



Small Schools Partnership

Religious Education

Curriculum Map Document

Contents

1. Statement of Intent
2. Subject Overview
3. Whole School Long Term Plan
4. Progression of Skills
5. Assessment



Birdsedge



BEST

1. Statement of Intent

As outlined by the Commission for RE, September 2018 Religious Education should:

'explore the important role that religious and non-religious worldviews play in all human life. This is an essential area of study if pupils are to be well prepared for life in a world where controversy over such matters is pervasive and where many people lack the knowledge to make their own informed decisions. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.'

In our Small Schools Partnership we follow the agreed syllabus for Religious Education for Bradford, Calderdale, Kirklees and Leeds 2024 - 2029 This centred around *'Believing and Belonging'* and has been developed around six learning pathways that have been designed to ensure that learning is coherent and sequenced.



Through the delivery of our Religious Education curriculum, following this syllabus, we aim to explore the six strands of:

The Nature of Religion and belief

- Beliefs, practices and values, and the diversity within religion: sacred things including buildings, festivals, rituals, books.

Expressing beliefs

- How beliefs are expressed: words and other forms of communication like art, music, drama, dance, texts, poetry.

A Good Life

- How people treat each other fairly and live together without upsetting or hurting each other or the environment.

Personal Journey

- How people find wonder and awe including pilgrimage and life experiences.

Influence and Authority

- How religious and non-religious communities interact with wider society and cultures.

The Big Picture

- Making sense of our world and our place in it. Big questions of the grand narrative eg origin of the world.

Wrapped around these six strands, we also hope to provide a stimulating and rigorous framework to teach about religion and world views, alongside nurturing tolerance, respect, empathy and kindness in our school. We believe that human beings are strengthened and empowered by learning from each other. So, through experience and culture, it is possible to explore the opportunities, challenges and purpose of our individual lives and communities. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place in the curriculum where difficult or 'risky' questions can be tackled within a safe but challenging context. Primarily, RE's purpose is to give pupils a broad understanding of Christianity, world faiths and non-religious beliefs. It is essential that the curriculum ensures that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions). Properly taught, RE is a rigorous academic subject, supporting problem solving and critical thinking skills. There are additional benefits

from the balanced study of RE. It nurtures SMSC development and pupils' understanding of diversity. A universal RE entitlement means it must aim to help pupils to understand diversity, empathy and cohesion alongside developing their own views and beliefs. This syllabus therefore deliberately integrates religious studies with aspects of philosophical questions and ethical issues. It also embraces the reality that beliefs are not always linked to faith a transcendent deity.

2. RE in the Small Schools Partnership an Overview

In addition to timetabled Religious Education lessons in class, we also take opportunities to develop this area of the curriculum in wider whole school activity and discussion.

This includes:

- Weekly Religious Education Focused assembly driven by our Long Term plan to link to learning in lessons
- Daily collective worship as a whole school
- Drop Down/Theme days and lessons linked to religious events and festivals
- Cross Curricular links to other subjects such as Art and DT
- Annual Leaders for Community Remembrance Service
- Half Termly Collective Worship led by our local reverend
- Regular visits to the local Chapel/Church for Harvest, Christingle and Easter services.



3. Whole School Long Term Plan Grange Moor

Cycle 1							
Whole School Focus Religion		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
		Christianity	Judaism	Hinduism	Sikhism	Buddhism	Islam
Rec	Reception Units	Reception Core Unit 1 <i>Which places are special to members of our community? (Pathway 1)</i>	Reception Core Unit 2 <i>Why are some objects special? (Pathway 2)</i>	Reception Core Unit 3 <i>Who cares for me and how do I help others?</i>	Reception Core Unit 4 <i>Who belongs in my family and community?</i>	Reception Core Unit 5 <i>How do people celebrate special times?</i>	Reception Core Unit 6 <i>How do we understand and care for the world?</i>
Year 1 and 2	Key Stage 1 Core Units 1 - 3 Focused Unit 1.11	Key Stage 1 Core Unit 1 <i>What does it mean to belong a community of belief? (Pathway 1)</i>	Key Stage 1 Core Unit 1 (continued) and Key Stage 1 Core Unit 2 <i>How are symbols used to welcome new life? (Pathway 2)</i>	Key Stage 1 Core Unit 2 (continued)	Key Stage 1 Core Unit 3 <i>How can we make good choices? (Pathway 3)</i>	Key Stage 1 Core Unit 3 (continued) and Lower Key Stage 2 Focused Unit 1.11 <i>How do Hindu Stories help believers live their lives? (Pathways 3 and 6)</i>	Lower Key Stage 2 Focused Unit 1.11 (continued)
Year 3 and 4	Lower Key Stage 2 Core Unit 1 - 3 Focused Unit 2.12	Lower Key Stage 2 Core Unit 1 <i>What faiths and beliefs can be found in our country and community? (pathway 1)</i>	Lower Key Stage 2 Core Unit 1 (continued) Lower Key Stage 2 Core Unit 2 <i>How do different people express their spirituality? (Pathway 2)</i>	Lower Key Stage 2 Core Unit 2 (continued)	Lower Key Stage 2 Core Unit 3 <i>How do the 5 pillars help Muslims to lead a good life? (Pathway 3)</i>	Lower Key Stage 2 Core Unit 3 (continued) Lower Key Stage 2 Focused Unit 2.12 <i>How does the Bible help Christians to live a good life? (Pathway 3)</i>	Lower Key Stage 2 Focused Unit 2.12 (continued)
Year 5 and 6	Upper Key Stage 2 Core Units 1 – 3 Focused Unit 2.12	Upper Key Stage 2 Core Unit 1 <i>What do Hindu people believe about God? (Pathway 1)</i>	Upper Key Stage 2 Core Unit 1 (Continued) Upper Key Stage 2 Core Unit 2 <i>How do Sikhs symbolise their commitment? (Pathway 2)</i>	Upper Key Stage 2 Core Unit 2 (continued)	Upper Key Stage 2 Core Unit 3 <i>What values do people live by? (Pathway 3)</i>	Upper Key Stage 2 Core Unit 3 (continued) Upper Key Stage 2 Focused Unit 2.12 <i>Should we forgive others? (Pathway 3)</i>	Upper Key Stage 2 Focused Unit 2.12 (continued)

Cycle 2

Whole School Focus Religion		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
		Christianity	Judaism	Hinduism	Sikhism	Buddhism	Islam
Rec	Reception Units	Reception Core Unit 1 <i>Which places are special to members of our community? (Pathway 1)</i>	Reception Core Unit 2 <i>Why are some objects special? (Pathway 2)</i>	Reception Core Unit 3 <i>Who cares for me and how do I help others?</i>	Reception Core Unit 4 <i>Who belongs in my family and community?</i>	Reception Core Unit 5 <i>How do people celebrate special times?</i>	Reception Core Unit 6 <i>How do we understand and care for the world?</i>
Year 1 and 2	Key Stage 1 Core Units 4 -6 Focused Unit 1.13	Key Stage 1 Core Unit 4 <i>How and why do some people pray? (Pathway 4)</i>	Key Stage 1 Core Unit 4 (continued) and Key Stage 1 Core Unit 5 <i>Why are festivals important in a community? (Pathway 5)</i>	Key Stage 1 Core Unit 5 (continued)	Key Stage 1 Core Unit 6 <i>Which books and stories are important? (Pathway 6)</i>	Key Stage 1 Core Unit 6 (continued) Lower Key Stage 2 Focused Unit 1.13 <i>What do religions/worldviews say about our wonderful world? (Pathways 4 and 6)</i>	Lower Key Stage 2 Focused Unit 1.13 (continued)
Year 3 and 4	Lower Key Stage 2 Core Units 4 -6 Focused Unit 2.13	Lower Key Stage 2 Core Unit 4 <i>Why do the lives of the Gurus inspire Sikh believers? (Pathway 4)</i>	Lower Key Stage 2 Core Unit 4 (continued) Lower Key Stage 2 Core Unit 5 <i>How do ancient stories influence modern celebrations? (Pathway 5)</i>	Lower Key Stage 2 Core Unit 5 (continued)	Lower Key Stage 2 Core Unit 6 <i>How do Jews use stories to remember God's covenant? (Pathway 6)</i>	Lower Key Stage 2 Core Unit 6 (continued) Lower Key Stage 2 Focused Unit 2.13 <i>Why do people follow inspirational leaders? (Pathways 3 and 5)</i>	Lower Key Stage 2 Focused Unit 2.13 (continued)
Year 5 and 6	Upper Key Stage 2 Core Units 4 - 6 Focused Unit 2.14	Upper Key Stage 2 Core Unit 4 <i>Why do some people go on pilgrimage? (Pathway 4)</i>	Upper Key Stage 2 Core Unit 4 (continued) Upper Key Stage 2 Core Unit 5 <i>How and why are Jewish festivals celebrated today? (Pathway 5)</i>	Upper Key Stage 2 Core Unit 5 (continued)	Upper Key Stage 2 Core Unit 6 <i>What do Christians believe about the old and new covenants? (Pathway 6)</i>	Upper Key Stage 2 Core Unit 6 (continued) Upper Key Stage 2 Focused Unit 2.14 <i>How do Buddhists live a meaningful life? (Pathways 1 and 4)</i>	Upper Key Stage 2 Focused Unit 2.14 (continued)

Whole School Long Term Plan Birdseye

Cycle 1							
		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
		Whole School Focus Religion Christianity	Whole School Focus Religion Judaism	Whole School Focus Religion Hinduism	Whole School Focus Religion Sikhism	Whole School Focus Religion Buddhism	Whole School Focus Religion Islam
Class 1	Reception/Year 1 Key Stage 1 Core Units 1 - 3 Focused Unit 1.11	Key Stage 1 Core Unit 1 <i>What does it mean to belong a community of belief? (Pathway 1)</i>	Key Stage 1 Core Unit 1 (continued) and Key Stage 1 Core Unit 2 <i>How are symbols used to welcome new life? (Pathway 2)</i>	Key Stage 1 Core Unit 2 (continued)	Key Stage 1 Core Unit 3 <i>How can we make good choices? (Pathway 3)</i>	Key Stage 1 Core Unit 3 (continued) and Lower Key Stage 2 Focused Unit 1.11 <i>How do Hindu Stories help believers live their lives? (Pathways 3 and 6)</i>	Lower Key Stage 2 Focused Unit 1.11 (continued)
Class 2	Year 2 and Year 3 Key Stage 1 Core Units 4 -6 Focused Unit 1.13	Key Stage 1 Core Unit 4 <i>How and why do some people pray? (Pathway 4)</i>	Key Stage 1 Core Unit 4 (continued) and Key Stage 1 Core Unit 5 <i>Why are festivals important in a community? (Pathway 5)</i>	Key Stage 1 Core Unit 5 (continued)	Key Stage 1 Core Unit 6 <i>Which books and stories are important? (Pathway 6)</i>	Key Stage 1 Core Unit 6 (continued) and Lower Key Stage 2 Focused Unit 1.13 <i>What do religions/worldviews say about our wonderful world? (Pathways 4 and 6)</i>	Lower Key Stage 2 Focused Unit 1.13 (continued)
Class 3	Year 4 and Year 5 Lower Key Stage 2 Core Units 4 -6 Focused Unit 2.13	Lower Key Stage 2 Core Unit 4 <i>Why do the lives of the Gurus inspire Sikh believers? (Pathway 4)</i>	Lower Key Stage 2 Core Unit 4 (continued) and Lower Key Stage 2 Core Unit 5 <i>How do ancient stories influence modern celebrations? (Pathway 5)</i>	Lower Key Stage 2 Core Unit 5 (continued)	Lower Key Stage 2 Core Unit 6 <i>How do Jews use stories to remember God's covenant? (Pathway 6)</i>	Lower Key Stage 2 Core Unit 6 (continued) and Lower Key Stage 2 Focused Unit 2.13 <i>Why do people follow inspirational leaders? (Pathways 3 and 5)</i>	Lower Key Stage 2 Focused Unit 2.13 (continued)

Cycle 2

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
		Whole School Focus Religion Christianity	Whole School Focus Religion Judaism	Whole School Focus Religion Hinduism	Whole School Focus Religion Sikhism	Whole School Focus Religion Buddhism	Whole School Focus Religion Islam
Class 1	Reception/Year 1 Reception All Units Key Stage 1 Focused Unit 1.14	Reception Core Unit 1 <i>Which places are special to members of our community? (Pathway 1)</i> Reception Core Unit 2 <i>Why are some objects special? (Pathway 2)</i>	Reception Core Unit 2 (continued) Reception Core Unit 3 <i>Who cares for me and how do I help others?</i>	Reception Core Unit 3 (continued) Reception Core Unit 4 <i>Who belongs in my family and community?</i>	Reception Core Unit 4 (continued) Reception Core Unit 5 <i>How do people celebrate special times?</i>	Reception Core Unit 5 (continued) Reception Core Unit 6 <i>How do we understand and care for the world?</i>	Reception Core Unit 6 (continued) Key Stage 1 Focused Unit 1.14 <i>How do Bible stories show that God keeps promises? (Pathway 6)</i>
Class 2	Year 2 and Year 3 Lower Key Stage 2 Core Unit 1 - 3 Focused Unit 2.12	Lower Key Stage 2 Core Unit 1 <i>What faiths and beliefs can be found in our country and community? (pathway 1)</i>	Lower Key Stage 2 Core Unit 1 (continued) Lower Key Stage 2 Core Unit 2 <i>How do different people express their spirituality? (Pathway 2)</i>	Lower Key Stage 2 Core Unit 2 (continued)	Lower Key Stage 2 Core Unit 3 <i>How do the 5 pillars help Muslims to lead a good life? (Pathway 3)</i>	Lower Key Stage 2 Core Unit 3 (continued) Lower Key Stage 2 Focused Unit 2.12 <i>How does the Bible help Christians to live a good life? (Pathway 3)</i>	Lower Key Stage 2 Focused Unit 2.12 (continued)
Class 3	Year 4 and Year 5 Upper Key Stage 2 Core Units 4 and 6 Focused Unit 2.14	Upper Key Stage 2 Core Unit 4 <i>Why do some people go on pilgrimage? (Pathway 4)</i>	Upper Key Stage 2 Core Unit 4 (continued)	Upper Key Stage 2 Core Unit 6 <i>What do Christians believe about the old and new covenants? (Pathway 6)</i>	Upper Key Stage 2 Core Unit 6 (continued)	Upper Key Stage 2 Focused Unit 2.14 <i>How do Buddhists live a meaningful life? (Pathways 1 and 4)</i>	Upper Key Stage 2 Focused Unit 2.14 (continued)

4. Progression of Skills

We follow Section 2 of the West Yorkshire agreed syllabus for Religious Education ‘Believing and Belonging’ for the skills taught from Reception to Year 5.

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)
Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development (Managing Feelings and Behaviour)
Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Personal, Social and Emotional Development (Making Relationships)
Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Understanding the World (People and Communities)
Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)
Children know about similarities and differences in relation to places and objects.

	KS1	LKS2	UKS2
Beliefs and teachings (from various religions)	Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals. Children can: - a describe the main beliefs of a religion; - b describe the main festivals of a religion.	Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1. Children can: - a describe the key teachings and beliefs of a religion; - b begin to compare the main festivals of world religions; - c refer to religious figures and holy books.	Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance. Children can: - a recognise and explain how some teachings and beliefs are shared between religions; - b explain how religious beliefs can shape the lives of individuals and contribute to society.
Rituals, ceremonies and lifestyles (from various religions)	Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies. Children can: - a recognise, name and describe religious artefacts, places and practices; - b explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; - c observe when practices and rituals are featured in more than one religion or lifestyle.	Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life. Children can: - a identify religious artefacts and how they are involved in daily practices and rituals; - b describe religious buildings and how they are used; - c explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.	Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life. Children can: - a explain practices and lifestyles associated with belonging to a faith; - b explain practices and lifestyles associated with belonging to a non-religious community; - c compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; - d show an understanding of the role of a spiritual leader.
How beliefs are expressed	Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life. Children can: - a name religious symbols and the meaning of them; - b learn the name of important religious stories; - c retell religious stories and suggest meanings in the story.	Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come. Children can: - a begin to identify religious symbolism in different forms of art and communication; - b looking at holy texts and stories, explain meaning in a story; - c express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.	Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come. Children can: - a explore religious symbolism in literature and the arts; - b explain some of the different ways individuals show their beliefs; - c share their opinion or express their own belief with respect and tolerance for others.

5. Assessment

As pupils progress through these stages in a unit of work, the teacher can then make a summative assessment at the end of the unit. In the exemplar planning that supports the syllabus, we have used a mastery model including the Expected standard, Working towards the expected standard and Working deeper within the expected standard. This can then be used as a model to report on progress and achievement for the next teacher/ key stage.

The table below outlines the skills and key outcomes required to achieve the end of key stage expectations. This may be helpful in assessing progress and to support teachers in developing learning objectives. Each sentence stem needs to be applied to a particular task or knowledge content.

Key outcomes to support assessment for Remembering, Understanding, Applying, Analysing, Evaluating and Creating.

	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
KS1	Recognise Name Talk about	Retell Notice details	Express ideas Respond sensitively	Sort Respond to questions	Suggest meanings Recognise similarities and differences	Teachers may use the following stems at any stage to assess age-appropriate outcomes: Create an object or picture to show understanding Design and make using new/learned ideas. Plan and produce an outcome to demonstrate learning. Generate and synthesise ideas as part of a project.
LKS2	Recall information Describe Re-tell Recognise	Give an example Make links Respond thoughtfully	Ask questions Give a presentation Express ideas	Demonstrate understanding Give reasons Explain	Describe similarities and differences Give opinions	
UKS2	Define Describe and give examples Identify and explain	Summarise ideas Compare and contrast Make connections Discuss	Choose appropriate questions (e.g an interview) Give a considered response Apply ideas	Explain a range of opinions Organise material (e.g most relevant) Find meanings	Weigh up different points of view Give reasons for differences	
KS3	Explain and interpret a range of views	Show coherent understanding of and appraise reasons	Enquire into differences and explain how and why they are different,	Evaluate and analyse,	Explore and express insights, Make a judgement	
KS4	Research and interpret texts and sources...	Investigate and explain different interpretations	Investigate and evaluate....	Analyse forms of Analyse the influence of	Examine and critically evaluate varied perspectives	

End of Key Stage Statements adapted from the Big Ideas Framework

The following End of Key Stage Statements help schools to assess the pupils working at the Expected Standard in each of the pathways and for their year group. The following statements are taken from Wintersgill, B; Cush, D; Francis, D. (2019, 2nd edition 2022). *Putting Big Ideas into Practice in Religious Education*, pp.74-76. Available from <https://bigideasforre.org/Big-Ideas-Publications/>

Key Stage 1	Nature of Religion and Belief	Expressing Beliefs	A Good Life	Personal Journey	Influence and Authority	The Big Picture
Pupils:	Can tell the difference between ordinary everyday things and things that some 'people call 'sacred', 'holy' or 'special'. Understand that many people belong to religions/worldviews, each of which has their 'holy' or 'special' things, which are set apart by the way they are treated and what people connect them with.	Can recognise that people sometimes give different meanings to words when they are writing about their religious beliefs and feelings. Can suggest different possible meanings for stories, symbols, art and music that people have created to express their beliefs.	Can identify characteristics in the lives of people who are held as examples by religions/worldviews. Can identify and suggest meanings for the teachings about right and wrong from different religions/worldviews.	Can give examples of amazing, puzzling or mysterious experiences that make people wonder at the world and ask big questions about life. Can retell a story about someone whose experience or encounter changed their life.	Can identify evidence of religions/worldviews in their community. They understand that religions/worldviews do not have the same importance for all people and all places.	Can identify some of the big questions that people might ask about life and can explain how some favourite stories, including stories from religions/worldviews, might help people answer these questions. Can tell the difference between contemporary stories and stories that have become traditional because they have been handed down for hundreds or thousands of years.

Lower Key Stage 2 Pupils:	Nature of Religion and Belief	Expressing Beliefs	A Good Life	Personal Journey	Influence and Authority	The Big Picture
	Can identify some shared characteristics of some religions e.g. Creator God. Beginning to recognise different traditions within religions/worldviews.	Can describe and explain how some people express their feelings through art, music and dance. Can give examples of music, art and dance from different traditions.	Know some role models/ leaders of religions and worldviews. Know how values of right and wrong are shared across different religions/worldviews.	Can give examples of amazing, puzzling or mysterious experiences from a wider range of religions/worldviews. Can compare stories about people whose experience or encounter changed their lives.	Explain how and why festivals and seasons are celebrated and how these may be celebrated in different countries.	Recall stories from different traditions and explain how these affect people's lives.
Upper Key Stage 2 Pupils:	Identify shared characteristics of religions. They explain how within each religious tradition these characteristics might be connected to each other. They recognise that each religion/worldview is made up of several groups of people and can compare some of the different beliefs and practices.	Can show how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement and that these have been important in most religions and culture.	Explain how certain people who are regarded as role models put their teachings and values into practice. They compare some of the different opinions held by people from different religious and non-religious groups about what is right and wrong, and about what is desirable in life.	Explain how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them change their lives or given them new insights to share with others.	Give examples to show how communities are influenced by their traditional religions/worldviews. They understand that different religions/worldviews, in different combinations, are influential in different countries.	Explain how people from different religions/worldviews express what they understand about the world through stories.

	Nature of Religion and Belief	Expressing Beliefs	A Good Life	Personal Journey	Influence and Authority	The Big Picture
Key Stage 3 Students:	Understand that religion is a world-wide phenomenon. They explain why in some ways each religion/worldview is quite different while in other ways there are close connections between some of them. They understand that religions/worldviews are made up of smaller groups which are alike in some ways and very different in others.	Show how people communicate complex ideas using many media. They account for the fact that people have different opinions about whether the arts have a place within religion. Suggest interpretations of selected expressions of faith and belief.	Explain why people have different opinions about what it means to live a good life. Compare guidance for living found in different religions/worldviews and can show how different consequences can follow from different moral decisions.	Compare experiences that people have had, which they thought of as 'mystical', 'religious', 'spiritual' or 'peak' experiences. They compare different meanings for 'spirituality' and different opinions about its importance in people's lives.	Compare the influence of religions/worldviews in different contexts; individual, local, national and global. Demonstrate understanding of the influence of one or two religions/worldviews in different places and at different times.	Compare the view of the universe in contrasting grand narratives. They are able to explain the difference between scientific and traditional narratives and that there are different views on whether these can be compatible. Are able to explain that there are different ways of understanding the claims of religious texts.

	Nature of Religion and Belief	Expressing Beliefs	A Good Life	Personal Journey	Influence and Authority	The Big Picture
Key Stage 4 and 5 Students:	Understand that the word 'religion' means different things to different people and that it is often hard to say what is 'religious' and what is not. Suggest ways in which religions/worldviews are both similar and different. They understand the importance of recognising that religions/worldviews are diverse and that they respond in different ways to contemporary global, political and social issues.	Distinguish what makes 'religious language' different. Understand why the ability to interpret non-verbal forms of religious expression and its importance for religions can be valuable for all people today.	Consider different theories about how and why humans ought to live a good life. They show awareness that religious and non-religious groups agree on some moral issues and disagree on others, both across and within religions/worldviews. Understand that people may argue that there are some moral rules that should apply universally, or that some rules only apply to some groups of people in particular circumstances.	Compare religious and non-religious understandings of 'spirituality'. Understand why many people today prefer to be thought of as spiritual rather than religious while others do not want to be thought of as either. Understand why many people like belonging to groups that share their beliefs and values. Understand that joining a group can affect a person's sense of identity and bring about a transformation in their lives.	Make links between ideas in religions/worldviews and certain social and political actions. Compare the use of power by different religious and non-religious groups, which have resulted in social improvement or intolerance and violence.	Compare different interpretations of a grand narrative from within a religion/worldview. They are able to explain the difference between scientific and traditional narratives, and the relevance of different literary forms. Compare the views of members of a religion who believe that their narrative is compatible with scientific accounts and those who do not and explain reasons for this difference of opinion.