Our **intent** for our Religious Education (RE) approach is for pupils to:

* The Principle Aim- as stated in 2019-2024 NYCC Agreed Syllabus for Religious Education

“The Principle aim of RE Is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop a response of their own.”

* Introduce and explore their own and other peoples’ beliefs, values and traditions in meaningful and engaging ways (SMSC- spiritual. British Values- Individual Liberty);
* Develop a deep understanding of the theology underpinning religious beliefs and the ways in which these beliefs are lived out in society, locally and worldwide;
* Be reflective and examine **different codes for living and consider the value of the rule of law, seeing varying worldviews and values where all people are equal before the law (British Values- Democracy, Rule of Law, SMSC- Moral);**
* **Develop critical, evaluative thinking skills and consider higher order questioning about identity, purpose and belonging;**
* **Work cooperatively and develop confidence by sharing diverse ranges of experiences (SMSC- social);**
* **Grow individually and together with sensitivity and respect towards people of all faiths and none (British Values- Tolerance),**
* **Be increasingly respectful, open minded,** accepting and wondrous about world-wide beliefs **and to celebrate diversity of different cultures, faiths and beliefs (British Values tolerance, respect).**

We **implement** our Religious Education (RE) curriculum through:

* The North Yorkshire RE Agreed Syllabus; this syllabus is intended to run until 2024;
* The children's learning being real and meaningful by inviting visitors from the local community (FiSS) from various beliefs and trips to experience different religions and places of worship (SMSC-Social. British Values- Mutual Respect, Tolerance);
* Our enquiry-based learning, RE lessons provide opportunities to answer 'Ultimate Questions' about meaning, purpose and truth. Through nurture and respectful relationships, children feel empowered to debate, discuss and answer these (SMSC, Spiritual, Moral, Cultural);
* **A democratic classroom is established, whereby where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil (British Values);**
* **In Early Years RE can be in accessed through provision areas;**
* **Use a range of teaching methods, at a class level and on larger scales such as year group and key stage events to inspire, engage children in RE while making learning enjoyable and memorable (SMSC-Spiritual) ;**
* Big books that are high quality and show a range of evidence. Teachers have the highest expectations; the school’s marking scheme is implemented and children are proud of their work!

The**impact**of our Religious Education (RE) approach is children

* Children can explain their understanding of different religions and cultures;
* Children will be knowledgeable and respectful of others religions and beliefs on a local, national and global context.
* Pupils are strong in their convictions and opinions and become well rounded citizens;
* Significant opportunities for development of SMSC and British Values;
* Children will be curious and raise increasingly challenging questions about religion, values and beliefs;
* Express their own views in relation to what they engage with (resources, experiences) during RE lessons selecting examples and evidence to support their views.

**Here's what our children say:**

**Autumn 2020:**

EYFS:

Didn’t know term religious education; however, when asked about finding out about special occasions and festivals (parties): “I liked the Halloween. It is fun to look at the pictures of parties.”

Year 1

1B RE is important because “Because some (different) people might be important to them” and “The gods take care of people”

Year 3:

3C: “Learning RE is important because there are many kinds of religion and people need to respect each other's religion.”

Year 4:

4L: “RE is important because it doesn’t fit in any other subjects and we need to know about other people and what they believe.

When asked, have you learnt anything new about your beliefs or opinions? 4L: “I changed what I thought about God. I thought he was real but then I didn’t.”

Another child commented: “No because I don’t believe in God.”

Year 5:

5GI: “We enjoy RE because we learn about different religions and what others believe.”

5GI: RE lessons are fun because: “We get to do posters to explain what you have learnt/ Make things to show what we have learnt/ Everything is bright and colourful.”

Year 6:

6M: “We do lots of different things in RE, we draw, write, debate, share ideas and have class discussions.”

6F: “There are lots of things which help me in RE lessons, like: the whiteboard; the teacher helps; information and facts; class discussions and other children’s questions.”

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| EYFS***Unit of work*** | **Autumn Term***Introduction to RE* *F4 Which stories are special and why?* | **Spring Term***F4 Which stories are special and why?* | **Summer Term***F6 What is special about our world and why?* |
| **EYFS** | **Religions:**JudaismChristianityHinduism Islam**Knowledge and Skills to be developed:**Expressing  | **Religions:**Christianity Islam **KNowledge and Skills to be developed:**Believing | **Religions:**Christianity JudaismIslam **Knowledge and Skills to be developed:**Living |
| Key Vocabulary & Definitions | **Celebration**Doing something enjoyable to mark a special time.**Jew**Someone who follows the Jewish faith**Sukkot**A Jewish celebration in the Autumn when Jews remember the sheltering Israelites and give thanks for food. **Hindu**Someone who follows the teaching and beliefs of Hinduism**Diwali**Hindu festival of lights**Christian**Someone who believes in God and lives their life in accordance to the teachings of God/Jesus **Christmas**When Christians celebrate the birth of Jesus | **Christian**Someone who believes in God and lives their life in accordance to the teachings of God/Jesus**Bible**Holy book for Christians**Holy**Something linked to God and precious for religious people (more than special)**Promise**A commitment made by someone to do/or not do something.**Message**(religious) communication from a preacher, believed to be inspired by God. (non-religious) information passed between people verbally or in writing**Muslim**Someone who follows the Islamic faith**Qu’ran** Holy book for Muslims | **Nature**Plants, animals, landscapes, things that happen without human interaction. **Creation**Something that is made.**Torah**Religious text for Jews (the old testament of the Bible)**Allah**God believed in by Muslims.  |

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| KS1***Unit of work*** | **Autumn Term***1.2 Who is a* ***Muslim*** *and what do they believe?**1.1 Who is a Christian and what do they believe?*  | **Spring Term***1.8 How should we care for others and the world, and why does it matter?*  | **Summer Term***1.5 What makes some places sacred?*  |
| **Y1****The threefold aim of RE:**A) Know about & UnderstandB) Express & CommunicateC) Gain & Deploy Skills Please refer to the progression overview scanned in at the end of this document for breakdown of 3 sublevels of the aims\*\* | **Religions Studied:**Islam Christianity**Knowledge and Skills to be developed:****Believing strand** A) Know about & UnderstandA1, A2, A3B) Express & CommunicateB1C) Gain & Deploy Skills C1, C3 | **Religions Studied:**Christianity Islam **Knowledge and Skills to be developed:****Living Strand** A) Know about & UnderstandA2B) Express & CommunicateB1C) Gain & Deploy Skills C1, C2, C3 | **Religions Studied:**Christianity Islam **Knowledge and Skills to be developed:****Expressing Strand** A) Know about & UnderstandA1, A2, A3B) Express & CommunicateB1, B2, B3C) Gain & Deploy Skills C1 |
| Key Vocabulary & Definitions | **Islam**Religion followed by Muslims. Belief in 1 God. **Muslim**Someone who follows the Islamic faith**God**A being worshipped as a leader/creator/teacher and ruler of the universe**Allah**God followed and believed in by Muslims**Prophet**A person regarded as an inspiring teacher of the will of God. **Pray**To thank, ask, or speak to God or some other spiritual being.**Mosque**A Muslim place of worship.**Iman**Someone who leads worship in a mosque. **Qur’an**The holy book for Muslims, believed to be the word of Allah**Christianity**Religion followed by Christians who believe in 1 God.**Christian**Someone who follows the Christian faith.**God**A being worshipped as a leader/creator/teacher and ruler of the universe**Church**A Christian place of worship. **Prayer**To thank, ask, or speak to God or some other spiritual being.**Bible**The holy book for Christians. | **Neighbour**Someone who lives near you. **Zakat**One of the 5 pillars of Islam, meaning charity**Golden Rule**Treat others as you would like to be treated yourself. **Genesis**The first book in the Bible | **Sacred**Connected/in with God**Islam**Religion followed by Muslims. Belief in 1 God. **Muslim**Someone who follows the Islamic faith**Christianity**Religion followed by Christians who believe in 1 God.**Christian**Someone who follows the Christian faith.**Mosque**A Muslim place of worship.**Church**A Christian place of worship**Community**Group of people who live in the same areas. Teachers/classes may want to make their own glossary of terms for this unit as they learn about features of a mosque and church. |

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| KS1***Unit of work*** | **Autumn Term***1.3 Who is a* ***Jew*** *and what do they believe?* | **Spring Term***1.6 How and why do we celebrate special and sacred times?*  | **Summer Term***1.7 What does it mean to belong to a faith community?* |
| **Y2****The threefold aim of RE:**A) Know about & UnderstandB) Express & CommunicateC) Gain & Deploy Skills Please refer to the progression overview scanned in at the end of this document for breakdown of 3 sublevels of the aims\*\* | **Religions Studied:**Judaism**Knowledge and Skills to be developed:****Believing strand** A) Know about & UnderstandA1, A2, A3B) Express & CommunicateB1C) Gain & Deploy Skills C1 | **Religions Studied:**JudaismChristianityIslam **Knowledge and Skills to be developed:****Expressing strand** A) Know about & UnderstandA1, A2, A3B) Express & CommunicateB1, B3C) Gain & Deploy Skills C1 | **Religions Studied:**JudaismChristianityIslam **Knowledge and Skills to be developed:****Living strand** A) Know about & UnderstandA1, A3B) Express & CommunicateB1, B2, B3C) Gain & Deploy Skills C2 |
| Key Vocabulary & Definitions | **Judaism**Religion followed by Jews who believe in 1 God.**Jew**Someone who follows Judaism**Synagogue** A Jewish place of worship. **Torah**The holy book for Jews.**Mezuzah**A small scroll with verses from the Torah**Challah Bread**A rich, soft bread that is served on the Shabbat and Jewish holidays.**Shabbat**Jewish holy day, from nightfall on Friday to nightfall on Saturday.**Seader Plate**A plate divided into 6 sections. Each section is for food to represent an aspect of Passover**Matzah**A crisp biscuit of unleavened bread traditionally eaten during Passover.**Star of David**Symbol of Islam.**Shema**A Jewish prayer kept in a Mezuzah | **Eid-ul-Fitr**A Muslim festival marking the end of Ramadan.**Ramadan**9th Month of the Muslim (lunar year) when Muslims fast during daylight hours. Sawm (fasting) is one of the 5 pillars of Islam**Passover**Jewish Festival celebrates the freedom of the Israelites from Egyptian slavery.**Matzot**Unleavened bread**Sedar Plate**A plate divided into 6 sections. Each section is for food to represent an aspect of Passover**Easter**Christian celebration remembering the death and resurrection of Jesus. **Holy Week**The week before Easter, starting on Palm Sunday. **Good Friday**The Friday before Easter Sunday, on which the Crucifixion of Christ is commemorated**Easter Monday**When Christians celebrate the resurrection of Jesus. | **Community**Group of people who live in the same areas**Haji**One of the pillars of Islam. A pilgrimage to Mecca that all Muslims should take in their life. **Ka’aba**The centre of the Great Mosque in Mecca. It is what Muslims face whenever they pray. Visiting it forms part of the Haji.**Shabat**Holy day for Jewish people, from nightfall Friday to night fall Saturday. (see unit 1.3 for more Judaism vocabulary)**Baptism**Christian religious rite where an individual is welcomed into the Christian faith. Can happen as a baby or an adult **Christening** A Christian naming ceremony. Usually performed at the same time as a Baptism. **Zakat**One of the 5 pillars of Islam, meaning charity**Wedding**A formal union between two individuals, usually for life. **Chuppah**A canopy where Jewish marriage ceremonies are performed under. |

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| Lower KS2  | **Autumn Term***L2.7 What does it mean to be a Christian in Britain today?* | **Spring Term***L2.1 What do different people believe about God?* | **Summer Term***L2.4 Why do people pray?* |
| **Y3****The threefold aim of RE:**A) Know about & UnderstandB) Express & CommunicateC) Gain & Deploy Skills Please refer to the progression overview scanned in at the end of this document for breakdown of 3 sublevels of the aims\*\* | **Religions Studied:**Christianity**Knowledge and Skills to be developed:****Living strand** A) Know about & UnderstandA1, A2, A3B) Express & CommunicateB1, B2C) Gain & Deploy Skills C1, C2 | **Religions Studied:**ChristianityHinduismIslam**Knowledge and Skills to be developed:****Believing strand** A) Know about & UnderstandA1B) Express & CommunicateB1, B2, B3C) Gain & Deploy Skills C1 | **Religions Studied:**ChristianityHinduismIslam**Knowledge and Skills to be developed:****Expressing strand** A) Know about & UnderstandA1, A2, A3B) Express & CommunicateB1, B3C) Gain & Deploy Skills  |
| Key Vocabulary & Definitions | **Faith**Trust or confidence.**Worship**Love and devotion shown to a being or an object considered sacred.**Holy Communion** Bread and wine are honoured and distributed as the body and blood of Jesus Christ.**Hymn**A song or poem written in praise of God or a country.**Challenge**An interesting or difficult problem or task. **Denominations**A religious group.**Pray**To thank, ask, or speak to God or some other spiritual being.**Bible**The main sacred writings of Judaism and Christianity.**Spirituality** Made up of spirit, rather than the physical body or world. Having to do with a church or religion.**Celebration**Anything that is planned or done in order to honour something.**Community**A group of people who live close together or have shared interests.**Injustice**An act that is, not legal or not moral; it’s wrong. | **Sacred**Shown great respect.**Symbol**An object or picture that represents something else.**Qur’an/Koran**The Islamic sacred book.**Leader**One that leads or guides.**Prophet**A person who predicts the future.**Ultimate Reality** The state of being completely real.**Influence**A thing or person that has the power to affect another.**Allah**The name of the supreme deity in the Muslim religion.**Murtis**Small carved statues of Hindu gods and goddesses, used for home-based worship.**Atheists**A person who believes that there is no god or gods. | **Beliefs**Trust in a person, thing, or idea; confidence.**Comfort** To give relief from a painful or difficult situation.**Evaluate**To study carefully and judge.**Significance**Great value; importance.**Lord’s Prayer**a prayer that begins with the words "Our Father, who art in heaven," taught by Jesus Christ to his disciples.**First Surah**The first chapter (surah) of the Quran.**Gayatri Mantra**The Gayatri Mantra not only calms the mind but fills our life with joy and happiness. **Mandir**A Hindu temple.**Reflection**Serious thought or consideration. |

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| Lower KS2  | **Autumn Term***L2.8 What does it mean to be a Hindu in Britain today?* | **Spring Term***L2.3 Why is Jesus inspiring to some people?* | **Summer Term***L2.6 Why do some people think that life is a journey and what significant experiences mark this?* |
| **Y4**  **The threefold aim of RE:**A) Know about & UnderstandB) Express & CommunicateC) Gain & Deploy Skills Please refer to the progression overview scanned in at the end of this document for breakdown of 3 sublevels of the aims\*\* | **Religions Studied:**Hinduism**Knowledge and Skills to be developed:****Living strand** A) Know about & UnderstandA1, A2, A3B) Express & CommunicateB1, B2, B3C) Gain & Deploy Skills C1, C2 | **Religions Studied:**Christianity**Knowledge and Skills to be developed:****Believing strand** A) Know about & UnderstandA1, A2B) Express & CommunicateB1C) Gain & Deploy Skills C2, C3 | **Religions Studied:**ChristianityHinduismJudaism**Knowledge and Skills to be developed:****Expressing strand** A) Know about & UnderstandA1, A2, A3B) Express & CommunicateB1, B2, B3C) Gain & Deploy Skills C1, C2 |
| Key Vocabulary & Definitions | **Mandir**A Hindu temple.**Puja**The act of worship in Hinduism and Buddhism.**Duties**A task or action that one is required to perform as part of responsibility.**Aarti**Hindus religious ritual of worship, a part of puja, in which light (usually from a flame) is offered to one or more deities.**Bhajans**A devotional song in Hinduism.**Gandhi**A spiritual leader.**Tradition**The handing down of a culture's beliefs and customs from parents to children over many years.**Dharma**This is the spiritual law for human beings. It is the way of goodness, truth and duty.  | **Gospel**The teachings of Jesus Christ.**Incarnation**A person who stands for some abstract idea, or a person who embodies a God or deity in the flesh.**Salvation**The saving of a person from sin or evil.**Inspiration**To move (someone) to act, create, or feel emotions.**Unforgiving**Not willing to forgive other people.**Palm Sunday** The Sunday before Easter, on which Christ's entry into Jerusalem is celebrated.**Maundy Thursday**The Thursday before Easter, observed in the Christian Church as a commemoration of the Last Supper.**Good Friday**The Friday before Easter Sunday, on which the Crucifixion of Christ is commemorated.**Sin**An action that is or is felt to be bad.**Resurrection**(In Christian belief) the rising of Christ from the dead. | **Belonging**To be the property of a person or group of persons.**Initiation**The ceremony with which a person is admitted into a club or group. **Jewish Bar/Bat Mitzvah**The initiation ceremony of a Jewish boy/girl who has reached the age of 13.**Ceremony**A formal occasion, especially one celebrating a particular event, achievement, or anniversary.**Promise**assure someone that one will definitely do something or that something will happen.**Journey**an act of travelling from one place to another.**Karma**good or bad luck, viewed as resulting from one's actions.**Moksha**(in Hinduism) release from the cycle of rebirth.**Commitment**Being dedicated to a cause, activity. |

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| Upper KS2  | **Autumn Term***U2.1 Why do some people thinks God exists?* | **Spring Term***U2.4 If God is everywhere why go to a place of worship?*  | **Summer Term***U2.6 What does it mean to be a Muslim in Britain today?*  |
| **Y5****The threefold aim of RE:**A) Know about & UnderstandB) Express & CommunicateC) Gain & Deploy Skills Please refer to the progression overview scanned in at the end of this document for breakdown of 3 sublevels of the aims\*\* | **Religions Studied:**Christianity Humanist**Knowledge and Skills to be developed:****Believing strand** A) Know about & UnderstandA2, A3B) Express & CommunicateB1, B2, B3C) Gain & Deploy Skills C1 | **Religions Studied:**Christianity HumanistJudaism**Knowledge and Skills to be developed:****Expressing strand** A) Know about & UnderstandA1, A3B) Express & CommunicateB1, B2, B3C) Gain & Deploy Skills C1, C2 | **Religions Studied:**Islam**Knowledge and Skills to be developed:****Living strand** A) Know about & UnderstandA1, A2B) Express & CommunicateB1C) Gain & Deploy Skills C1 |
| Key Vocabulary & Definitions | **Theism**Belief in the existence of a god or gods.**Atheism**Lack of belief in the existence of God or gods.**Agnosticism**A person who believes that nothing is known or can be known of the existence or nature of God.**Fact**A thing that is known or proved to be true.**Belief**trust, faith, or confidence in (someone or something).**Opinion**A view or judgement formed about something.**Existence**The fact or the condition of being or of being real.**Sacred**Shown great respect. | **Church**A building used for public Christian worship.**Synagogue**A building in which Jews meet for religious worship or instruction.**Mandir**a Hindu temple.**Anglican**Relating to or denoting the Church of England.**Pilgrimage**When people travel to a place of worship that is usually far away. **Valuable**Having worth, usefulness, or importance.**Communities**A group of people living or working together in the same area. | **Five Pillars of Islam**Five obligations that every Muslim must satisfy in order to live a good and responsible life according to Islam.**Shahadah**Sincerely reciting the Muslim profession of faith.**Salat**Performing ritual prayers in the proper way five times each day.**Zakat**Paying a charity, tax to benefit the poor and the needy.**Sawm**Fasting during the month of Ramadan.**Hajj**Pilgrimage to Mecca.**Qur’an/Koran**The Islamic sacred book.**Mosque**a Muslim place of worship.**Prophet**A person who predicts the future.**Guidance**Advice or information aimed at resolving a problem or difficulty, especially as given by someone in authority.**Hadith**A collection of traditions containing sayings of the prophet Muhammad.**Charity**An organisation set up to provide help and raise money for those in need. |

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| Lower KS2  | **Autumn Term***U2.3 What do religions say to us when life gets hard?* | **Spring Term***U2.7 What matters most to Christians and Humanists?* | **Summer Term***U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?*  |
| **Y6****The threefold aim of RE:**A) Know about & UnderstandB) Express & CommunicateC) Gain & Deploy Skills Please refer to the progression overview scanned in at the end of this document for breakdown of 3 sublevels of the aims\*\* | **Religions Studied:**Christianity HumanistHinduism**Knowledge and Skills to be developed:****Believing strand** A) Know about & UnderstandA1, A3B) Express & CommunicateB1, B2, B3C) Gain & Deploy Skills  | **Religions Studied:**Christianity Humanist**Knowledge and Skills to be developed:****Living strand** A) Know about & UnderstandA2B) Express & CommunicateB2, B3C) Gain & Deploy Skills C2, C3 | **Religions Studied:**Christianity HumanistIslam**Knowledge and Skills to be developed:****Expressing strand** A) Know about & UnderstandA1, A3B) Express & CommunicateB2, B3C) Gain & Deploy Skills C1, C2, C3 |
| Key Vocabulary & Definitions | **Soul**The spiritual or immaterial part of a human being or animal, regarded as immortal.**Heaven**A place regarded in various religions as the abode of God (or the gods) and the angels.**Karma**Good or bad luck, viewed as resulting from one's actions.**Reincarnation**The rebirth of a soul in another body.**Funeral**A ceremony or service held shortly after a person's death, usually including the person's burial or cremation.**Judgement**The ability to make considered decisions or come to sensible conclusions.**Humanist**A follower of the principles of humanism not any other religion.**Moksha**(in Hinduism) release from the cycle of rebirth.**Brahman**A member of the highest Hindu caste, originally that of the priesthood. | **Values**Standards of behaviour. **‘Fallen’**Having sinned.**Moral Code**A written, formal, and consistent set of rules.**Fairness**Just treatment or behaviour without favouritism or discrimination.**Honesty**The quality of being honest.**Freedom**The power or right to act, speak, or think as one wants.**Truth**A fact or belief that is accepted as true.**Peace**Freedom from disturbance; tranquillity. | **Charities**Organisations set up to provide help and raise money for those in need.**Generosity**The quality of being kind and generous.**Sacred**Shown great respect.**Mosques**Muslim place of worship.**Creativity**The use of imagination or original ideas to create something; inventiveness.**Community**A group of people who live close together or have shared interests.**Criticise**Form and express a judgement of something.**Impact**A marked effect or influence.**Architecture**Designing and constructing buildings.**Calligraphy**Decorative handwriting. **Worship**Love and devotion shown to a being or an object considered sacred.**Glory**magnificence or great beauty.**Aid**Help or support.  |

\*\*D2 A Progression overview for 5-14s: Outcomes

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| Aims in RE: A progression grid | At the end of KS1 most pupils will be able to: | At the end of KS2 most pupils will be able to: |
| **Know about & understand**A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities; | Recall and name different beliefs and practices, including festivals, worship, rituals and the ways of life, in order to find out about the meanings behind them; | Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas; |
| **Know about & understand**A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views; | Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come; | Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdoms and beliefs and teachings that arise from them in different communities; |
| **Know about & understand**A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning; | Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities; | Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning; |
| Express and CommunicateB1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; | Ask and respond to questions about what communities do and why, so that they can identify what difference belonging to a community might make; | Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities; |
| Express and CommunicateB2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value; | Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves; | Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in diverse communities being studied and in their own lives; |
| Express and CommunicateB3. Appreciate and appraise varied dimensions of religion; | Notice and respond sensitively to some similarities between different religions and world views; | Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views; |
| **Gain & deploy skills:**C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;  | 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; | Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry; |
| **Gain & deploy skills:**C2.Enquire into what enables different communities to live together respectfully for the wellbeing of all;  | Find out about and respond with ideas to examples of co-operation between people who are different; | Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect; |
| **Gain & deploy skills:**C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people’s lives; | Find out about questions of right and wrong and begin to express their ideas and opinions in response. | 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. |