

RE Curriculum Overview

Links to EYFS Education Programme for RE

In the Reception curriculum RE is taught as part of 'Understanding the World'.

3-4 Year Olds	Children in Reception	ELG
Continue developing positive attitudes about the differences between people.	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Children are assessed against the early learning goals in summer term. RE is part of the People, Culture and Communities early learning goal.</p> <p>Know some similarities and differences between different religious and cultural communities early learning goal.</p>

Sequence of Knowledge and Skills

Christianity – God						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Belief and Values	<p>Know that Christians refer to God as 'Father'</p> <p>Talk about why Christians might compare God to a loving parent</p>	<p>Retell (simply) the Genesis 1 story of creation</p> <p>Suggest why Christians might think it is important to look after the world</p>	<p>Know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)</p> <p>Identify Christian beliefs and values contained within stories of the prophets (e.g., Noah, Abraham, Moses, Joseph)</p> <p>Suggest why these prophets chose to listen to and follow God</p>	<p>Explore different Christian beliefs about the Bible as the word of God.</p> <p>Explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible</p> <p>Describe why some Christians might view the Bible as an important source of authority and moral guidance</p>	<p>Describe Christian beliefs about sin and forgiveness</p> <p>Describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God</p> <p>Suggest different ways that this story might be understood by Christians</p>	<p>Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God</p> <p>Explain how these rituals might differ between different denominations (e.g. infant baptism and believer's baptism)</p>

Living religious traditions	<p>Talk about how and why Christians might want to talk to God</p> <p>Suggest symbolic meaning of rituals and items used in Christian prayer</p>	<p>Suggest ways that Christians might express their concern for the natural world</p> <p>Describe how and why Christians might thank God for creation of Harvest festivals</p>	<p>Identify Christians who might be described as people who listened to and followed God</p> <p>Describe how and why some Christians might devote their lives to serving God</p> <p>Talk about what is meant by a sense of vocation</p>	<p>Explain why Christians might have different views about how to interpret and apply the Bible</p> <p>Explain why Christians might also look to other sources of authority when making decisions about how to live (e.g. church leaders, prayer, conscience)</p>	<p>Describe and explain how and why Christians might use the Lord's prayer</p> <p>Analyse and interpret the Lord's prayer – and what guidance it provides for Christians</p> <p>Suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptation</p>	<p>Analyse the importance of Christian rites of passage as an expression of faith and commitment</p> <p>Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies</p>
Shared human experience	<p>Talk about the importance of love in families.</p> <p>Talk about the ways in which they are cared for and supported by family members.</p>	<p>Identify ways in which humans use (and abuse) the natural world.</p> <p>About why our planet should matter to all humans – and how this should influence our behaviour.</p>	<p>Identify inspirational people/role models for the world today.</p> <p>Describe the qualities that inspirational people might have.</p>	<p>Discuss why people might have different views about what is right and wrong – and where these views might come from.</p> <p>Describe the different sources of authority that humans might look to when making decisions about how to live their lives.</p>	<p>Consider the different ways that myth and stories are used.</p> <p>Explain how a 'truth' might be contained within a story.</p>	<p>Discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life.</p> <p>Consider the value of celebrating landmarks in life – for individuals and communities.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Search for personal meaning</p>	<p>Reflect on their own role within the family.</p> <p>Discuss who they can talk to when they are happy/sad/worried</p>	<p>Reflect on their own use of the world's resources.</p> <p>Ask questions about what they can do to show that they care about the world.</p>	<p>Discuss who makes a good role model and why.</p> <p>Raise and discuss questions about following others – including both positive and negative responses.</p>	<p>Reflect on their own understanding of morality and where it comes from.</p> <p>Raise questions and discuss responses to different ideas about how to live well.</p>	<p>Consider how they decide what is 'true' – and how there might be different types of truth.</p> <p>Discuss and debate things that they consider to be true that others might disagree with.</p>	<p>Ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change.</p> <p>Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life.</p>
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Christianity – Jesus						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Belief and Values	<p>Know a simple version of the nativity story.</p> <p>Talk about why Christians would say that Jesus is a special baby.</p> <p>Talk about how different characters in the nativity welcome the baby.</p>	<p>Suggest what Christians might mean when they refer to Jesus as ‘The Light of the World’.</p> <p>Talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God.</p>	<p>Know what is meant by discipleship.</p> <p>Know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus.</p> <p>Identify beliefs and values within religious teachings (e.g. Follow me and I will make you fishers of men – Matthew 4:19)</p>	<p>Retell the story of Jesus in the wilderness.</p> <p>Identify Christian beliefs about Jesus reflected in this story.</p> <p>Suggest why sacrifice might be an important Christians value (linked to beliefs about Jesus).</p>	<p>Describe Christian beliefs about miracles as ‘signs’ of the divinity of Jesus.</p> <p>Retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus.</p>	<p>Retell the events leading up to and including the death of Jesus.</p> <p>Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Living religious traditions</p>	<p>Identify religious aspects of Christmas celebrations.</p> <p>Talk about why Christmas is special for Christians.</p>	<p>Identify ways in which Christians might use light as part of their Christmas celebrations (advent, candles, candle-light carol services, Christingle) – and the symbolic meaning.</p> <p>Talk about the different ways that Christians might celebrate Christmas.</p>	<p>Describe how and why Christians might try to follow the example of Jesus through mission and charity work.</p> <p>Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs.</p>	<p>Describe what a Christian might do during lent and why.</p> <p>Explain what is meant by sacrificial love – agape – and give examples of how Christians might do this.</p> <p>Discuss Christians who have been examples of sacrificial love (e.g. Oscar Romero) and how they were motivated by their faith.</p>	<p>Describe why some Christians might go on pilgrimage to places associated with miraculous events.</p> <p>Explain the impact that belief in miracles and the power of prayer might have on a Christian.</p>	<p>Explain how and why Christian individuals and communities might celebrate the events of Holy Week.</p> <p>Use religious vocabulary to describe and explain the Eucharist.</p> <p>Explain different Christian beliefs about the Eucharist and its importance.</p>
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Shared human experience	<p>Consider how and why babies might be special – and why they need love and care.</p> <p>Talk about the importance of looking after those who cannot help themselves.</p>	<p>Identify different ways that humans use light.</p> <p>Discuss the importance of light – as a source of comfort, security and hope.</p> <p>Talk about how and why light might be an important symbol.</p>	<p>Talk about what it means to have charismas.</p> <p>Describe what makes a good leader and why people might want to follow him/her.</p> <p>Discuss what motivates people to make a difference</p>	<p>Consider differing attitudes and responses to the concept of sacrifice (both positive and negative).</p> <p>Discuss why many people are willing to make sacrifices for the people they love.</p> <p>Discuss why some people may be willing to make a sacrifice for someone they don't even know.</p>	<p>Explain the difference between fact, opinion and belief.</p> <p>Consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God.</p>	<p>Consider how people might mature and become stronger through overcoming difficulties.</p> <p>Consider the value of being part of a community on the 'journey of life'</p>
Search for personal meaning	<p>Talk about their own beginning and how they were welcomed into the family.</p> <p>Reflect on who has helped them in life so far.</p>	<p>Ask questions about the value of sources of light in their own lives.</p> <p>Talk about the people who provide comfort, security and hope for them.</p> <p>Suggest ways in which they might be a light for others.</p>	<p>Reflect on their own leadership abilities.</p> <p>Discuss their own desires to make a difference in the world/in their communities.</p>	<p>Give examples of acts of sacrifice that have been done by or for them.</p> <p>Discuss who or what they would be prepared to make sacrifices for.</p> <p>Consider the value of sacrifice – as an expression of love and commitment.</p>	<p>Discuss their own beliefs – is there anything that they accept as truth which others may not agree with?</p> <p>Reflect on how they make decisions about what is/is not true.</p>	<p>Raise questions and discuss the extent to which they agree that 'suffering makes you stronger'.</p> <p>Discuss own experiences and attitudes towards the importance of having companionship on the journey of life.</p>

Christianity – Church						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Belief and Values	<p>Know that some Christians welcome babies into God’s family (the church) with baptism ceremonies.</p> <p>Talk about what it might mean to belong to the Church family.</p>	<p>Suggest beliefs and values that might unite the Christian community.</p> <p>Talk about why some Christians might think it is important to come together and worship God.</p>	<p>Know what Christians mean by the Holy Spirit.</p> <p>Suggest how belief in the Holy Spirit as God’s presence in the world might have an impact on individuals and communities.</p> <p>Identify Christian values exemplified in the gifts/fruits of the Spirit.</p>	<p>Retell some of the main parables of Jesus.</p> <p>Explain how and why these might be an important source of guidance for Christians.</p> <p>Suggest ways that Christians might put these teachings into action in the 21st century.</p>	<p>Describe what Christians mean when they talk about one God in Trinity.</p> <p>Identify beliefs contained with the Apostle’s Creed.</p> <p>Explain why the Christian community (The Church) might want/need an agreed statement of belief.</p>	<p>Explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian.</p> <p>Explain (simply) Christian beliefs about salvation.</p> <p>Explain how Christians beliefs about life after death might affect a believer’s sense of purpose and behaviour throughout the journey of life.</p>

Living religious traditions	<p>Identify features of baptism – e.g. the font, candles, god parents.</p> <p>Talk about why parents might want to have their child baptised.</p>	<p>Identify symbols (images and actions) used in Christian worship.</p> <p>Talk about how and why symbols might be used in Christianity.</p> <p>Identify and describe features of a church.</p>	<p>Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations.</p> <p>Describe how and why Pentecost is celebrated.</p> <p>Identify and describe features of a church.</p>	<p>Describe and explain (with examples) Christian attitudes about how to treat others.</p> <p>Explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed.</p>	<p>Describe and explain the meaning of a range of symbols that might be used for the Trinity.</p> <p>Explain how symbols might unify the worldwide Christian Church.</p> <p>Describe the role of places like Taize where Christians from different backgrounds might come together and worship.</p>	<p>Explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation).</p> <p>Analyse the Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice.</p>
Shared human experience	<p>Talk about what it means to belong to a family.</p> <p>Talk about the role of families in raising children.</p>	<p>Identify signs and symbols in the world around them.</p> <p>Talk about the school logo – what values it might represent and how it might unite the school community.</p>	<p>Describe aspects of being human that we should be proud of.</p> <p>Discuss what it means to be a successful human – and the different measures of success that might be applied.</p>	<p>Explain why (with examples) how and why people might use stories to pass on wisdom and guidance.</p> <p>Discuss how and why fables might be an important aspect of human history and culture.</p>	<p>Consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life.</p> <p>Discuss different response to sources of authority.</p>	<p>Discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others.</p> <p>Discuss the importance of saying sorry and forgiveness in maintaining relationships with others.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Search for personal meaning</p>	<p>Talk about their own identity as part of a family and part of the school community.</p>	<p>Ask thoughtful questions about signs and symbols.</p> <p>Talk about communities that they belong to – and how they show their commitment to these communities.</p>	<p>Discuss their own sense of value and what is good/unique about being them.</p> <p>Reflect on the people that they value in their lives – and how they show their appreciation.</p>	<p>Discuss examples of wisdom and guidance that they have learnt from stories.</p> <p>Consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this.</p>	<p>Raise meaningful questions about things that puzzle them.</p> <p>Differentiate between questions that can be answered factually and those that have a range of answers including personal beliefs and values.</p>	<p>Raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences).</p> <p>Reflect on the benefits and difficulties of forgiveness.</p>
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Islam						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Belief and Values	<p>Know that Muslims believe in one God (Allah)</p> <p>Know that Muslims believe the world was created by God.</p> <p>Talk about why Muslims might value the natural world.</p>	<p>Suggest why Muslims believe that it is important to respect God.</p> <p>Talk about why Muslims would want to show their gratitude to God.</p> <p>Know that submission to God is an important aspect of Islamic life.</p>	<p>Develop an understanding of the importance of founders and leaders for religious communities.</p> <p>Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (PBUH).</p> <p>Describe how a Muslim might try and follow the teachings and examples of the Prophet Muhammad (PBUH)</p>	<p>Explore Islamic teachings about Ramadan from the Qur'an.</p> <p>Make links between Islamic values and beliefs explored so far in their study of Islam.</p>	<p>Explore Islamic beliefs about the Qur'an as the word of God.</p> <p>Explain how and why the Qur'an is a source of guidance for life for a Muslim.</p> <p>Explain the impact of believing that the Qur'an is divine revelation.</p>	<p>Analyse the Five Pillars of Islam and how they are linked.</p> <p>Explain how the beliefs and values of Islam might guide a person through life.</p> <p>Explain the importance of the Ummah for Muslims and that this is a community of diverse members.</p>

Living religious traditions	<p>Know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet.</p> <p>Suggest how Muslims might show respect for God by caring for the natural world.</p>	<p>Identify the Islamic beliefs about God motivate Muslims to pray on a regular basis.</p> <p>Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat.</p> <p>Suggest how making time for the five daily prayers is an act of submission.</p>	<p>Describe and give reasons for the Islamic practice of Zakat.</p> <p>Suggest why charity might be important for a Muslim – and the different ways that a Muslim might try to be charitable.</p>	<p>Use subject specific language to describe how and why Muslims fast at Ramadan.</p> <p>Explain the importance of Ramadan in the context of the Five Pillars of Islam.</p> <p>Consider the impact that fasting might have on individuals, families and communities.</p>	<p>Explain how and why Muslims might commemorate the Night of Power.</p> <p>Describe and explain a variety of ways that Muslims might show respect for the Qur’an – and how this symbolises their respect for God.</p> <p>Explain how the teaching of the Qur’an might influence the actions and choices of a Muslim.</p>	<p>Describe and explain the importance of Hajj, including the practices, rituals and impact.</p> <p>Explain how a person might change one becoming a hajji.</p> <p>Consider how importance it is for a Muslim to go on Hajj – and what this means for those who are unable to make the pilgrimage.</p>
Shared human experience	<p>Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it.</p>	<p>Talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united in prayer.</p> <p>Identify ways in which humans show their gratitude.</p>	<p>Identify characteristics of a good role model.</p> <p>Discuss how good role models can have a positive impact on individuals, communities and societies.</p>	<p>Discuss (with relevant examples) the importance of showing commitment to a belief, value or community.</p> <p>Consider the role of sacrifice within religion and communities.</p>	<p>Discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority.</p> <p>Suggest when and why people might want guidance about how to live.</p>	<p>Discuss the various events that might happen on the journey of life and how people might change over the course of their life.</p> <p>Consider what support people might need on life’s journey.</p>

Search for personal meaning	<p>Reflect on how they treat the natural world – and if they have a duty to look after it.</p>	<p>Talk about the things they do on a regular basis as a sign of their commitment and belonging.</p> <p>Reflect on who they should be grateful to and how they show this.</p>	<p>Reflect on their own aspirations for themselves and others.</p> <p>Ask questions and suggest answers about how they can try to make the world a better place.</p>	<p>Reflect on their own beliefs, values and commitments.</p> <p>Consider and discuss how they demonstrate their personal commitments.</p>	<p>Discuss who or what has guided them in their own beliefs, values and commitments.</p> <p>Reflect on what ‘ultimate authority’ might mean for them.</p>	<p>Ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed.</p>
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Judaism			
<i>Judaism is taught in Year 1, 2 and 5</i>			
	Year 1	Year 2	Year 5
Belief and Values	<p>Give an example of a key belief (i.e. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham).</p> <p>Give an example of a core value or commitment (trusting that God will keep his promise).</p>	<p>Retell the story of Moses being given the Ten Commandments.</p> <p>Know some of the Commandments – e.g. Keep the Sabbath Day holy, Respect your mother and fathers.</p> <p>Suggest ways in which the Ten Commandments might influence the life of a believer.</p>	<p>Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers.</p> <p>Explain the impact of Jewish beliefs and values – including reason for diversity.</p>

Living religious traditions	<p>Use some religious words and phrases to recognise and name features of religious traditions (e.g. Sukkot, festival).</p> <p>Talk about the way that religious beliefs might influence the way a person behaves (e.g. like Noah and Abraham, Jewish people should trust God keeps his promises).</p>	<p>Talk about how keeping the Sabbath day holy might influence a Jewish person.</p> <p>Talk about how the Sabbath is a way of making time for God and family.</p> <p>Know about the Jewish tradition of Friday night dinner.</p>	<p>Explain differing forms of expression within the context of Jewish worship.</p> <p>Describe diversity of religious practices and lifestyle within.</p> <p>Interpret the deeper meaning of symbolism – contained in stories, images and actions.</p>
Shared human experience	<p>Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact people celebrate different celebrations in very different ways – e.g. Sukkot.</p> <p>Notice that for many people trust is an important part of human life.</p>	<p>Talk about why some people are particularly special to us.</p> <p>Suggest how and why it is important to make time for the people who really matter in our lives.</p>	<p>Explain (with appropriate examples) where people might seek wisdom and guidance.</p> <p>Consider the role of rules and guidance in uniting communities.</p>
Search for personal	<p>Ask questions (about the importance of trust and who they can trust/rely on in their own lives).</p>	<p>Talk about the people who are special to them and identify the importance of these relationships in their lives.</p> <p>Give examples of why it is important to spend quality time with the people who matter.</p>	<p>Discuss and debate the sources of guidance available to them.</p> <p>Consider the value of differing sources of guidance.</p>

Hinduism						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Belief and Values	<p>Know that Hindus believe in one God in many forms.</p> <p>Know that Hindus believe that God is present in all living things.</p> <p>Suggest what Hindus might learn about God from the story of the blind men and the elephant.</p>	<p>Know that Hindus believe in one God (Brahman) who can be worshipped in many forms.</p> <p>Know that these forms (the deities) have different qualities and are portrayed in different ways.</p> <p>Suggest why Hindus might believe that it is important to show devotion to the deities.</p>	<p>Develop an understanding of the importance of duty and commitment to many religions.</p> <p>Know that following dharma (religious duty) is an important part of Hindu life.</p> <p>Suggest the impact of belief in dharma, particularly the beliefs that there are three 'debts' – duty owed to God/the deities, duty owed to teachers and duty owed to family.</p>	<p>Explore teaching about good and evil in the story Rama and Sita.</p> <p>Describe what moral guidance Hindus might gain from the story of Rama and Sita.</p> <p>Make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma.</p>	<p>Make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty.</p> <p>Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus.</p> <p>Explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer.</p>	<p>Analyse Hindu beliefs about samsara, karma and moksha and how these are linked.</p> <p>Explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'.</p> <p>Explain how belief in reincarnation and the law of karma might affect the way a Hindu lives.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Living religious traditions</p>	<p>Talk about how and why Hindus might use statues and images (murtis) in their worship.</p> <p>Suggest symbolic meanings expressed in the images.</p>	<p>Know that Hindus might worship at a Mandir and/or the home shrine.</p> <p>Suggest why worship in the home might be important.</p> <p>Describe the meaning and symbolism of items used in worship (e.g. arti lamp items on the puja tray).</p>	<p>Describe how and why Hindus might celebrate Raksha Bandhan.</p> <p>Identify aspects of the celebration which remind Hindus of their dharma.</p> <p>Identify religious teaching contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (e.g. What teaching about duty to family are expressed in the story of Rama and Sita?)</p>	<p>Use subject specific language to describe how and why Hindus celebrate Diwali.</p> <p>Explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil.</p>	<p>Describe and explain a variety of ways that Hindus might celebrate the festival of Holi.</p> <p>Suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate.</p> <p>Explain how Holi celebrations might express Hindu beliefs about equality.</p>	<p>Describe and explain the four ashramas (stages of life) in the life of a Hindu,</p> <p>Explain how a person might change as they move from one ashrama to the next.</p> <p>Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama.</p>
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Shared human experience	<p>Talk about the different ways that people can be seen and described.</p> <p>Consider how people might have multiple roles.</p>	<p>Talk about qualities that make some people special.</p> <p>Identify ways in which humans show their gratitude to the people who matter in their lives.</p>	<p>Identify sources of authority and inspiration.</p> <p>Consider what are 'duties' as human beings are.</p>	<p>Discuss (with relevant examples) the importance of the belief that good overcomes evil.</p> <p>Suggest people, words or stories that might be inspiring when trying to overcome difficulties in life.</p>	<p>Explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions.</p> <p>Consider the different ways that myth and stories are and used.</p> <p>Explain how a 'truth' might be contained within a story.</p>	<p>Discuss the special milestones that we might celebrate during a person's lifetime.</p> <p>Discuss how our rights, responsibilities and relationships with other might change as we go through life.</p>
Search for personal meaning	<p>Reflect on how others might see them.</p> <p>Talk about the different roles that they might have (friend, child, brother/sister etc.)</p>	<p>Talk about who is special to them and why.</p> <p>Reflect on who they should be grateful to and how they might show this in words and actions.</p>	<p>Reflect on their own duties – to themselves, to their families, to their communities.</p> <p>Discuss who or what they follow – and why.</p>	<p>Reflect on their own concept of 'goodness'.</p> <p>Discuss what gives them hope during difficult times.</p>	<p>Consider how they decide what is 'true' – and how there might be different types of truth (e.g. empirical truth, historical truth, spiritual truth).</p> <p>Discuss and debate things that they consider to be true that others might disagree with.</p>	<p>Ask and respond thoughtfully to questions about their own journey of life.</p> <p>Consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future.</p>

Sikhism		
<i>Sikhism is taught in Year 3 and 4</i>		
	Year 3	Year 4
Belief and Values	<p>Develop an understanding of the importance of founders and leaders for religious communities.</p> <p>Identify Sikh beliefs and values contained within the stories of the lives of the Gurus.</p>	<p>Explore teachings and stories from Sikhism.</p> <p>Describe what moral guidance Sikhs might gain from the stories and examples of the Gurus.</p> <p>Make links between the beliefs, values and practices of Sikhism.</p>
Living religious traditions	<p>Describe how and why the Guru Granth Sahib is treated with great respect.</p> <p>Suggest how and why Sikhs might show commitment to their faith.</p>	<p>Use subject specific language to describe how and why Sikhs show their religious commitments and values.</p> <p>Explain how clothing and behaviour might be symbolic of beliefs, values and commitments.</p>
Shared human experience	<p>Identify people and ideas that inspire commitment.</p> <p>Discuss the different ways that people might show they are committed.</p>	<p>Discuss (relevant examples) the importance of how we view and behave towards others.</p> <p>Talk about how our outward behaviour reflects our inner beliefs, values and commitments.</p>
Search for personal meaning	<p>Reflect on their own commitments and the impact that these have on their lives.</p> <p>Ask questions about the value of having commitments.</p>	<p>Reflect on their own concept of living a good life and how this influences the way that they treat others.</p> <p>Discuss own thoughts and feelings about equality and justice.</p>

Buddhism	
<i>Buddhism is taught in Year 6</i>	
Year 6	
Belief and Values	<p>Analyse Buddhist beliefs and teaching about how to be content.</p> <p>Explain Buddhist beliefs and values contained within the story of Prince Siddhartha.</p> <p>Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths.</p>
Living religious traditions	<p>Describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist.</p> <p>Consider the importance of daily meditation in Buddhism.</p>
Shared human experience	<p>Discuss the meaning of contentment – is it the same as happiness or something different?</p> <p>Raise questions about the human experience of being unsatisfied – why do humans so often want more than they have? To what extent does this prevent people from ever being happy?</p>
Search for personal meaning	<p>Ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of.</p> <p>Discuss the potential barriers to their happiness and what they can do to overcome these.</p>