



RE at Moat Hall Primary School

Intent

At Moat Hall RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing.

The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, pupils will learn about and understand a range of religions. They will be able to identify, investigate and respond to a variety of issues. Our aim is for children to **explore, engage and reflect** to develop children's understanding of different belief systems. This will mean:

- Exploring the issue or dimension, encountering the context, following up questions and establishing new knowledge concerning religion, belief and world views. **(Explore)**
- Investigating the impact of beliefs and practices on lifestyles, attitudes and action and considering the ways in which beliefs, spiritual insights and ideas are expressed, engaging with fundamental questions to understand why people respond to life as they do **(Engage)**
- Reflecting on equality and diversity, and on personal responses to these aspects to develop their own standpoints and self-understanding **(Reflect)**

SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for pupils to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

We aim to promote the different strands of the British values agenda through the teachings in RE. This will be through the following:

Democracy

In the study of RE, it is important that a range of views, perspectives and attitudes can be heard and that all pupils have the opportunity to contribute to debates and discussions. Teachers who ensure that this objective is fulfilled will be modelling democratic behaviour and, in so doing, reinforcing this particular British value.

The rule of law

RE will involve pupils in learning about and understanding the principles behind a range of codes for human living, which are associated with different faith and belief positions. They will be able to differentiate between state and religious laws and grasp the importance of fairness, justice, equality and order.



Individual liberty

Through their study of a range of religions and non-religious worldviews, pupils will examine important questions relating to human identity as this is shaped by both socio-cultural settings and personal decisions. The value of individual liberty will be highlighted by considering issues such as human freedom, autonomy and desire, along with the place of both faith and reason.

Mutual respect

A vital outcome of pupils' study of RE should be a sense of respect for those who hold a wide range of faith and belief positions. This stance will not preclude the possibility of disagreement. However, pupils will be encouraged to disagree with dignity and respect the right of individuals and groups to hold different perspectives to their own.

Tolerance of those with different faiths and beliefs

The expression of intolerant attitudes has no place in the RE classroom, although attitudes and behaviours that cause harm to others will be considered. Teachers should aspire to go beyond promoting tolerance of different religions and worldviews by underlining the need to celebrate diversity and encouraging attitudes of respect and trust to develop.

Implementation

From the onset, EYFS have embedded the fundamental teachings of RE in learning about the Wider World and within the Personal, Social and Emotional Development and Understanding of the World areas of learning. In KS1, children will mainly be taught about Christianity and one other world religion. Their learning will be delivered through stories and enquiry. Teachers will use KAPOW's scheme of work as a spine alongside [Staffordshire's SACRE 2023-2028](#).

In KS2, we offer a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions and their key stories and teachings from religious leaders. Like KS1, KS2 will use KAPOW's scheme of work as a spine alongside [Staffordshire's SACRE 2023-2028](#).

Throughout both key stages, emphasis on personal growth and community cohesion is evident, allowing for personal development for the children from KS1 to the end of KS2.

Impact

Our RE curriculum will allow pupils to have a better understanding of the religions that make up the United Kingdom and their community. It will teach them how they can learn to live in harmony with each other, creating community cohesion. All pupils will be more informed about their position in the world, and the decisions they can make impacting upon their future. All pupils in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. Our lessons will enable pupils to produce high quality work, showcasing a deeper understanding of the main religions of the world and their community.

Appendix A- Age Related Expectations

By the end of Reception/EYFS

Explore



Pupils talk about past and present events in their own lives and in the lives of family members. They talk about similarities and differences in relation to themselves, places, objects, materials and living things including faith buildings e.g. the church.

Engage



Pupils can talk about the features of their own immediate environment and how environments might vary from one another and what makes them special and unique.

Reflect



Pupils can talk about how other children do not always enjoy the same things and are sensitive to this. They can talk about similarities and differences between themselves and others, and among families, communities, and traditions. They can show how important it is to be part of a community

By the end of Year 1

Explore



Pupils use words and phrases to recognise and name features of religious life and practice valued by believers. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers.

Engage



Pupils can talk about the experiences of the world around them, stating what is of value and concern to themselves and others. They use stories to identify ways in which people are special and unique.

Reflect



Pupils can demonstrate awareness that there are many religious traditions/faith communities and that some people do not follow a recognised faith or believe system or identify as being religious.

By the end of Year 2

Explore



Pupils use words and phrases to identify some features of religious life and practices valued by believers. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.

Engage



Pupils can recognise that some questions cause people to wonder and are difficult to answer. They are able to share ideas about right and wrong.

Reflect



Pupils are able to name more than one religious tradition or faith community and can talk about some of the distinctive features of each religious tradition/faith community. They know that some people do not identify as being religious.

By the end of Year 3

Explore



Pupils use a developing vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs, practices and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

Engage



Pupils ask important questions about values, commitments, and beliefs, making links between their own and others' responses, attitudes and behaviour.

Reflect



Pupils can identify and distinguish between the faiths and world views being explored and can express some awareness of their identity within or outside these faiths. They understand the importance and reality of existing in a plural context. They know that some people do not identify as being religious.

By the end of Year 4

Explore



Pupils use a developing vocabulary to describe and show understanding of sources, practices, beliefs, ideas, and experiences. They make links between them and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They explore and explain meanings for a range of forms of religious expression.

Engage



Pupils raise, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values, and commitments, recognising the implications and consequences of making moral choices.

Reflect



They apply their ideas about identity and commitment in a diverse world to their own and other people's lives. They describe what inspires and influences themselves and others, especially their commitments, values, and choices. They can recognise in themselves and others some reactions to living alongside others who have a different faith or stance. They can explain why some people do not identify as being religious.

By the end of Year 5

Explore



Pupils use an increasingly wide vocabulary to explain the impact of religious beliefs and a non-religious life stance on individuals and communities. They show a developing insight into why people belong to religions. They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ethical issues. They

Engage



Pupils ask, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives and making clear connections between personal viewpoints and action.

Reflect



Pupils explain what inspires and influences them, expressing their own and others' views on the opportunities and challenges of commitment in a diverse world. They identify the consequences for themselves and for others of holding particular beliefs and values.

By the end of Year 6

Explore



Pupils use an increasingly rich vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers for ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression. They interpret sources and arguments regarding world views/issues.

Engage



Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning purpose and perceived truth.

Reflect



Focussing on values and commitments pupils consider their own response to the opportunities and challenges of living in a diverse world whilst taking into account the views and experiences of others. They are able to talk about examples of religious cooperation and why this is sometimes difficult.



EYFS- SACRE (The Staffordshire Agreed Syllabus for Religious Education- Statutory Requirements)

Prime area: Communication and Language: RE enables pupils to:

- Listen attentively and respond with questions comments and actions to a wide range of stories from different religions and worldviews.
- Hold conversation and make comments about the religious materials, artefacts, songs, stories and celebrations they encounter.
- Participate in discussions offering their own ideas about religion and belief using recently introduced religious vocabulary.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Prime area: Personal, Social & Emotional Development. RE enables pupils to:

- Understand their own feelings and those of others, stimulated by religious materials and ideas.
- Give focused attention to religious materials such as worship, story, festival, song, community living.
- Confidently talk about simple values, right and wrong and good or bad behaviour.
- Co-operate and take turns with others, showing sensitivity to their own and others' needs and feelings.

Specific areas through which the prime areas are strengthened and applied.

Specific area: Literacy. RE enables pupils to:

- Demonstrate understanding of religious stories and narratives using recently introduced vocabulary to retell stories.
- Enjoy and learn from discussion and role play about religious stories, non-fiction, rhymes, poems and songs.
- Use RE examples to write simple phrases or sentences that can be read by others.

Specific area: Mathematics. RE enables pupils to:

- Recognise, create and describe some patterns, sorting and ordering objects simply.

Specific area: Understanding the World. RE enables pupils to:

- Talk about the lives of people around them, understanding characters and events from stories.



- Describe their immediate environment – e.g. on a visit to a place of worship.
- Know some similarities and differences between **different religious and cultural communities** in this country, drawing on their experiences and what has been read in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of wonder, awe and questioning.

Specific area: Expressive Arts and Design. RE enables pupils to:

- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively.
- Sing, perform and learn from well-known songs in RE imaginatively and expressively.
- Develop their imagination and expression using RE content in relation to art, music, dance, imaginative play, and role play and stories to represent their own ideas, thoughts and feelings.
- Respond in a variety of ways to what they see, hear, smell, touch and taste.

Key Stage One (KSI)

Dimension	Curriculum Opportunities Pupils should have the opportunity to:		
Beliefs teachings and sources	Engage with stories and extracts from religious literature and talk about their meanings - 1.1a	Explore stories about the lives and teachings of key religious figures - 1.1b	Find out about ways in which sacred texts are regarded, read and handled by believers - 1.1c
Practices and ways of life	Find out about how and when people worship and ask questions about why this is important to believers - 1.2a	Explore the preparations for and find out about the celebration of festivals 1.2b	Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives - 1.2c
Expressing meaning	Explore as appropriate the special nature of artefacts used in worship - 1.3a	Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies - 1.3b	Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression - 1.3c
Identity diversity and belonging	Reflect and respond to stories about belonging and relating to religious communities and non-religious ways of life - 1.4a	Identify and ask questions about customs associated with particular religious and non-religious ways of life - 1.4b	Find out about ceremonies in which special moments in the life cycle are marked - 1.4c
Meaning purpose and truth	Ask and respond to questions about things that are interesting or puzzling in the world - 1.5a	Listen to and ask questions about stories of individuals and their relationship with God - 1.5b	Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers - 1.5c
Values and commitments	Reflect and respond to stories highlighting the morals and values in practice - 1.6a	Reflect on examples of care and concern shown by believers in religious communities and non-religious ways of life and explore reasons for these actions - 1.6b	Explore stories from religious traditions and find out about attitudes to the natural world - 1.6c

Key Stage Two (KS2)

Dimension	Curriculum Opportunities Pupils should have the opportunity to:			
Beliefs teachings and sources	Explore the origins of sacred writings and consider their importance for believers today - 2.1a	Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - 2.1b	Explore the life of key religious figures and make links with teachings and practices of special significance to followers - 2.1c	Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers - 2.1d
Practices and ways of life	Compare and contrast the practice of religion in the home in different religious communities - 2.2a	Identify the main features and patterns of an act of worship and talk about the importance of worship for believers - 2.2b	Investigate some features of key religious festivals and celebrations and identify similarities and differences - 2.2c	Investigate the life of a person who has been inspired by their faith and make links between belief and action - 2.2d
Expressing meaning	Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers - 2.3a	Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions - 2.3b	Compare and contrast the use of symbols, actions and gestures used in worship by different communities - 2.3c	Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice - 2.3d
Identity diversity and belonging	Explore the diversity of a range of religious traditions and world views and identify and reflect on similarities and differences - 2.4a	Find out about the activities of a local religious community and make links with key religious teachings - 2.4b	Research some key events in the development of a religious tradition and explain the impact on believers today - 2.4c	Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked - 2.4d
Meaning purpose and truth	Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings - 2.5a	Investigate and reflect on a range of religious and world view responses to suffering, hardship and death - 2.5b	Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life - 2.5c	Make links between beliefs and action and reflect on how this might have local, national and international impact - 2.5d
Values and commitments	Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers - 2.6a	Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment - 2.6b	Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives - 2.6c	Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour - 2.6d



Progression of skills in RE- Whole School

<i>Progression of skills</i>	Disciplinary knowledge					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring stories or scriptures	✓	✓	✓	✓	✓	✓
Looking at artefacts	✓	✓	✓	✓		✓
Interviewing others	✓			✓	✓	✓
Using surveys		✓		✓	✓	✓
Debating and discussing	✓	✓	✓	✓	✓	✓
Interpreting art	✓	✓	✓	✓	✓	✓
Listening to music		✓	✓		✓	
Dramatising, role-play or dancing	✓	✓		✓		
Analysing texts				✓	✓	✓
Experiencing	✓		✓			✓
Looking at news reports					✓	✓
Looking at photographs and images	✓	✓	✓	✓	✓	✓
Interpreting historical sources				✓	✓	
Using video or audio footage.		✓	✓		✓	✓
Using maps				✓	✓	✓
Using first-hand accounts	✓	✓	✓	✓	✓	✓



Progression of skills

Substantive knowledge

B3 Curriculum framework attainment target for KS1:
Notice and respond sensitively to some similarities between and within different religions and worldviews.

B3 Curriculum framework attainment target for KS2: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

	Year 1	Year 2	Lower key stage 2	Upper key stage 2
Similarities and differences	<p>Commenting on similarities and differences between religions and worldviews.</p> <p>Commenting on similarities and differences within religions and worldviews.</p> <p>Enjoying seeing diversity in images and videos used.</p>	<p>Exploring similarities and differences between religions and worldviews.</p> <p>Exploring similarities and differences within religions and worldviews.</p> <p>Commenting on examples of diverse people and groups cooperating.</p>	<p>Identifying similarities and differences between religions and worldviews.</p> <p>Identifying similarities and differences within religions and worldviews.</p> <p>Giving thoughtful insights about why some things are the same and others are different.</p> <p>Exploring the ways diverse people and groups can work together for good.</p>	<p>Interpreting expressions of the same concept by people whose worldview differs.</p> <p>Interpreting expressions of the same concept by people with the same worldview</p> <p>Exploring why people from the same religion may disagree.</p> <p>Understanding and evaluating the value of diversity within religions and worldviews.</p>
Making links	<p>Making links between religious and non-religious beliefs and practices.</p>	<p>Making links between religious and non-religious beliefs, practices and symbols.</p> <p>Commenting on links with prior learning when encountering new content.</p>	<p>Explaining links between religious and non-religious practices and their significance.</p> <p>Recognising links with prior learning when encountering new content.</p>	<p>Evaluating links between religious and non-religious traditions, beliefs and practices.</p> <p>Identifying increasingly subtle links with prior learning when encountering new content.</p>
Responding respectfully and empathetically	<p>Talking about their own experiences in relation to their learning.</p> <p>Respectfully sharing opinions about what is important to them and what is important to others.</p> <p>Listening to others' ideas and comparing them to their own.</p> <p>Beginning to use correct vocabulary when talking about their learning.</p>	<p>Responding sensitively to people whose experiences are different to theirs.</p> <p>Commenting respectfully on things that they notice which may be surprising or different.</p> <p>Showing respect when looking at evidence about other people's ideas and beliefs.</p> <p>Using correct vocabulary when talking and beginning to use in written work.</p>	<p>Reflecting on how others might see the world and how they can show respect for viewpoints different to their own.</p> <p>Asking questions about how people show their faith and considering why they might have these questions.</p> <p>Developing the ability to use empathy to identify and understand the feelings of others.</p> <p>Using increasingly complex vocabulary and explaining its meaning to others.</p>	<p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p> <p>Debating challenging issues with reference to learning and respect for content being debated.</p> <p>Using complex vocabulary confidently and in different contexts.</p>



Progression of skills

Personal knowledge

C1 Curriculum framework attainment target for KS1: Explore questions about belonging, meaning and truth so that they can express their **own ideas** and opinions in response using words, music, art or poetry.

C3 Curriculum framework attainment target for KS1: Find out about questions of right and wrong and begin to express **their ideas** and opinions in response.

Year 1

Year 2

Positionality: During Key stage 1, children will develop their understanding of things they have seen, heard or experienced. Children will learn how to respectfully challenge and be challenged on their perceptions, based on thoughts and ideas behind common misconceptions. They will be encouraged to ask questions and be curious, using talk to share how their thoughts and ideas have changed.

Talking about simple ideas and things that puzzle them about belief in god.

Using art to show their ideas about identity and belonging.

Sharing opinions respectfully about what is important to them and what is important to others.

Expressing their own ideas and opinions based on personal experience and the beliefs of family members.

Using various art forms to express their ideas.

Asking their own questions about the world around them.

Discussing their ideas about what is right and wrong.

Asking questions about what puzzles them about religious and non religious stories and texts they have read.

Expressing creatively their own ideas about the questions: Who am I? Where do I belong?

Understanding that others may have different ideas from their own and responding respectfully.

Expressing their own ideas and opinions, including considering worldviews studied.

Explaining how they have expressed their ideas through art.

Asking thoughtful questions relating to their learning.

Explaining why they feel something is right or wrong and comparing their ideas to others.



Progression of skills

Personal knowledge

C1 Curriculum framework attainment target for KS2: Discuss and present thoughtfully their **own and others' views** on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms

C3 Curriculum framework attainment target for KS2: Discuss and apply their **own and others' ideas** about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their **own ideas** clearly in response.

Lower key stage 2	Upper key stage 2
<p>Positionality: Depth of coverage will enable pupils to begin to make sense of different religions, viewpoints and worldviews. Pupils will develop a self-awareness and sensitivity towards their own and others' beliefs and presumptions and how these affect their responses to the concept and contents taught.</p>	<p>Positionality: Children will be encouraged to understand and develop a self-awareness of their own relationship to what they are learning. They will learn how to express their own thoughts in different ways, whilst understanding and reflecting on others' viewpoints, practising tolerance, acceptance and respect.</p>
<p>Discussing their own views about belonging, meaning, purpose and truth.</p> <p>Presenting different views thoughtfully and creatively, using evidence from learning.</p> <p>Asking open questions and suggesting responses.</p> <p>Discussing their own and others' ideas about deciding what is right and wrong.</p> <p>Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning.</p> <p>Thinking about their own ideas about god in light of their learning, experiences and discussions.</p>	<p>Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.</p> <p>Using creativity to present their own and others' ideas, explaining their choices.</p> <p>Asking and exploring questions from different perspectives, including their own.</p> <p>Discussing ideas about how their own or another person's worldview influences their responses to ethical issues.</p> <p>Expressing ideas about fairness, honesty, love, forgiveness, truth and peace.</p> <p>Engaging in times of thoughtfulness and reflection and making links between own and others' experiences.</p> <p>Expressing their own thoughts about the existence and nature of god.</p>



RE Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec						
Year 1	Creation <ul style="list-style-type: none"> • <i>What is creation?</i> • <i>What might some Christian and Jewish people think about creation?</i> • <i>What do some Hindu people believe about creation?</i> • <i>What do creation stories suggest to people about God?</i> • <i>Where did the world come from?</i> 	Beliefs about God <ul style="list-style-type: none"> • <i>How might ideas about God be represented?</i> • <i>What do some Muslim people believe about God?</i> • <i>What do some Hindu people believe God looks like?</i> • <i>What do some Christian people believe God looks like?</i> • <i>Do people all share the same beliefs about what God looks like?</i> • <i>Why do people have different names about God?</i> 	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
Year 2	Giving thanks <ul style="list-style-type: none"> • <i>How and why do people show thanks?</i> • <i>Why is harvest an important time for giving thanks?</i> • <i>How and why do some people thank God?</i> 	Candles <ul style="list-style-type: none"> • <i>What are candles?</i> • <i>Who were Rama and Sita?</i> • <i>How are candles used during Diwali?</i> • <i>How are candles used during Advent?</i> 	How do we know some people were chosen in early life?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?



	<ul style="list-style-type: none"> • <i>How can puja express thanks?</i> • <i>How do some Christians use music to express gratitude?</i> 	<ul style="list-style-type: none"> • <i>What do candles symbolise at Hanukkah?</i> • <i>Why do some people use candles?</i> 				
Year 3	What makes us human? <ul style="list-style-type: none"> • <i>What is a soul and do we all have one?</i> • <i>What do different people think makes us human?</i> • <i>How can art express ideas about the soul?</i> • <i>Why do some Buddhist people meditate?</i> • <i>Does anyone know what makes us human?</i> 	Where do our morals come from? <ul style="list-style-type: none"> • <i>How do we know what is right and wrong?</i> • <i>What do some Christian and Jewish people believe about what is right and wrong?</i> • <i>How do people remember the rules?</i> • <i>Is all religious guidance the same?</i> • <i>How do some Buddhists make moral decisions?</i> • <i>What is your moral code?</i> 	Are scriptures central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
Year 4	Are all religions equal? <ul style="list-style-type: none"> • <i>How are religious world views connected?</i> • <i>Is there more than one way to understand God?</i> • <i>Why is religious harmony important?</i> 	What makes some texts sacred? <ul style="list-style-type: none"> • <i>How do people communicate beliefs without words?</i> • <i>What can we find out about scripture?</i> • <i>What does it mean if scripture was revealed or remembered?</i> 	Just how important are our beliefs?	Who was Jesus?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?



	<ul style="list-style-type: none"> • <i>How can people with different world views live in harmony?</i> • <i>How and why should we celebrate religious equality?</i> 	<ul style="list-style-type: none"> • <i>Why do some world views have more than one book of scripture?</i> • <i>How do some people demonstrate the value of scripture?</i> • <i>How do sacred texts play a part in some people's lives?</i> 				
Year 5	Why do people have to stand up for what they believe in? <ul style="list-style-type: none"> • <i>Does everyone have the same beliefs about God?</i> • <i>What does freedom look like?</i> • <i>How can light represent standing up for what you believe in?</i> • <i>Should we celebrate Bonfire night?</i> • <i>How can we stand up for what we believe in?</i> 	Why doesn't Christianity always look the same? <ul style="list-style-type: none"> • <i>Why did some people believe Jesus was the Messiah?</i> • <i>How did Christianity develop?</i> • <i>What is Roman Catholicism?</i> • <i>How have historical changes impacted Christianity?</i> • <i>How can being part of a Christian community give a sense of belonging?</i> • <i>Does everyone have the same picture of Jesus?</i> 	What happens when we die? (Part 1)	What happens when we die? (Part 2)	Who should get to be in charge?	Why are some places in the world significant to believers?
Year 6	Why does religion look different around the world? Part 1	Why does religion look different around the world? Part 2	Why is it better to be there in person?	Why is there suffering? (Part 1)	Why is there suffering? (Part 2)	What place does religion have in our world today?



	<ul style="list-style-type: none">• <i>How do some religions believe in the same God?</i>• <i>How might a Jewish person observe Shabbat?</i>• <i>Why is Friday night dinner different?</i>• <i>What can a head covering tell us about identity?</i>• <i>Why might someone want to cover their hair?</i>	<ul style="list-style-type: none">• <i>How can God be linked to a place when he is everywhere?</i>• <i>What can make a place significant?</i>• <i>How can a world view evolve?</i>• <i>How can Diwali be celebrated?</i>• <i>Why are there different Buddhist teachings?</i>• <i>Do all Buddhists practise in the same way?</i>• <i>Why does religion look different around the world?</i>				
--	---	--	--	--	--	--

