





<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intent</p>	<p>An education in religion and worldviews should:</p> <ul style="list-style-type: none"> • introduce pupils to the rich diversity of religion and non-religion, locally and globally, as a key part of understanding how the world works and what it means to be human • stimulate pupils' curiosity about, and interest in, this diversity of worldviews, both religious and non-religious • expand upon how worldviews work, and how different worldviews, religious and non-religious, influence individuals, communities, and society • develop pupils' awareness that learning about worldviews involves interpreting the significance and meaning of information they study • develop pupils' appreciation of the complexity of worldviews, and sensitivity to the problems of religious language and experience • induct pupils into the processes and scholarly methods by which we can study religion, religious and non-religious worldviews • enable pupils, by the end of their studies, to identify positions and presuppositions of different academic disciplines and their implications for understanding • give pupils opportunities to explore the relationship between religious worldviews and literature, culture and the arts • include pupils in the enterprise of interrogating the sources of their own developing worldviews and how they may benefit from exploring the rich and complex heritage of humanity • provide opportunities for pupils to reflect on the relationship between their personal worldviews and the content studied, equipping them to develop their own informed responses in the light of their learning.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Implementation</p>	<p>An RE curriculum is never an endpoint, but rather, a foundation for learning, enabling pupils to grow in understanding of themselves and the world in which they live, preparing them for life in Britain today, and inspiring them towards creative curiosity and eagerness to learn more about religion and worldviews. As is always the case, a curriculum cannot include everything that is of value to learners, and difficult choices have been made in terms of what to include and what to omit. The aim has been to achieve a curriculum which is accessible to teachers and pupils at Meadow Park Academy. This curriculum engages with Abrahamic, Dharmic religions and non-religious worldviews. Whilst acknowledging that not everything will be covered, the curriculum provides a platform for broader or more in-depth study. The curriculum aims to ensure children at Meadow Park Academy become knowledgeable, understanding and tolerant people who feel informed about common religions they will encounter and the links they all have.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Impact</p>	<p>When pupils leave Meadow Park Academy, they will have a broad and balanced understanding of the range of religious beliefs that are most common to our local area and be able to see the similarities and links that are common to all faiths and contribute to the whole community.</p>








Long Term Overview: RE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Reception	<p>What does it mean to be kind?</p> <p><u>Overview</u> Children will learn how people show kindness. How people are kind to the world. Kindness as a sign of community, family, belonging, who we are kind to and why. Stories of kindness from a range of religious traditions. E.g., stories of Jesus, Guru Nanak, charity work etc. Golden Rule.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>Why are some people remembered by others?</p> <p><u>Overview</u> Children will learn stories of Abraham and Sarah, Moses, Prophet Muhammad and Khadijah, Guru Nanak, Bahá'u'lláh, Buddha, Darwin, and contemporary examples; Stories of Jesus – Nativity, Easter, incarnation.</p> <p><u>Curriculum Links</u> History - Remembrance</p> <p><u>Experiences</u></p>	<p>Why are some places special?</p> <p><u>Overview</u> Children will learn about church; Mandir, home shrine, Mosque, Gurdwara, Temple, Vihara, Synagogue, and secular spaces; Kaaba, Mecca, Jerusalem, Amritsar, Rome, Planet Earth and the environment and the universe, beauty and care.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>Why are some occasions special?</p> <p><u>Overview</u> Children will learn about Shabbat, Channukah, Holi, Diwali, Eid, Ramadhan, Vaisakhi, Wesak, and some secular festivals such as birthdays; Christmas, Easter, Pentecost, Harvest, recognising that not all people celebrate the in the same way.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>What can we learn from stories?</p> <p><u>Overview</u> Children will learn about A range of creation stories including the scientific and other tales with a moral. Parables and narrative stories from Old and New Testaments, Hadith and Qur'an, Rama and Sita, stories of Krishna as well as secular stories that pupils may be familiar with.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>Why are some items special?</p> <p><u>Overview</u> Children will learn about artefacts from a range of religions – Mezuzah, Cross, Ik Onkar, chauri, lotus, rosary, prayer beads, puja tray, Diwa lamps, Murtis, Qur'an, Bible, Torah and Tanakh.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>
 Year 1	<p>What do Christians believe about God and where do these ideas come from?</p> <p><u>Overview</u> Children will learn about God as Creator and the beauty of Creation, and the early revelation of God to Abraham, Isaac, Jacob, and Moses. The Bible and its format (simple); stories from the Bible that teach about God.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>What is the story of Jesus and how do Christians remember him?</p> <p><u>Overview</u> Children will learn about The life of Jesus (simple) – the narratives of his life (key events such as birth, some of the miracles, Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday,) and the disciples; Son of God, Incarnation and Salvation with links to Christmas/Easter.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>What did Jesus teach his followers and how did he teach?</p> <p><u>Overview</u> Children will learn about the stories and parables told by Jesus – particularly the Lost sheep, coin and son, Good Samaritan, other parables as appropriate. Miracles, such as feeding of 5000, and healing of the lame man on the mat.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>What do Jewish people believe about God and where do these ideas come from?</p> <p><u>Overview</u> Oneness or Unity of God, Shema, Creator, 10 commandments, Torah as part of Jewish Bible, creation, work and rest. God chose the people of Israel, (story of Abraham and the stars) Ideas passed down through generations. Look at some of the Psalms to find out about the character of God, and some of the images used for God – sun, shield, shelter, strong tower, refuge etc</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>Who is remembered by Jewish people and why? What do Jewish people celebrate and why?</p> <p><u>Overview</u> Abraham and Sarah, Jacob, Joseph, Moses, Noah, Johah, Elijah (patriarchs, matriarchs and prophets) and the stories linked to them, as well as the concept of Torah, and remembering and honouring your family/parents. Judaism is passed on through the generations, using the history of the Jews as a nation/race. Remembering is therefore important in Judaism and links to many of the Jewish festivals. Look at the artefacts such as the mezuzah and the tefillin that are used to remember. This helps to give a sense of identity and belonging, even for those who do not believe, but follow the traditions. Passover, Shabbat, Rosh Hashanah, Yom Kippur, Chanukah, Simchat Torah. Different ways of celebrating in different countries. Celebration at home as well as in the synagogue. Food and its symbolic meaning. Community and culture.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>Why do many Jewish people (Jews) go to the synagogue?</p> <p><u>Overview</u> Synagogue as a place of learning, as well as worship. Reading the Torah scrolls. Role of the rabbi in the synagogue and role of the synagogues in the community. The role of Torah in the lives of many Jewish people and how it is stored and handled. Belonging to a community, developing an identify as a people. Hebrew as the language of prayer for many Jewish people. Look at some of the differences between the branches of Judaism: Progressive/Orthodox and/or Ashkenazi/Sephardi).</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>
 Year 2	<p>How and where do Christians worship and celebrate?</p> <p><u>Overview</u> Christian worship at home (including online services) and in the church, looking for some of the symbols in church that link to Christian teaching, particularly the life of Jesus. Baptism. Christmas and Easter celebrations. Look at and visit local church buildings and from other parts of the world if appropriate. Explore some denominational differences, that are local to context including some simplified data from the 2021 census.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>How do Christians show that they belong to the church?</p> <p><u>Overview</u> Most Christians see church as the people (the body of Christ) not just the buildings. The church, like one big worldwide family, is made up of different styles of prayer and worship. Some believe that differences do not matter but that belief in Jesus is the most important thing. Explore the various practices around Baptism (or thanksgiving) and confirmation or Communion. This could include looking at the lives of some contemporary prominent Christians.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>What do different Christians believe about prayer?</p> <p><u>Overview</u> Different ways of praying and the Lord's Prayer – Prayers of praise, rejoicing, adoration, confession asking (Thank you, sorry, please prayers). The impact of prayer on the lives of believers.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>What do Hindus believe about God and where do these ideas come from? How important is the Mandir for Hindus?</p> <p><u>Overview</u> Brahman (one God) and the Trimurti, Rama and Sita, Ganesha, Hanuman, Gurus, and Rishis. Symbolism Cyclical time and reincarnation, avatars and murtis, Atman and Namaste. The role of the mandir in Hindu life, worship in the mandir and worship at home, Puja, Aarti, meeting place for the community.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>What do Hindus learn from traditional stories? What do Hindus celebrate and why?</p> <p><u>Overview</u> Ramayana about devotion and service. Arjuna and Krishna Shrutu (what is heard) and Smriti (what is remembered) Nachiketa and Yama (Upanishads) – a story about keeping promises, to attain spiritual enlightenment. The Vedas and Puranas Diwali, Holi, Navaratri and the stories that accompany them, dance, music and yoga, Puja, Ganesha, Rama and Sita, Holika and Prahlad.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>What do Humanists believe and where do these ideas come from?</p> <p><u>Overview</u> The world is a natural place formed by natural forces and evolution. Ask questions, use observation and evidence to gain understanding. Demonstrate kindness to other people, animals, and the planet. People should be free to find what makes them happy. Happy Human symbol. Responsibility on humans to protect the weak and the environment. Golden Rule.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>

<p style="text-align: center;">Year 3</p>	<p>What are the Christian views about who Jesus was?</p> <p><u>Overview</u> Trinity, Son of God, Son of Man, Messiah, Saviour, Nativity, Prophecies, the teaching of Jesus and his miracles. Jesus was Jewish. Divinity and humanity of Jesus, good man, teacher, prophet, healer, preacher, character of Jesus – loving, kind, compassionate. Compare to the character of God.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>How did Jesus teach his followers to show friendship?</p> <p><u>Overview</u> The role of sin and forgiveness. Range of Bible stories – Zacchaeus, the Disciples, Forgiveness, Good Samaritan, Peter. Mark 12:28-31 – the Greatest Commandment to “love God with all your heart, soul, mind and strength” and to “love your neighbour as yourself”.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>Where do ideas about right and wrong come from for Christians?</p> <p><u>Overview</u> The 10 commandments and other expressions of the rule of law. The stories of Adam and Eve, Jonah and the whale, Noah. Explore the expressions of right and wrong in the teachings of Jesus, in the Golden Rule, the Beatitudes and the Sermon on the Mount.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>What do Muslims believe about God and where do these ideas come from?</p> <p><u>Overview</u> Tawhid, starting every task with "Bismillah" (In the name of Allah), Shahadah and the 5 pillars, Allah introduces Himself to us in the Quran with His 99 names, each carrying unique attributes, for example, Rahim (Most Merciful) and Wadud (Most Loving). What Muslims believe about God (Allah) and how the different names of Allah help Muslims to understand Allah.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>Who is Prophet Muhammad and why is he important to Muslims? What is the Qur’an and why is it important to Muslims?</p> <p><u>Overview</u> He is known among people as trustworthy, the last prophet, (the seal of the prophets - Quran Surah 33.40) universal, receiving the Qur’an from Gabriel (Jibreel), revelation, being a crucial moral example. The Night of Power, Muhammad as presented in the Qur’an. Preservation of the Qur’an until today, calling people to goodness, the first command being "read", encouraging human inquiry, intellect, and science, with the Qur’an being a guide for humanity and the universe. Qur’an is the last word God sent to humanity, the direct words of God and offers a complete code for life. How the Qur’an is handled and treated. The origin of the 5 Pillars.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>How important is the Mosque for Muslims and their community?</p> <p><u>Overview</u> Mosque, Ummah, community centre, , madrassa, morgue, teaching, learning, library, Friday prayers.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>
<p style="text-align: center;">Year 4</p>	<p>What do Sikhs believe about God and where do these ideas come from? How does the Gurdwara contribute to Sikh life and worship?</p> <p><u>Overview</u> Mool Mantra, Waheguru, Nam Japna, Guru Nanak, and the other Gurus, including the Guru Granth Sahib Ji. Look at a range of Sikh stories and what they teach. The role of the gurdwara, especially Langar, Guru Granth Sahib Ji and worship. The gateway to the Guru; place for meeting with God and serving the community.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>How does the teaching of the Gurus influence the daily lives of Sikhs? What is the Guru Granth Sahib and why is it important to Sikhs?</p> <p><u>Overview</u> Introduction of the Gurus; Guru Nanak and Guru Gobind Singh Khalsa, Vaisakhi, 5 K's, Sewa, Vaand chakkna, Kirat Karna. Treatment of the Guru Granth Sahib as a living Guru, not a book. Who can read it, how, used in naming ceremonies and in weddings. Divine revelation, compilation, and content, including prayers, hymns. Role of the 5th and 10th Gurus.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>How do Humanists live good lives?</p> <p><u>Overview</u> Humanism is non-religious approach to life. Humanists are atheist or agnostic. Humanists often live by the Golden Rule, as do many world religions. Treat other people as you'd want to be treated in their situation Humanists have ceremonies for baby naming, marriages, and funerals</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>What are the key messages of Easter?</p> <p><u>Overview</u> Easter and Holy week, communion, death and resurrection, God's rescue plan and the role of confession and restitution. Link to Passover and Jewish traditions.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>What difference does Pentecost make?</p> <p><u>Overview</u> Acts Chapters 1- 2 and Holy Spirit, (Trinity) Change and proclamation, Gospel Parables of the Kingdom of Heaven in the book of Mark (chapters 4 and 13). Community</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>How and why do Christians try to make a difference in the world?</p> <p><u>Overview</u> This will follow on from the previous unit, with teaching about how Christians are to treat each other and the world. Refer to Genesis and John 13: 34-35. Christian life and the work of the church locally and globally in social justice (e.g. foodbanks, debt assistance, social campaigns, and overseas aid charities) (local and global) now and historically (include Lord Shaftesbury, Wilberforce and Wesley). Depending on the period of history being studied, you might look at the work of monasteries in offering hospitality.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>
<p style="text-align: center;">Year 5</p>	<p>Christianity (Bible)</p> <p><u>Overview</u> The story of the Bible as a whole, its history and translations. The way Christians use the Bible, at home and in church, especially in worship but also as a basis for songs and hymns. Also, in preaching and inspiration in architecture – e.g., stained glass windows and symbols. Different readings of creation, parables, miracles, and other teachings. The relationship between the Old and New Testaments and the role of prophecy, particularly as an interpretation of the Nativity and Easter stories. Literal and metaphorical readings. What truths do these stories tell. Reading behind the text. The wisdom literature - Psalms and Proverbs in particular and how these texts influence show</p>	<p>Why are some people remembered by others?</p> <p><u>Overview</u> The big questions of life and death; resurrection, life after death, heaven. Explore the resurrection of Lazarus and the healing of Jairus’ daughter. Explore funeral practices and memorials. Look at a range of memorial headstones and what the inscriptions reveal about Christian beliefs. Find out whether all Christians believe the same and discuss why there may be differences and whether they are significant. Church attendance, prayer, Bible study, good works, social justice, baptism, confirmation, communion Sacraments and denominational differences in practice – creed, classes, 39 articles of the C of E. Instructions through the Bible to be</p>	<p>Islam</p> <p><u>Overview</u> Core theological ideas from the Qur’an, Hadith, Sunnah: Tawhid (monotheism), Ummah, Sharia, human life and flourishing. 6 fundamental pillars of faith in Islam. Allah introduces Himself to humanity in the Quran. Muslims learn His 99 names from the Quran, and in many verses, they learn that he is merciful and loves every creature. Purpose, Free Will, Equality, The Afterlife. Use of the Qur’an in worship in the mosque, 5 Pillars, daily and Friday prayers, importance and purpose of Salah. Role of the imam etc. Hajj, Eid; Rites of passage as appropriate. The 5 fundamental acts of worship in Islam and meanings/benefits for individually and socially. sadaqa (even smiling), athan. The</p>	<p>Hinduism</p> <p><u>Overview</u> Hindu Dharma Smriti and Shruti. Explore some of the key stories and what is learned from them – e.g. Krishna and Arjuna, Rama and Sita, Prahlad and Holika. The 4 Ahramas (stages of life). Ganesha as the remover of obstacles, avatars. Reincarnation. Explore range of Hindu practice in Mandir and at home, Ganesha as remover of obstacles, role of prayer and meditation. Rites of passage, Pilgrimage, respect for family values. Sources of authority and the concept of Dharma, Karma, vegetarianism etc. Responses to poverty and injustice. Hindu charities.</p> <p><u>Curriculum Links</u></p>	<p>Judaism</p> <p><u>Overview</u> Core theological ideas and stories from the Torah, Tenakh, Talmud (Hebrew Bible as a library): God, Shema, and covenant between God and Abraham and between God and the people of Israel, the land, temple in Jerusalem and other sacred sites. Value of life, Love thy Neighbour, Life after death. 613 Mitzvot or commandments, Exodus and the Passover. Role of rabbis in teaching and practice of midrash. Role of the synagogue in the Jewish community and the place of family, laws of kashrut, shabbat and other festivals. Jewish values; Rites of passage as appropriate. Rosh Hashanah, Yom Kippur, Purim. Impact of culture and locality of Jewish practice e.g., Jewish people living in the</p>	<p>What does religion mean to people? Why do some people follow a religion and why do some not?</p> <p><u>Overview</u> Discuss the parts of religion and faith that appeal to people. Why do people choose to follow religion or not? Which religions have a high number of followers? Why?</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>


	<p>how a person following the teachings of Jesus ought to behave. The parable of the wise and foolish men (Matthew 7:24-29). Consider whether what was deemed wise in the Bible is still considered wise today. Where do people go to find wisdom and advice today?</p> <p>Curriculum Links</p> <p>Experiences</p>	<p>wholehearted (pure) because it shows that a person is a true follower of God. It demonstrates reliance on God not on self. It shows we trust in Him over anyone or anything else.</p> <p>Because Christians believe they will give an account for their lives at the end of what they have done for Him and the gifts they were blessed with. Parable of the talents may be appropriate here (Matthew 25:14-30 and Luke 19:12-27). Care for creation, God as creator. Explore what influences many Christians to espouse the green movement, and other ways that Christians respond to other global issues of social justice. Maybe explore issue that are of local relevance. Racism and prejudice.</p> <p>Curriculum Links</p> <p>Experiences</p>	<p>Qur'an is the primary source for worship. No restrictions on where to worship or pray if it is clean. Halal and Haram foods. Muslim responses to care for creation, Red Crescent and other Muslim charities, eco/green Mosque in Cambridge. Some examples are the Emphasis on Justice (Adl), Dignity of All People, Helping the Needy (Zakat and Saddaqa), Standing Up for the Oppressed, Maintaining Social Order.</p> <p>Curriculum Links</p> <p>Experiences</p>	<p>Experiences</p>	<p>diaspora (see glossary). Tu BiShvat – place of trees in Jewish teaching, Mitzvah Day, Jewish charities, tikkun Olam, action more important than belief, sanctity of life, right intention (kavannah). Giving and generosity. Look at passages from scripture that teach about caring for widows and orphans, leaving some of the harvest for the poor. The story of Ruth may be appropriate here.</p> <p>Curriculum Links</p> <p>Experiences</p>	
	<p>Christianity (Life of a Christian)</p> <p>Overview</p> <p>The big questions of life and death; resurrection, life after death, heaven. Explore the resurrection of Lazarus and the healing of Jairus' daughter. Explore funeral practices and memorials. Look at a range of memorial headstones and what the inscriptions reveal about Christian beliefs. Find out whether all Christians believe the same and discuss why there may be differences and whether they are significant. Church attendance, prayer, Bible study, good works, social justice, baptism, confirmation, communion Sacraments and denominational differences in practice – creed, classes, 39 articles of the C of E. Instructions through the Bible to be wholehearted (pure) because it shows that a person is a true follower of God. It demonstrates reliance on God not on self. It shows we trust in Him over anyone or anything else.</p> <p>Because Christians believe they will give an account for their lives at the end of what they have done for Him and the gifts they were blessed with. Parable of the talents may be appropriate here (Matthew 25:14-30 and Luke 19:12-27). Care for creation, God as creator. Explore what influences many Christians to espouse the green movement, and other ways that Christians respond to other global issues of social justice. Maybe explore issue that are of local relevance. Racism and prejudice.</p> <p>Curriculum Links</p> <p>Experiences</p>	<p>Why are some people remembered by others?</p> <p>Overview</p> <p>Children will learn stories of Abraham and Sarah, Moses, Prophet Muhammad and Khadijah, Guru Nanak, Bahá'u'lláh, Buddha, Darwin, and contemporary examples; Stories of Jesus – Nativity, Easter, incarnation.</p> <p>Curriculum Links</p> <p>Experiences</p>	<p>Sikhism</p> <p>Overview</p> <p>Guru Granth Sahib, Mool Mantra, and equality. Oneness of humanity Stories of the 10 Gurus e.g., Bhai Lalo and Malik Bhago, Akbar and Langar. Reincarnation. Explore how the GGSJ is treated in the Gurdwara, Langar, Khalsa, Rites of passage, Amrit, Harmandir Sahib (Golden Temple). Miri Piri Sikh charity work, (Khalsa Aid, Nishkam SWAT) Sewa, langar, Fighting for equal rights, martyrdom of Guru Tegh Bahadur</p> <p>Curriculum Links</p> <p>Experiences</p>	<p>Buddhism</p> <p>Overview</p> <p>Life of Siddhartha Gotama (The Buddha), Three Marks of Existence, Four Noble Truths, Noble Eightfold Path, Five Precepts, stories including Kisa and the Mustard Seed, the Donkey in the Well, Three Jewels. Monasteries, diversity, artefacts (used by some), meditation, chanting, the Buddhist Sutras. Human rights – all can reach Nirvana so respect for all Equality – all people are accepted, but not all are at the same point on the journey of enlightenment. Generosity – help the poor and hungry – fair wages for all. Right Livelihood – choose a job that helps, not harms</p> <p>Curriculum Links</p> <p>Experiences</p>	<p>How do Humanists and/or other non-religious worldviews respond to global and social issues?</p> <p>Overview</p> <p>Role of reason and evidence with empathy for all concerned (Golden Rule). Humans are responsible for confronting issues which harm people or nature. Actions have consequences. Morality and ethics are not absolute - right action depends on context. Campaign for equality and human rights, and to protect the environment. The principle of one life and choice about how to live without harming others</p> <p>Curriculum Links</p> <p>Experiences</p>	<p>Similarities and differences in religions</p> <p>Overview</p> <p>Compare beliefs, creation stories and practices. Discuss common threads and themes that run through religions such as: light, artwork, charity.</p> <p>Curriculum Links</p> <p>Experiences</p>

Substantive knowledge

	<p>Believing (Theology)</p>	<p>Living (Human and social science)</p>	<p>Thinking (Philosophy)</p>
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	<p>Some people believe in God. There are ideas that we call religions and worldviews. Ideas can be found in stories and symbols.</p>	<p>People live in different groups such as families and communities. Places of worship are important to some people. Artefacts are often used to show what some people believe.</p>	<p>People have different ideas about right and wrong. People have different ideas about what is special or sacred.</p>
 	<p>Christians, Jewish people (Jews) and Hindus believe in one God. Pupils know that different beliefs about God exist. These ideas come from different texts according to which religion or worldview is referenced. Ideas are sometimes communicated in stories and symbols. There are many people who do not believe in God. They are often called non-religious.</p>	<p>People gather in communities to worship and celebrate shared beliefs. Place is important to many communities Actions and rituals often express beliefs. Some actions and rituals are cultural. There are some common features shared between religions and worldviews, but there are also many differences.</p>	<p>Experiences, thinking and reading texts often help people decide what to believe. Ideas about right and wrong often come from sacred texts. Spiritual practices such as prayer and worship influence peoples' thoughts and ideas.</p>
 	<p>Muslims and Sikhs believe in one God, as do Christians, Jews and Hindus. Beliefs about God are expressed in different ways by different religious groups. Many religions have a sacred text that informs peoples' beliefs. People with non-religious beliefs refer to texts and stories too. Texts are open to interpretation. Some stories are read literally and others symbolically or metaphorically. Sacred places often communicate theological and spiritual ideas.</p>	<p>Actions and rituals will often demonstrate beliefs. Celebrations and festivals express some of the core ideas that followers of a religion hold to be important. Lifestyle choices such as clothing and career can express beliefs as well as a sense of belonging. Individuals do not all respond to a religion or worldview in the same way. Food, clothing, ritual and artefacts are a part of many festivals.</p>	<p>Some of the important ideas that people believe are abstract, such as love, forgiveness, peace and goodness. There are different ideas about what a good life looks like. Ideas about right and wrong are often complex and hard to quantify. People justify their beliefs using reason, logic, revelation and tradition.</p>
 	<p>Ancient texts can still speak to the modern reader, even if they are interpreted and read in different ways. There are ways that texts are read that are considered as more authoritative than others. It is important to understand the context in which a text was written, and the genre of the text. Many people believe that there are valuable lessons to be learned from ancient texts, even if some of the content is contested. Many sacred texts appear to draw on ideas from other traditions and so there are similarities as well as differences.</p>	<p>A person's worldview, whether organised or individual, will influence the way that they respond to current issues. Many of these ideas will originate in sacred texts and teachings. A person's worldview will change over time as they interact with people with different worldviews and perspectives. Organised religions also change over time as they interact with different cultures, events and eras.</p>	<p>There are big questions of life and death which many religions and philosophies try to answer. Some of these questions have been debated for a very long time. It is important to consider whether responses to the big questions are logical and reasonable. Many of these philosophical questions have answers that no one can be certain about.</p>

Disciplinary knowledge

	Believing (Theology)	Living (Human and social science)	Thinking (Philosophy)
	<p>Pupils begin to know that some ancient special stories are still valued today. Pupils begin to know that some people remembered because of what they taught. Pupils begin to know that the stories and people are often linked to what people do and what they celebrate. Pupils are starting to read simple texts with adults. Pupils are starting to suggest meanings for the texts. Pupils are starting to make simple links between the texts and real-life actions.</p>	<p>Pupils begin to know the different ways in which people show that they belong to a group. Pupils are beginning to explore what it might mean to belong to a community. Pupils begin to know that actions can show beliefs. Difference may be due to time, place and choice. Pupils are beginning to explore specific ways of being community.</p>	<p>Pupils begin to know that the people have different sources (such as story) for ideas about right and wrong. Pupils begin to know that different people place value on different things Pupils are beginning to engage in simple reasoning, using because to justify their conclusions.</p>

<p>Year 1</p> <p>Year 2</p>	<p>Pupils know that sacred texts are sources of authority and beliefs for some people.</p> <p>They know that the same texts are read in different ways by people. (interpretation).</p> <p>Pupils know that symbols, stories and art can express theological and spiritual meanings.</p> <p>Pupils can read simple stories and annotate or interpret them to explain the meaning.</p> <p>Pupils can make simple links between texts and different examples of practice and ritual.</p> <p>Pupils can offer simple interpretations of symbols and work of art.</p>	<p>Pupils know that similar beliefs may be lived out in different ways. Asking questions is a way to find out what to think.</p> <p>Observing religious practice in a place of worship can help people to understand what is important to people.</p> <p>Pupils can develop simple, short surveys (2-3 questions) to help them find out and understand.</p> <p>Pupils can observe and draw conclusions from what they observe.</p> <p>Pupils can summarise and compare data an information and draw simple conclusions.</p>	<p>People give different reasons for what is important to them. Ideas about right and wrong often come from ancient texts or people from the past.</p> <p>Pupils are beginning to ask important questions about life and share their own possible answers.</p> <p>Pupils are beginning to be able to justify their opinions and beliefs, using simple logic.</p> <p>Pupils can engage in simple debates.</p> <p>Pupils can use statements for expressing their ideas and give reasons.</p>
<p>Year 3</p> <p>Year 4</p>	<p>Pupils know that scared texts are interpreted literally, metaphorically and symbolically.</p> <p>Pupils know that beliefs are often drawn from a range of texts.</p> <p>Pupils know that texts can often be hard to understand.</p> <p>Pupils know that theological and spiritual ideas can be expressed in a wide variety of artistic ways.</p> <p>Pupils are able to engage in hermeneutics – interpretation of texts – and make their own interpretations.</p> <p>Pupils are able to summarise some of the different beliefs that they have encountered about God and the divine, using the texts that they have read.</p> <p>Pupils are able to explain some of the spiritual ideas that they encounter through art.</p> <p>Beliefs that are shared are often taught be leaders and teachers.</p> <p>Pupils are able to read texts in a variety of ways, looking at, through, behind and in front of the text.</p>	<p>Pupils know that routines and rituals and artefacts can be important to religions and worldviews.</p> <p>Pupils know that they can learn about rituals and practice, by observing and asking questions.</p> <p>Pupils know that there are a variety of ways that people will demonstrate their sense of belonging and community and identity.</p> <p>Pupils will be able to create longer surveys (5 – 6 questions) that ask questions about the lived experiences of real people.</p> <p>Pupils are able to conduct interviews in a way that demonstrates respect and understanding.</p> <p>Pupils can use the data they gather to communicate relevant information.</p> <p>Pupils will know that people use a variety of reasons to justify their beliefs and actions.</p>	<p>Pupils can identify some aspects of a religion that are abstract.</p> <p>Pupils can identify some of the reasons that people use to justify their choice of what a good life looks like.</p> <p>Pupils can ask philosophical questions about the reasons people give for their beliefs.</p> <p>Pupils are able to give their own opinions in answer to some of these questions.</p> <p>Pupils are able to make simple evaluations of others’ conclusions.</p>
<p>Year 5</p> <p>Year 6</p>	<p>Pupils will know that many sacred texts are still read today to provide meaning and justification for actions.</p> <p>Pupils will know that there are ways of reading a text that are agreed on by particular groups of people.</p> <p>Pupils will know that sometimes the agreed interpretation of a text will be rejected in favour of a new reading.</p> <p>Pupils will know that the same people can figure in stories in completely different way and with different interpretations.</p> <p>Pupils will be able to compare and contrast the different ways of reading and interpreting text.</p> <p>Pupils are increasingly confident at interpreting text, taking into account the historical and social contexts in which they were written.</p> <p>Pupils can make links between the texts and their use in religious and non-religious contexts today.</p>	<p>Pupils know with increasing confidence that a worldview, whether organised or individual is lived out in people actions and choices.</p> <p>Pupils can examine their own position and be reflective when exploring other religions, worldviews and perspectives.</p> <p>Pupils know that religions and beliefs change over time and are shaped by experiences.</p> <p>Pupils know that surveys and questionnaires will reveal some information, but that it is often complex.</p> <p>Pupils know that time, culture and place interact with religions and worldviews, and that religions and beliefs in their turn, impact on religions and traditions.</p> <p>Pupils can plan for and execute surveys, polls and interviews.</p> <p>Pupils can analyse data and information, both qualitative and quantitative, and communicate their analysis.</p>	<p>Pupils know that all knowledge comes from somewhere.</p> <p>Pupils know that the ideas from religions and worldviews can be debated and discussed.</p> <p>Pupils know that people have different ideas and beliefs about self, death, life after death and the supernatural or spiritual worlds.</p> <p>Pupils can debate and discuss ideas from organised worldviews that are applied to current issues.</p> <p>Pupils are increasingly able to put forward alternative ideas and statements, taking account of a variety of positions and arranging arguments and counterarguments in an increasingly logical manner.</p> <p>Pupils are developing an awareness of morality – gaining knowledge of values and ethics and deciding what these mean for them and for others.</p>