. Connect strongly-held beliefs with human behaviour including a willingness to die for the sake of "truth". Describe different philosophical answers to questions about poverty, justice and sacrifice. Begin to decide whether religious reasoning is expressed clearly and suggest more than one point of view. Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences. 	<ul style="list-style-type: none"> Explain the Buddha's philosophical answers to questions about the world. Explain the Buddhist answers to ethical questions and show awareness of diversity of opinion. Explain different philosophical answers to questions about God's existence. Explain some philosophical approaches to the abstract concept of God's existence. Explain if an argument for God's existence seems logical. 	<ul style="list-style-type: none"> Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. Begin to analyse if an argument is logical and show awareness of divergent opinions. Use appropriate evidence to support or counter an argument. Begin to explain connections between beliefs and behaviour.
 Social Sciences (Living)	<ul style="list-style-type: none"> Recognise that people look at the world in different ways. Recognise that people choose to belong to different groups. Some people choose to belong to a religion. Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. Recognise that people look at the world in different ways. Link that many Jewish people remember the story of creation by resting on the 7th day. Recognise that Jewish families celebrate Shabbat in diverse ways. Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging. Recognise that people look at the world in different ways. Recognise how Christians express God's importance in their lives. Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways. 	<ul style="list-style-type: none"> Connect correct vocabulary with religious groups. Recognise evidence of belief in the local community. Identify how beliefs impact peoples' choices of in everyday life, including local special places. Use correct vocabulary to name items and celebrations important in Hindu Dharma. Link beliefs with evidence in the community. Identify how artifacts and practices are used in everyday life to show belonging. 	<ul style="list-style-type: none"> Identify similarities and differences in how artists have tried to express the Trinity Recognise that the Islamic belief in Allah as one is called Tawhid and is expressed in different ways including the Call to Prayer, whispered in a baby's ear and the Shahadah. Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life. Recognise that there is diversity within Islamic schools of thought e.g. Sunni & Shia and in Ijtihad, interpretation of text. Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam. 	<ul style="list-style-type: none"> Describe similarities and differences in how people contribute to society in Islam and Christianity (locally & nationally). Recognise ways beliefs about giving impact peoples' choices in everyday life, community & society. Recognise that individual and community action can shape beliefs. Consider what data can tell us about religion locally, nationally and internationally. Recognise that the reliability of data must be considered. Seek evidence of lived religion in our local area. 	<ul style="list-style-type: none"> Recognise that 'religion' and 'belief' mean different things in Dharmic and Abrahamic faiths. Recognise that conversations about religion and belief are complex Explain similarities and differences of forms of expression within Hindu Dharma (locally & nationally). Explain ways beliefs impact choices in individuals' lives, community & society. Recognise that conversations about religion and belief are complex in relation to Abrahamic understandings of Messiah. Explain how belief has been expressed in similar and different artistic forms within Christianity. Explain ways beliefs impact choices in individuals' lives, community & society. Describe how individuals, community & society can shape beliefs. 	<ul style="list-style-type: none"> Begin to evaluate similarities and differences of forms of expression within Hindu worldviews (locally, nationally & globally) Describe how beliefs impact choices in individuals' lives, community & society. Explain how the context of individuals, community & society can shape beliefs Begin to evaluate how 'religion' and 'belief' mean different things depending on people's religious or non-religious worldview. Recognise that conversations about religion and belief can be controversial. Begin to evaluate similarities and

RE OVERVIEW

	Autumn		Spring		Summer	
Year 1	<p>SOCIAL SCIENCES Christianity & Judaism</p> <p>How do people show they belong? Showing belonging through religious artefacts, places and actions.</p>	<p>THEOLOGY Christianity</p> <p>Why does Christmas matter to Christians? Christian beliefs about the Nativity story and incarnation.</p>	<p>THEOLOGY Christianity & Judaism</p> <p>Who made the world? Religious text as origin of story of Creation. Creator God. Stewardship. The Fall.</p>	<p>PHILOSOPHY Humanism</p> <p>What questions does the story of creation make us ask? Can we find any answers? Asking questions & suggesting answers. Humanist/ scientific explanation of creation.</p>	<p>SOCIAL SCIENCES Judaism</p> <p>Why are symbols and artefacts important to Jewish families during Shabbat? Ways diverse Jewish families mark Shabbat.</p>	<p>SOCIAL SCIENCES Christianity</p> <p>How do Christians show God is important to them? Prayer, Praise and Worship</p>
Year 2	<p>SOCIAL SCIENCES</p> <p>Where is religion in our local community? (link Geography & History) Looking for evidence of lived Religion in local community.</p>	<p>PHILOSOPHY Judaism</p> <p>What does it mean to be free? The significance of freedom in diverse Jewish practices at Passover (seder).</p>	<p>THEOLOGY Christianity</p> <p>What do stories from the Bible reveal about what God is like? Interpreting meaning in stories about Jesus and stories told by him (parables).</p>	<p>THEOLOGY Christianity</p> <p>Why does Easter matter to Christians? Beliefs about Jesus' life, death & resurrection. Salvation.</p>	<p>PHILOSOPHY Hindu Dharma</p> <p>What do our senses tell us about Hindu worship? Senses in Hindu worship at home and in the Mandir.</p>	<p>SOCIAL SCIENCES Hindu Dharma</p> <p>How do celebrations give Hindus a sense of belonging? Celebrations. Jatakarma, Raksha Bandhan & Diwali</p>
Year 3	<p>THEOLOGY Christianity</p> <p>What is the Bible? Origins, content, significance, construction and interpretation of the Bible.</p>	<p>THEOLOGY & SOCIAL SCIENCES Christianity</p> <p>What is the Trinity? How have artists used symbolism to express Trinity? One God - Father, Son, Holy Spirit. Significance of metaphor and symbolism</p>	<p>PHILOSOPHY Christianity & Humanism</p> <p>How do people make moral decisions? Rules and human choice.</p>	<p>THEOLOGY Islam</p> <p>Where do Islamic beliefs come from? History of Prophet Muhammad, revelation of the Qur'an, significance of Mecca.</p>	<p>SOCIAL SCIENCES Islam</p> <p>How do Muslims express their beliefs in their daily lives? Expression of beliefs about Allah, 5 Pillars of Islam as obligations. Lived diversity</p>	<p>SOCIAL SCIENCES Islam</p> <p>How do Muslims express their beliefs in their daily lives? Expression of beliefs about Allah, 5 Pillars of Islam as obligations. Lived diversity</p>
Year 4	<p>PHILOSOPHY</p> <p>What do we mean by truth? Plato's cave. Evidence and scientific reasoning.</p>	<p>THEOLOGY Christianity/Judaism/Islam</p> <p>What does sacrifice mean? Abraham/Ibrahim in sacred text, Eid-ul-Fitr, animal sacrifice, Jesus as Ultimate Sacrifice.</p>	<p>PHILOSOPHY Christianity / Islam / Humanism</p> <p>How do people think about poverty, justice & self-sacrifice? Meaning of poverty & relative poverty. Meaning of justice. Everyday self-sacrifice.</p>	<p>SOCIAL SCIENCES Islam / Christianity</p> <p>How do people contribute to society? Self-sacrifice in form of charity/ community action.</p>	<p>THEOLOGY Islam</p> <p>How have events in history shaped Islamic diversity? Succession after Muhammad, conflict, Qur'anic interpretation. Sunni, Shia, Sufi.</p>	<p>SOCIAL SCIENCES</p> <p>How has religion and belief shaped our local area? International, national & local data. Lived expression in area.</p>
Year 5	<p>SOCIAL SCIENCES Hindu Dharma</p> <p>How are Hindu beliefs expressed in artifacts and worship? One supreme being, Brahman Trimurti, avatars. Diverse worship as form of expression.</p>	<p>THEOLOGY Hindu Dharma</p> <p>How does scripture help Hindus understand Dharma? Diverse interpretations of the Ramayana</p>	<p>THEOLOGY & PHILOSOPHY Buddhism</p> <p>How do Buddhists explain suffering in the world? Spiritual journey of Siddhartha Gautama, enlightenment, 4 Noble Truths, 8 fold path.</p>	<p>THEOLOGY Christianity</p> <p>How have events in history shaped Christian diversity? (Link history & Geography) Great commission, Roman Empire, Nicene Creed, Great Schism, Martin Luther, Henry VIII, present.</p>	<p>SOCIAL SCIENCES Christianity</p> <p>How has belief in Jesus as the Messiah impacted art & music? prophecy (Isaiah), fulfillment, New Testament, Ultimate Sacrifice. Global art. Handel's Messiah</p>	<p>PHILOSOPHY</p> <p>Is belief in God rational? Evidence suggested by religious worldviews, assessment of rational argument.</p>
Year 6	<p>THEOLOGY Christianity</p> <p>Why is the resurrection significant for Christians? Different gospel narratives, truth claims, salvation.</p>	<p>THEOLOGY (Christianity)</p> <p>Are religion & science in conflict? (Link science – Evolution) Creation, interpretation, diversity of opinion.</p>	<p>SOCIAL SCIENCES</p> <p>Hindu Dharma In what diverse ways do Hindus build a sense of community? Festivals & Pilgrimage</p>	<p>PHILOSOPHY</p> <p>What do philosophers teach us about life's purpose? Self & Soul (link Yr5 Knowledge unit)</p>	<p>SOCIAL SCIENCES Christianity / Hindu Dharma / Islam / Humanism / Sikhi</p> <p>How is an understanding of life's purpose reflected in people's lives? (local choice) Diverse expression of purpose in lived worldviews.</p>	