

MNSP Religions and Worldviews Progression 2026-2027

Purpose: Religion and worldviews contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RW they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and lived examples. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the rights of others to differ.

UC - Understanding Christianity units (on the Portal)

SAS - Somerset Agreed Syllabus (on the Portal and [here](#))

Oak - Oak Academy Units ([here](#))

Opportunities	EYFS	KS1		KS2			
	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Breadth of Study	Early Learning Goals	Christianity, Judaism, Thematic		Christianity, Judaism, Islam, Hindu Dharma, Sikhi, Paganism and Humanism			
	Understand- ing The World	Christianity God: What Do Christians Believe God Is Like? (UC)	Thematic Festivals: How do they celebrate the natural world? (Oak)	Christianity Creation: What Do Christians Learn From The Creation Story? (UC)	Christianity Gospel: What Kind of World Did Jesus Want? (UC)	Christianity Jesus: How did he speak truth and power? (Oak)	Hindu Dharma Hindus: How do Hindus see Brahman? (Oak)
	Past and Present	Christianity Jesus: Why is he so important to Christians? (Oak)	Christianity Gospel: What Is The Good News That Jesus Brings? (UC)	Thematic Festivals: How do ancient stories influence modern celebrations? (Oak)	Christianity/ Paganism St Decuman: How did St Decuman change local belief and culture? (SAS)	Judaism Jewish People: How does remembering maintain Jewish identity? (Oak)	Thematic Pilgrimage: Why are people still drawn to ancient places? (Oak)
	People, Culture and Communities						
	The Natural World	Thematic New Life: How is a new child welcomed? (Oak)					

		<p>Thematic Communities: What does it mean to belong? (Oak)</p> <p>Christianity/Judaism Local: How and why are sacred texts important to Christians and Jewish people? (SAS)</p> <p>Thematic Places of worship: What makes them sacred? (Oak)</p>	<p>Thematic Choices: Do we need rules to live by? (Oak)</p> <p>Thematic Prayer: Is it possible to speak to God? (Oak)</p> <p>Thematic How and why are water and nature special in Glastonbury? (SAS)</p> <p>Thematic Rites of Passage: How do communities mark growing up? (Y3 - Oak)</p>	<p>Judaism Pesach: How do Jewish People remember God's covenant? (Oak)</p> <p>Christianity Holy Week: What do the stories say and what is their meaning? (Oak)</p> <p>Hindu Dharma Hindus: What do Hindu stories teach about life and the world? (Oak)</p> <p>Hindu Dharma Local: How does living in Somerset affect how different Hindus live out their faith? (SAS)</p>	<p>Thematic Pilgrimage: Why might some people visit Jerusalem, Karbala or Makkah? (Oak)</p> <p>Thematic Spirituality: How is art used in religions and beliefs? (Oak)</p> <p>Islam Muslims: How does prayer and fasting help Muslims find harmony? (Y3 - Oak)</p> <p>Islam Local: How do different Muslims in Somerset show submission? (SAS)</p>	<p>Christianity Forgiveness: Is reconciliation possible? (Oak)</p> <p>Christianity Salvation: How Do Different Christians Explain the Importance of Jesus Dearth? (UC)</p> <p>Sikhi Sikhs: How does Guru Nanak inspire Sikhs today? (Y4 - Oak)</p> <p>Thematic/Worldviews Data: How does data help us understand religion and worldviews in Somerset? (SAS)</p>	<p>Christianity Creation: Creation and Science - Conflicting or Complementary? (UC)</p> <p>Humanism Humanists: How can you lead a happy and meaningful life? (Y5 - Oak)</p> <p>Thematic Ethics: What values might people live by? (Oak)</p> <p>Christianity Local: What part did Wells Cathedral play in the transatlantic slave trade? (SAS) (TBA)</p>
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Knowledge and Understanding	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding The World</p> <p>Early Learning Goal - Past and Present Children at the expected level of development will</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>Development Matters 2023 related to Past and Present Talk about members of their immediate</p>	<p>Understanding The World</p> <p>Early Learning Goal - Past and Present Children at the expected level of development will</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>Development Matters 2023 related to Past and Present Talk about members of their immediate</p>	<p>God</p> <ul style="list-style-type: none"> • Know that Christians believe in God. • Understand that Christians find out about God in the Bible. • Know the story of The Lost Son. • Understand that Christians learn about what God is like from stories found in the Bible. • Know what a parable is. • Know that Christians believe God is loving, kind, fair and forgiving. • Understand that the parable of The Lost Son shows that God is loving, kind, fair and forgiving. • Know the ways that many Christians want to show that they love God. • Understand that the parable of The Lost Son shows that God is loving, kind, fair and forgiving. • Understand that 	<p>Festivals</p> <ul style="list-style-type: none"> • Understand that harvest is the gathering in of crops at the end of the growing season. • Know that the harvest festival celebrates this season through thanksgiving events in church. Know that special songs and prayers may be used. • Understand that many churches use harvest festival to collect and distribute food and money to those in need locally and overseas. • Understand that Christians may also focus on caring for the earth. • Know that harvest is celebrated by Christians across the world. • Understand that there are different harvests across the world which Christians celebrate. • Know that there are a variety of 	<p>Creation</p> <ul style="list-style-type: none"> • Know that Christians believe in God as the creator. • Understand that Christians believe that God the creator cares for creation, including human beings. • Understand that most Christians try to follow God and the Bible. • Understand that most Christians try to look after people and the world because they follow God and the Bible. • Recognise that other people who are not Christians also choose to look after people and our world. • Consider why Christians might sometimes not choose to follow God's guidance and directions and not look after the world. <p>Festivals</p> <ul style="list-style-type: none"> • Know that the story of Rama and Sita is found in the Ramayana which is 	<p>Gospel</p> <ul style="list-style-type: none"> • Know that Christians try to follow Jesus. • Know that Christians want to be like Jesus. • Know that Christians believe Jesus challenges everyone about how to live. • Understand that Jesus sets an example of how to love God and love our neighbor, by putting others first. • Know that Jesus shows love and forgiveness to unlikely people. Understand that Christians want to know Jesus better and better. • Understand and consider how Christians might try to put his teaching and his example into practice in different ways. <p>Local (St Decuman)</p> <ul style="list-style-type: none"> • Know about the society in the early settler period of Celtic Somerset. 	<p>Jesus</p> <ul style="list-style-type: none"> • Know that Jesus was Jewish. • Know that Jesus often taught in parables which would have challenged the society of the time. • Understand that at that time, Samaritans lived apart from other Jewish people, who regarded them as not pure. • Understand that the Parable of the Good Samaritan would have deeply challenged the audience who heard it. • Understand that many Christians interpret the Good Samaritan to mean that they should speak up for those on the margins of society. • Know that some Christians are inspired by the parable to campaign against unjust laws and challenge power. • Understand that Oscar Romero was a Catholic Bishop in El Salvador who stood up against unjust 	<p>Hindus</p> <ul style="list-style-type: none"> • Understand that in Hindu Dharma there is a concept of one ultimate reality present in everything, called Brahman. • Understand that the story of Svetaketu helps Hindus to understand Brahman. • Know that Hindus use the Aum symbol to describe Brahman. • Know that many Hindus understand Brahman as God. • Know that most Hindus believe that Brahman can take many forms, often represented through deities. • Understand that the Trimurti is an important way many Hindus describe the divine. • Understand that the Trimurti describes God in different roles - Brahma as creator, Vishnu as preserve and Shiva as transformer or destroyer.

<p>family and community.</p> <ul style="list-style-type: none"> • During dedicated talk time, listen to what children say about their family. • Share information about your own family, giving children time to ask questions or make comments. • Encourage children to share pictures of their family and listen to what they say about the pictures. • Using examples from real life and from books, show children how there are many different families. <p>Name and describe people who are familiar to them.</p> <ul style="list-style-type: none"> • Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. 	<p>many Christians put their beliefs into practice in worship and prayer.</p> <ul style="list-style-type: none"> • Understand what we can learn from the parable of The Lost Son. • Recognise and identify what I have learned from the parable of The Lost Son. <p>Jesus</p> <ul style="list-style-type: none"> • Understand that the Christmas story is known as the Nativity and is a good news story. • Know that the angel Ganriel appeared to tell Mary she would give birth to a baby called Jesus. He would be God's son. • Know that Jesus was born in Bethlehem. Shepherds attended his birth and wise men from the east visited him some time later. • Know that the story of Christmas helps many Christians understand who 	<p>customs in different countries.</p> <ul style="list-style-type: none"> • Know that the Jewish festival of Sukkot recalls the time when God looked after the people as they wandered in the desert. • Know that some Jewish people build a temporary shelter (sukkah) built of natural components and meals may be eastern there. • Understand that the sukkah reminds Jewish people of their dependence on God. • Understand that Sukkot is a joyous festival that involves celebration and thanks for the earth. • Know that the festival of trees (Tu B'Shevat) marks the gift of trees as part of creation. • Understand that some Jewish people celebrate this with a special seder, including different kinds of fruits. • Understand that the story of Honi and the tree 	<p>an ancient epic story from India.</p> <ul style="list-style-type: none"> • Know that the story of Rama and Sita is often retold by Hindus annually. • Understand that the story has deeper meanings to help Hindus live out their dharma. • Understand that the Ramayana embodies the concept of dharma. • Know that different characters in the story embody their different dharmas (e.g. Sita embodies love and strength). • Understand a deeper meaning of the story of Ravana is that intelligence alone does not always lead you on the right path. • Understand that a deeper meaning of the Ramayana is finding balance in life. • Know that Diwali is a five day celebration observed by millions of Hindus in India and worldwide. • Know that the story of Lakshmi is told by some Hindus at 	<ul style="list-style-type: none"> • Know that people in Somerset then were called the Sumorsaetae. • Know that this period/age is also known as the Age of the Saints. • Understand that before the Age of the Saints, most individual's lives were framed by Pagan Beliefs. • Know that Druid priests were also known as Spiritual Guides. • Know that the Saxons arrived in West Somerset and this period of history was known as the Age of the Saints. • Know that St Decuman was a Celtic Monk whose ministry was a 'ministry of presence'. • Understand that Celtic Christianity was marked by its tolerance and respect for the beliefs of others. • Recognise the evolution of Celtic Christianity in West Somerset as 'stepping stones to faith'. 	<p>power in his country and was assassinated.</p> <ul style="list-style-type: none"> • Know that Oscar Romero was made a saint by the Catholic Church and inspires many Catholics to protest against unjust power. • Understand that Jesus was a Jew who challenged the society around him. • Know that at the time of Jesus, the land was occupied by the Romans, with extremes of wealth and poverty. • Understand that the story of the widow's mite can be interpreted as Jesus challenging ideas of wealth and power. • Understand that the society in which Jesus lived was patriarchal, meaning that women had little power. • Know that during his life, Jesus challenged traditional ideas of the role of women and the power they could hold. • Understand that women were part of the Jesus movement and are mentioned many times in the Gospels. • Know that it was women who are 	<ul style="list-style-type: none"> • Know that Hindu worship is called puja. • Understand that puja has many symbolic parts to it. • Understand that puja can take place at home or the mandir. • Understand that many Hindus see Brahman through different deities. • Understand that many Hindus use murtis or images of deities to focus their worship. • Know that murtis show different qualities of the deity they represent. • Understand that puja is personal to each individual. • Understand that a Hindu's personal duty is called dharma, which can take different forms. • Know that 'dana' means generosity, or giving to others through charity. • Know that 'seva' means serving others without wanting any reward. • Understand that Hindu's believe that fulfilling your dharma will help build good karma.
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	<ul style="list-style-type: none"> • Listen to what the children say about their own experiences with people who are familiar with them. <p>Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> • Frequently share texts, images and tell oral stories that help children begin to develop an understanding of the past and present. • Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. • Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. • In addition to storytelling, 	<p>Jesus is.</p> <ul style="list-style-type: none"> • Understand that the deeper meaning of the Christmas story can help better understand Christian worldviews. • Know that the story of Christmas asserts that Jesus was both a human being and the Son of God - incarnation. • Know that the Bible described Jesus as the light of the world because he came to bring hope and understanding to human beings. • Understand that many Christians interpret the story of Jesus' birth to show that God is interested in the poor and marginalised. • Understand that over centuries, the nativity story has been drawn by many artists to express the idea of incarnation. • Know that symbols such as a halo are used to show that Jesus and Mary are 	<p>reminds Jewish people of having a long-term perspective on caring for the environment.</p> <ul style="list-style-type: none"> • Know that the Hindu religion originates in India and is often called Hindu Dharma (or Sanatana Dharma). • Know that Hindus remember stories of many deities. • Know that Holi is a Hindu spring festival. • Know that it is named after Princess Holika who planned to kill her nephew but ended up dying in a fire. • Understand that the festival lasts five days and begins on the night of the full moon and that it is a joyful festival of colour. • Know that the pandit lights a bonfire called a burning Holi, sometimes seen as sacred fire. • Understand that people also remember the story of Krishna throwing coloured powder at his 	<p>Diwali as well as the Ramayana.</p> <ul style="list-style-type: none"> • Understand that different Hindus may celebrate and remember different events during Diwali, showing diversity. • Know that many Hindus will use lights and create rangoli patterns to ask for blessings for the year ahead. • Understand that Diwali will look and feel different in a Hindu majority country like India compared to the UK. • Know that social scientists are people who study how worldviews are lived today. • Know that we can better understand Christmas today by looking at data and interviewing different people about their worldviews. • Know that Christmas is widely celebrated by the majority of the population of the UK. • Understand that the ancient story of Christmas still has 	<ul style="list-style-type: none"> • 1. Understand that there was a common belief that the Gods of God controlled nature, the seasons, the weather and life and death. Understand that everyone believed in divine reality. • 2. Understand that both Pagans and Christians believed in divine intervention in human affairs. • 3. Understand that the organisation of the monastery and tribes were similar. • 4. Understand that the belief of life beyond death was a concept shared by both Celtic Pagans and Celtic Christians. • Understand that there were larger 'stepping stones to faith' which were harder to achieve between Pagan beliefs and the Christian understanding of faith. • 1. Understand that the principle of 'Love your neighbour' was harder to achieve. 	<p>recorded as being the first people to see the risen Jesus.</p> <ul style="list-style-type: none"> • Understand that the role of women in churches today is changing as women have more positions of power. • Know that in some churches women can become priests. • Know that the Church of England ordained women as priests in 1992. • Understand that there are different opinions about whether women can become priests in different denominations. • Understand that Christians are inspired by Jesus' parables and stories to put their faith into action. <p>Jewish People</p> <ul style="list-style-type: none"> • Know that Rosh Hashanah marks the beginning of the Jewish new year. • Understand that customs and celebrations associated with Rosh Hashanah vary among Jewish communities. • Know that sweet foods, like apples and pomegranates, are 	<ul style="list-style-type: none"> • Understand that in the cycle of samsara, every living being is reincarnated into a new form after death. • Understand that for Hindus, every living being's future destiny will depend on karma from their previous life. • Understand that for Hindus, the ultimate goal is to reach moksha, unity with Brahman. <p>Pilgrimage</p> <ul style="list-style-type: none"> • Know that Iona is an island off the west coast of Scotland. • Know that Celtic monks travelled to remote places to establish monasteries. • Know that Colomba travelled to Iona and founded a monastery there in 563 AD. • Understand that the monastery and later abbey became a centre of pilgrimage for many centuries. • Know that the Iona community was reestablished in 1938 by the Rev George MacLeod. • Understand that the Iona community is a
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<p>introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p> <p>Early Learning Goal - People, Culture and Communities</p> <p>Children at the expected level of development will</p> <ul style="list-style-type: none"> • 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; <p>Development Matters 2023 related to People, Culture and Communities</p> <p>Understand that some places are special to members of their community.</p> <ul style="list-style-type: none"> • Name and explain the purpose of places of worship 	<ul style="list-style-type: none"> • Understand that the nativity scene can be presented in different ways depending on the cultural background of the artist. • Understand that Christingles are used by some Christians in church services leading up to Christmas. • Know that the Christingle can be used to symbolise Jesus as the light of the world. • Know that different parts of the Christingle have symbolic meanings. • Know that Christingle services are held by a wide variety of Christian churches today and are very popular. • Understand that Christmas is the festival where Christians celebrate and remember the birth of Jesus. • Know that churches in the UK often hold 	<p>holy.</p> <ul style="list-style-type: none"> • Understand that the nativity scene can be presented in different ways depending on the cultural background of the artist. • Understand that Christingles are used by some Christians in church services leading up to Christmas. • Know that the Christingle can be used to symbolise Jesus as the light of the world. • Know that different parts of the Christingle have symbolic meanings. • Know that Christingle services are held by a wide variety of Christian churches today and are very popular. • Understand that Christmas is the festival where Christians celebrate and remember the birth of Jesus. • Know that churches in the UK often hold 	<p>friends and play 'Holi' by throwing paint.</p> <p>Gospel</p> <ul style="list-style-type: none"> • Understand that there are Christians all over the world. • Know that Christians live in different ways. • Know that Christians read about Jesus in the Bible. • Understand that Christians believe Jesus brings good news. • Understand that good news includes being loved and forgiven by God. • Understand that Christians believe that Jesus' teachings about friendship, forgiveness and peace show them how to live the right way. • Give and explain examples of how Christians put these beliefs into practice. • Discuss and talk about whether Jesus' 'good news' is only for Christians. • Consider what we can learn from 	<p>meaning for many people today regardless of their worldview.</p> <ul style="list-style-type: none"> • Know that many people who celebrate Christmas are not Christian. • Understand that Christmas is celebrated in a variety of different ways in the UK and often families have developed their own traditions. • Know that some people mark Christmas by attending churches and services as one of the only times they attend church. • Understand that ancient traditions still influence what Christians do when celebrating the birth of Jesus. • Know that the Winter Solstice is the longest night of the year and it occurs in December. • Know that the festival is ancient and that the festival of Christmas was placed at the same point to link to the themes of light. • Understand that many pagans will 	<ul style="list-style-type: none"> • 2. Understand the Pagan idea of many gods compared to the Christian belief in one God. • 3. Understand the contrast between the tribes' understanding of violence and the ideas of tolerance from the New Testament. • 4. Understand the difference between material wealth and spiritual peace. • Know that the Holy Well at St Decuman is known for having the cleanest and purest water in the area. • Understand that Celtic Pagans have attributed this water to having healing properties. • Know that the well is known for the story of St Decuman and his head, going there to find healing. • Understand that the church and well are in their original positions, as the legend is that the well cannot move due to the devil bringing back the stones to the original point. 	<p>eaten during Rosh Hashanah, symbolising a sweet new year.</p> <ul style="list-style-type: none"> • Know that we can use data and interviews to understand Rosh Hashanah better. • Understand that Rosh Hashanah is followed by ten days of penitence, leading to a festival of Yom Kippur, the Day of Atonement. • Understand that people reflect on the past year asking forgiveness for things that they have done wrong and think about the year ahead and what is important. • Know that special readings and prayers are said at services and the shofar horn is blown. • Know that the Jewish festival of Purim remembers Esther, queen of Persia, who was secretly Jewish. • Know that Haman, the king's chief minister, hated Jewish people and plotted to have them all killed. • Understand that Esther bravely told the king that she was Jewish and pleaded with him. 	<p>global community working for peace and justice.</p> <ul style="list-style-type: none"> • Know that many people of different Christian worldviews visit Iona today as a modern pilgrimage site. • Understand that we can find out about how different Christians experience pilgrimage differently by interviewing them. • Know that the Ganges is a major river in Northern India. • Understand that the story of Mother Ganga illustrates how the Ganges is regarded as sacred by most Hindus. • Understand that many Hindus make pilgrimage to the holy city of Varanasi by the River Ganges. • Understand that the River Ganges is an important site for death rituals in Hindu Dharma. • Know that the River Ganges is currently very polluted and some Hindus are working to clean it up.
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	<p>and places of local importance to the community to children, drawing on their own experience where possible.</p> <ul style="list-style-type: none"> Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children. <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <ul style="list-style-type: none"> Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children to begin to build a rich 	<p>special events over Christmas such as Midnight Mass or a carol service.</p> <ul style="list-style-type: none"> Know that many Christians will remember that Jesus was born in humble circumstances by giving to charity or volunteering. Know that Christians will also celebrate at home with their families. Know that Christmas is celebrated across the world in different ways. Know that many countries have their own traditions linked to their heritage to celebrate Christmas. Know that these traditions may link back to the nativity story and also link to cultural traditions. Understand that Christians might have different traditions but they all agree on the same meaning of Christmas. 	<p>exploring these ideas about 'good news'.</p> <p>Choices</p> <ul style="list-style-type: none"> Understand that there are many places where we find rules. Understand that rules are often put in place to keep people safe. Know that philosophers are people who think deeply about questions of right and wrong. Know that many Christians and Jewish people believe that the Ten Commandments were given to Moses by God on Mount Sinai Understand that many Jewish people see the Ten Commandments as rules or instructions to follow. Know that the Ten Commandments sum up many important ideas in Judaism. Understand that Jesus was Jewish and followed the Ten Commandments. 	<p>celebrate the coming of the light at the solstice with festive celebrations.</p> <ul style="list-style-type: none"> Know that some pagans will gather at ancient places, such as Stonehenge, to mark the solstice. <p>Pesach</p> <ul style="list-style-type: none"> Know that the word covenant means a solemn promise. Know that Jewish people believe God made a covenant with Abraham. Understand that the covenant story is the beginning of the relationship between God and the Jewish people. Understand that at the time of Moses, the Hebrew people were enslaved in Egypt. Understand that, according to the Torah, Moses was chosen by God to lead the Hebrew people to freedom. Understand that, according to the Torah, God brought plagues onto the Egyptian people, however, Pharaoh would not set the Hebrews free. 	<ul style="list-style-type: none"> Know that St Decuman is still celebrated with St Decuman's Day on the closest Sunday to August 30th. Know that the well is still used for baptisms and that other events can be organised at the well. Understand that Christianity is still the most prominent worldview in Watchet and the local area. Know that 51% of the population surveyed in Watchet identify as Christian. Know that only 37 people surveyed identified as 'another religion'. Know that the Stepping Stones to faith have changed the opinion of the population over time. Understand that both Pagans and Christians use the site of the well, highlighting St Decuman's thoughts on promoting tolerance towards each other. <p>Pilgrimage</p>	<ul style="list-style-type: none"> Understand that the story of Esther symbolises the survival of Jewish people in the face of adversity. Understand that interpretations of the Purim story helps us to understand Jewish identity. Know that during Purim, the story of Esther is read at the synagogue. Understand that there are different local customs connected to Purim such as acting out the story, wearing fancy dress and eating special foods, including symbolic pastries. Understand that the festival reminds Jewish people of God's power to save them and overcome evil. Know that it is traditional to give to charity and to give gifts of food. Know that Hanukkah is a Jewish festival that recalls the victory and freedom of Jewish people when they were oppressed by the Greek Empire. 	<ul style="list-style-type: none"> Know that the Kumbh Mela is the largest gathering of people on earth. Know that the Kumbh Mela is a festival that happens every twelve years in India, to show harmony of different Hindu traditions. Know that many Hindus will bathe at the meeting point of the rivers. Know that others will learn from the sadhus and sadhvi that attend. Know that we can better understand Kumbh Mela by speaking to different Hindus. Know that Glastonbury is a small town in Somerset, with Glastonbury Tor close by. Know that there is a legend that Joseph of Arimathea came to Glastonbury after the burial of Jesus. Understand that during the Middle Ages, Glastonbury was one of the most popular pilgrimage sites in Britain. Know that the shrine of Our Lady of Glastonbury was revived and is now a
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<p>bank of vocabulary with which to describe their own lives and the lives of others.</p> <p>Early Learning Goal - The Natural World Children at the expected level of development will</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. <p>Development Matters 2023 related to The Natural World Explore the natural world around them</p> <ul style="list-style-type: none"> Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Create opportunities to discuss how we care for the natural world around us. 	<p>New Life</p> <ul style="list-style-type: none"> Understand that people welcome new life in different ways. Know that people have special ceremonies to welcome new family members Understand how infant baptism welcomes a new child into the family of the church. Know that at an infant baptism, a child is welcomed into the church using water. Know that there are important symbols like water, the cross and a candle. Understand that some Christians choose to dedicate their child in a church. Know that at dedication, the child will be welcomed and named. Understand how a baby is welcomed into a humanist family. Know that a humanist naming ceremony is 	<ul style="list-style-type: none"> Understand that Jesus gave his followers a new commandment to love each other. Know that most Christians use these words to make choices about how to live and treat each other. Understand that Hindu stories can help them understand how to make good choices. Know that the story of Ganesha shows Ganesha using his intelligence to win the race against his brother. Understand that for many Hindus, following dharma is about making good choices based on compassion. Understand that humanists have a non-religious worldview and that stories can help illustrate how they make choices. Know that in the story of The Fox and the Stork, both animals do not treat the other how they would like to be treated. Understand that humanists try to 	<ul style="list-style-type: none"> Understand that, according to the Torah, after the death of the first born sons, the Hebrew people were led to freedom by Moses. Know that the story of the Exodus is one of the most important in Jewish history. Know that most Jewish people retell the story every year. Understand that the Exodus story has a deeper meaning of freedom and liberation. Understand that many Jewish people who are not religious see this story as important. Know that Pesach is an annual festival that commemorates the story of the Exodus. Understand that many Jewish people will prepare for Pesach by cleaning their houses to remove products with yeast. Know that this clearing is done to remember Hebrews leaving Egypt 	<ul style="list-style-type: none"> Understand that Christians, Muslims and Jewish people may visit sacred places associated with their worldview. Understand that a pilgrimage is a journey to a sacred place. Understand that a pilgrim can be deeply affected by this journey. Know that Makkah is a city in Saudi Arabia and is a sacred place for Muslims. Understand that many Muslims will hope to make Hajj to Makkah in their lifetime. Know that Hajj is one of the five pillars of Islam. Understand that Hajj has several steps which have symbolic meaning. Understand that the cost of Hajj and the global nature of the pilgrimage means people prepare carefully. Understand that Hajj will have a physical and spiritual impact on many pilgrims. 	<ul style="list-style-type: none"> Know that King Antiochus demanded that Jewish people bowed down to statues of him and that Judah Maccabee and other Jewish people fought back. Know that the temple was repaired and the oil lamp was lit in the holiest place. Understand that the festival traditionally lasts for eight days to celebrate the miracle of the oil lasting eight days. Understand that Hanukkah is celebrated by lighting the menorah each night. Know that special food, fried in oil, may be eaten at Hanukkah, such as doughnuts and latkes. Know that at Hanukkah, games like dreidel are played and songs may be sung. Know that during Hanukkah gifts or money are often given on each night. <p>Forgiveness</p> <ul style="list-style-type: none"> Know that Coventry Cathedral was bombed during the Second World War. 	<p>popular site of Christian pilgrimage.</p> <ul style="list-style-type: none"> Understand that Glastonbury Tor is seen by some people as a sacred site. Understand that Glastonbury is a place of pilgrimage for both Christians and Pagans. Understand that Pagans have a worldview connected to nature and the earth. Know that many Pagans see Glastonbury as a sacred site due to a mix of legends, sacred water and the surrounding landscape. Know that we can better understand Glastonbury as a site of pilgrimage by interviewing people with different worldviews. <p>Creation</p> <ul style="list-style-type: none"> Know the importance of Creation on the 'big story' timeline of the Bible. Know that there is debate and some controversy around the relationship between the
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	<ul style="list-style-type: none"> • Offer opportunities to sing songs and join in with rhymes and poems about the natural world. <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <ul style="list-style-type: none"> • Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. • Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others. 	<p>personal to each family.</p> <ul style="list-style-type: none"> • Understand that people's beliefs may mean they welcome a foster child into their family. • Understand that families might welcome children in many different ways. <p>Communities</p> <ul style="list-style-type: none"> • Understand that people can belong in many different ways. • Know that we can belong to a school, a family, a religion, an ethnicity or a club. • Know that belonging may involve wearing special clothes or going to a special place. • Understand that people do not have to be in the same place to belong to a particular group. • Understand that some people may use symbols or objects to show they belong to a religion or have a particular 	<p>make good choices based on reason and empathy for other people.</p> <ul style="list-style-type: none"> • Understand that many religious and non-religious worldviews have ideas about making good choices. • Understand that Christians, Jewish people and Hindus look to God whilst humanists look to humans to live well today and make good choices. • Understand that learning from other worldviews can help other people reflect on their own worldview. <p>Prayer</p> <ul style="list-style-type: none"> • Understand that prayer is a conversation with God and that there are many types of prayer. • Know that some prayers are said out loud and some in your head. • Know that some prayers are made up (spontaneous) and some are recited. • Know that some prayers are said 	<p>quickly and eating unleavened bread (without yeast).</p> <ul style="list-style-type: none"> • Understand that many Jewish people will use separate plates and cutlery for Pesach and that Jewish children may learn the four questions for the seder. • Know that the Seder meal is eaten as part of Pesach. • Understand that Seder means order and the meal is eaten in a set format. • Know that the Seder plate contains symbolic items of food. • Understand that each item relates to a different part of the Exodus story. • Know that according to data, the majority of British Jewish people have a Seder meal. • Understand that many secular Jewish people also have a Seder meal. • Know that some Jewish people have adapted the Seder for a vegan and vegetarian diet. 	<ul style="list-style-type: none"> • Understand that for many Muslims, Hajj continues to have an impact on their lives when they return. • Understand that case studies of believers are a useful way to find out about the impact, however they only represent one person's view. • Know that Karbala is a city in Iraq and is a shrine for Shi'a Muslims. • Know that pilgrimage to Karbala is called Arba'een. • Understand that Shi'a Muslims visit Karbala to remember Hussain and his death in battle. • Understand that many Shia Muslims can be profoundly affected by a pilgrimage to Karbala. • Understand that Jerusalem is a place of pilgrimage for Jewish people, Christians and Muslims. • Know that the Western Wall is the only remaining part 	<ul style="list-style-type: none"> • Know that the new Coventry Cathedral is a symbol of hope and the future. • Understand that the ruins of the old cathedral are preserved as a symbol of forgiveness. • Understand that two pieces of charred wood were made into a cross to represent reconciliation. • Know that the Reconciliation sculpture is a symbol of the power of forgiveness. • Know that the Gospels contain many teachings from the life of Jesus. • Know that Jesus taught that people should love their enemies and forgive others. • Understand that when asked by Peter, Jesus taught people should forgive seventy times seven times, challenging ideas of the time. • Know that Christians today interpret these stories to reflect on the importance of forgiveness. • Understand that Coventry Cathedral has become a centre 	<p>accounts of creation in Genesis and contemporary scientific accounts.</p> <ul style="list-style-type: none"> • Know that these debates and controversies relate to the purpose and interpretation of the texts – i.e. does reading Genesis as a poetic account conflict with scientific accounts? • Know that the type of text and purpose of Genesis 1 is interpreted differently by Christians. • Know that there are many scientists throughout history and now who are Christians. • Know that scientific discoveries make many Christians wonder even more about the power and majesty of the Creator. <p>Humanists</p> <ul style="list-style-type: none"> • Know that humanism is a non-religious worldview. • Know that humanists look for answers within the natural world. • Understand that humanists believe
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		<p>worldview.</p> <ul style="list-style-type: none"> • Know that some Christians may wear a cross. • Know that some Christians may have a Bible in their house. • Know that some Jewish people have a mezuzah on their door post. • Know that some Humanists wear a happy human badge. • Understand that many Christians belong to a wider family called their faith/church family. • Know that some Christians meet with this family in their homes and at church. • Understand that a Christian faith/church family shares a common love for God and Jesus. • Know that a faith/church family can support each other and others in the community they live in. • Know that Jewish people belong to a religion called 	<p>alone and some together.</p> <ul style="list-style-type: none"> • Know that The Lord's Prayer is one of the oldest and most widely used prayers in the Christian tradition. • Understand that The Lord's Prayer comes from the words of Jesus in the gospels and was given to his followers to use. • Know that the Lord's Prayer covers many important beliefs for Christians. • Understand that prayer can take many different forms in Christianity. • Know that some Christians have formal prayers that might be sung or said together. • Know that some Christians may create their own personal prayers. • Know that prayer may also be said by individuals or groups in many different settings. • Understand that praying five times a day is one of the Five Pillars of Islam and is called salat. 	<ul style="list-style-type: none"> • Know that some Jewish people have adapted the Seder to better represent female Jewish voices. <p>Holy Week</p> <ul style="list-style-type: none"> • Know that Holy Week begins on Palm Sunday and ends on Easter Sunday. • Know that during Holy Week, many Christians remember Jesus' entry into Jerusalem on Palm Sunday. • Understand that many Christians hold special services in church to remember the events of Holy Week. • Understand that the Last Supper is the final meal that Jesus had with His disciples. • Understand that being Jewish, Jesus would have celebrated Pesach at this time. • Know that many Christians commemorate this event when they celebrate Holy Communion. 	<p>of the Temple at Jerusalem.</p> <ul style="list-style-type: none"> • Know that some Jewish people have their Bar or Bat Mitzvah at the Western Wall. • Know that for Christians, Jewish is the site of Jesus' crucifixion. • Know that Christians have been making pilgrimages to Jerusalem for many centuries. • Understand that Christians may make a pilgrimage to Jerusalem to visit places associated with Jesus' death and resurrection. • Know that Jerusalem is a holy place for all Christian denominations. • Know that many Christians feel a spiritual connection to sites in Jerusalem. <p>Spirituality</p> <ul style="list-style-type: none"> • Understand that it is sometimes difficult to express feelings and beliefs with only words. • Understand that people of faith have often used other 	<p>for promoting reconciliation around the world.</p> <ul style="list-style-type: none"> • Know that by promoting reconciliation, Coventry Cathedral is trying to enact the teaching of Jesus about forgiveness. • Know that the Cross of Nails project is now used as a symbol of reconciliation. • Understand that reconciliation is about building a better future based on a restored relationship of peace. • Know that apartheid was a system of racial separation in South Africa. • Understand that apartheid unfairly gave more rights to white people while limiting freedoms for Black South Africans. • Understand that people fought against apartheid peacefully and through protests. • Know that Nelson Mandela was a famous leader of the reconciliation movement. • Understand that many Christians believe Nelson Mandela's life reflected Jesus' 	<p>that humans have capacity for good and bad.</p> <ul style="list-style-type: none"> • Understand that humanists use reason to conclude that there is only one life. • Know that humanists believe that we have freedom to make the most of the one life we have. • Understand that having just one life motivates many humanists to make the most of their time on earth. • Understand that humanists believe that humans are part of nature and not separate from it. • Know that humanists believe that our actions can have an impact on animals and the planet. • Understand that some humanists use their reason and empathy and choose to be vegetarian as a result of their ethics. • Understand that philosophers use thought experiments to explore solutions to big questions.
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		<p>and nature.</p> <ul style="list-style-type: none"> • Know that the 'happy human' shows belonging to humanism. • Understand that a community is a group of people who work, live or share interests together. • Understand that some Christians wear a cross to demonstrate that they belong to their faith. • Understand that most Jewish people demonstrate community when they share in the tradition of Shabbat. • Understand that Humanists demonstrate community when they meet together to talk and make plans to improve their community. <p>Local (Sacred Texts)</p> <ul style="list-style-type: none"> • Explain why and how some books are special to different people • Explain how different Christians use the Bible. 	<p>but do not believe in God.</p> <ul style="list-style-type: none"> • Know that humanists have special ceremonies like a naming ceremony where people come together, share thoughts, and often reflect. • Understand that reflection can help to gain perspective, to come to terms with events and learn from experience. • Understand that there are similarities and differences between non-religious reflection and religious prayer and reflection. • Know that many people, religious and non-religious, find value in the space for prayer and/or mediation. <p>Local (Nature/Water)</p> <ul style="list-style-type: none"> • Explain why and how water is special/important to me/some people. • Explain how and why Chalice Well is special to some people. 	<p>Jesus after the resurrection.</p> <ul style="list-style-type: none"> • Understand that Christian belief in Jesus' resurrection is the core of their belief. • Understand that Christians take different messages from the resurrection accounts. • Understand that Jesus' death and resurrection are central for Christian belief in forgiveness and eternal life. • Know that some Christians choose to be baptised in Holy Week. • Understand that Holy Week and Easter are a significant part of Christian practice. <p>Hindus</p> <ul style="list-style-type: none"> • Know that the story of the Blind Men and the Elephant comes from ancient India. • Know that the story is a fable with a deeper meaning. • Know that the story described a group of blind men who each disagreed what an elephant should look like. 	<ul style="list-style-type: none"> • Know that some churches use icons to worship and focus on God. • Understand that Christian art often contains deeper symbolic meanings placed within images by artists. • Understand that by examining different Christian attitudes to art we can better understand Christian worldviews. • Understand that Christians have represented their beliefs in art for many centuries, including modern artists painting today. • Understand that we do not know what Jesus looked like. Know that he lived as a first century Jew in Palestine. • Understand that many Christians throughout the world represent Jesus from within their own culture. • Know that sometimes Christians use art to challenge established views. • Understand that all people have beliefs 	<ul style="list-style-type: none"> • Understand that the Quaker Tapestry gives examples of how Quakers have worked to create a more peaceful and fairer world. <p>Salvation</p> <ul style="list-style-type: none"> • Know that most Christians believe that the story of the Bible is about God needing to save people. • Understand that salvation is about restoring humans' relationship with God. • Know that the Gospels in the Bible give accounts of Jesus' death and resurrection. • Know that Christians interpret salvation in different ways - a sacrifice for sin, victory over sin and death, paying the punishment as a substitute for everyone's sins, rescuing the lost and leading them to God. • Know that Christians remember Jesus' sacrifice in different ways, including through Holy Communion - also 	<ul style="list-style-type: none"> • Understand that humanists believe human beings alone are responsible for improving the quality of their lives. • Know that there are humanists all around the world who campaign and take action to make the world a better place. • Know that one example is the work of HAPI humanist volunteers in the Phillippines. • Know that we can use our understanding of humanism to assess whether it is possible to lead a happy life without religion. <p>Ethics</p> <ul style="list-style-type: none"> • Know that philosophers are people who think deeply about questions of right and wrong. • Know that ethics is a branch of philosophy that deals with questions of what is good. • Understand that ethical questions do not have simple answers. • Understand that people who share a
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		<ul style="list-style-type: none"> Explain more than one meaning to a story from the Bible. Explain why the Torah is important to different Jewish people. Explain how the Torah is treated and why. Explain more than one meaning to a story. Explain how and why different sacred texts are important to different people. <p>Places of Worship</p> <ul style="list-style-type: none"> Understand that some people belong to different places of worship. Know that a place of worship is somewhere sacred to believers. Know that a church is a sacred place for Christians. Know that Christians might show belonging to a church by singing, praying and spending time with other Christians. 	<ul style="list-style-type: none"> Explain how and why Glastonbury Tor and the White Spring are special to some people. Explain how and why St Margaret's Chapek is special to many Christians. Explain what a pilgrimage is and why someone might go on one. <p>Rites of Passage</p> <ul style="list-style-type: none"> Understand that many people identify that there are different stages in a person's life. Understand that many religions mark different stages with ceremonies, such as becoming an adult. Know that some Christians mark the birth of a baby with a ceremony of infant baptism or dedication. Understand that infant baptism and dedication ceremonies welcome a new baby or child into the Christian faith and are the same for boys and girls. Understand that some Christians 	<ul style="list-style-type: none"> Know that many people in India follow a Hindu worldview. Know that for many Hindus the story of The Blind Men and the Elephant has a deeper meaning, which is that there are many different paths to the truth. Understand that the Hindu worldview is pluralist, meaning that there are many ways of being Hindu. Understand that Hindu Dharma has stories that offer different answers to big questions that reflect the pluralism of Hindu worldviews. Know that Krishna is a popular deity in Hindu Dharma and many Hindus tell stories about his childhood. Know that Krishna is often pictured with blue skin, symbolising his energy and the universe. Know that the story of the mouth of Krishna tells how Krishna's mother 	<p>and values which may or may not be religious.</p> <ul style="list-style-type: none"> Understand that beliefs may be about the world, our lives, morals or about our meaning and importance. Understand that artwork can express our own beliefs and values in many different forms. <p>Muslims</p> <ul style="list-style-type: none"> Understand that the Five Pillars of Islam help many Muslims find harmony with Allah (God) through submission. Know that the Five Pillars are faith, prayer, fasting, giving and pilgrimage. Understand that the first pillar, Shahadah, is a declaration of faith. Know that in the Shahadah, a Muslim declares that there is only one God and that the Prophet Muhammad was his messenger. Know that the Shahadah summarises what it is to be a Muslim. Know that daily prayer, known as 	<p>called the Lord's Supper, The Eucharist or Mass.</p> <ul style="list-style-type: none"> Understand that Christians believe that Jesus calls them to sacrifice their own needs to the needs of others. Know that some Christians are prepared to die for others and for their faith. <p>Sikhs</p> <ul style="list-style-type: none"> Know that Guru Nanak was born in Punjab in 1469 CE. Know that when he was about 30, he disappeared and returned with a mission to teach people about God. Understand that his teachings have changed the lives of many people, with Sikhs still following his wisdom today. Know that he made four journeys teaching about kindness and equality. Know that Guru Nanak taught that everyone should be treated equally. Know the story of the Milk and the Jasmine Flower reminds Sikhs of the importance of 	<p>worldview may have different views on these questions.</p> <ul style="list-style-type: none"> Understand that Muslims will look to the Qur'an and the teaching and example of the Prophet Muhammad to decide what is good. Know that the Prophet Muhammad taught values of generosity and kindness. Know that many Muslims will try to make good decisions based on how they apply the teaching of the Prophet and the Qur'an. Understand that as a non-religious worldview, humanists believe that ideas of right and wrong are human values. Understand that humanists look to reason and empathy to decide what is good. Understand that humanists aim to promote happiness and reduce suffering. Know that Aristotle was a philosopher who lived in Ancient Greece.
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		<ul style="list-style-type: none"> • Know that there are a range of different churches where Christians worship. • Know that different parts of churches have more significance for different groups in Christianity. • Know that Christians use signs and symbols to show they belong to different traditions. • Know that many Muslims are part of the mosque community. • Know that different events take place at the mosque, but prayer is the most important. • Know that Friday is a sacred day in a mosque. • Know that there are a range of different mosques in the UK and around the world. • Know that some parts of a mosque are sacred. • Know that there are similarities and differences 	<ul style="list-style-type: none"> • have a ceremony of confirmation to make the promises themselves to live as a Christian. • Understand that many Roman Catholic children have a ceremony to mark their first communion and that this is a big event for the whole family. • Understand that some Christians baptise older children and adults who choose to commit to the faith themselves. • Know that we can better understand different Christian attitudes to baptism and confirmation by talking to different Christians. • Understand that some religions mark becoming an adult with a ritual or ceremony. • Understand that Bar and Bat Mitzvah are special celebrations when children become responsible for following Jewish rules, like adults. • Know that most girls have their Bat 	<ul style="list-style-type: none"> • saw the universe in his mouth. • Understand that many Hindus interpret the story of the mouth of Krishna as answering questions about God and the world. • Know that many Hindus see Krishna as a form of the divine (God) appearing in human form. • Know that the story of the mouth of Krishna helps Hindus to understand that God is not a person, but that the whole universe is part of God. • Understand that exploring the deeper meaning of the story of Krishna helps us understand more about Hindu worldviews. • Understand that stories from the Hindu Dharma can help us better understand Hindu ideas of God. • Know that the waiting for God story is a well known Indian folktale. 	<ul style="list-style-type: none"> • Salat, is one of the Five Pillars of Islam. • Know that many Muslims perform prayers five times a day, facing Makkah. • Know that Muslims may pray at home or in the mosque. • Understand that attending Jummah prayers on Fridays brings harmony to many Muslims. • Know that Jummah prayers are in the middle of the day and that this is the busiest time in the mosque. • Know that there will also be a sermon and teaching from the Iman. • Know that most Muslims fast during the day, for the holy month of Ramadan. • Understand that an important aspect of fasting is creating good habits for Muslims. • Understand that during Ramadan, Muslims focus on renewing their faith through prayer and reflection. • Know that the festival of Eid-ul-Fitr marks the end of Ramadan. 	<ul style="list-style-type: none"> • welcoming and accepting others. • Know that he taught that good actions change the world. • Know that he emphasised the importance of love, peace and respect, encouraging people to live in harmony with others. • Understand that Guru Nanak teaches that helping others is the real way to feel happy. That being kind and caring is better than having lots of money. • Understand that the story of The Rich Man and the Needle of Heaven teaches Sikhs that being greedy can make them forget to help others. That Guru Nanak wants Sikhs to share and help those in need, instead of just keeping things for themselves. • Understand that Guru Nanak's mission was to teach people to do good work, to pray and to live simply and honestly. • Know that the story of Bhai Lalo teaches Sikhs to work hard and to live an honest and good life. 	<ul style="list-style-type: none"> • Understand that Aristotle defined a good life as one which cultivated virtue - how we live and treat others is as important as what we achieve. • Understand that Aristotle believed that a good life could be led by finding a balance between extremes - called the golden mean. • Know that many religious and non-religious worldviews have ideas about how to live a good life. • Understand that the golden rule is a common value across many different worldviews. • Know that individuals construct their own ways of living a good life drawing on different values. <p>Local (Wells Cathedral)</p> <ul style="list-style-type: none"> • Understand what transatlantic slavery meant for individuals enslaved in this system. • Ask questions about the concept of freedom.
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		<p>between mosques.</p> <ul style="list-style-type: none"> • Know that many Jewish people belong to an Orthodox synagogue. • Know that special events and prayers are held in an Orthodox synagogue. • Know that Jewish people show they belong to the Orthodox synagogue in different ways. • Know that there are a range of different synagogues. • Know that all synagogues have an Ark to house Torah scrolls. • Know that there are similarities and differences between synagogues. 	<p>Mitzvah at 12 and most boys have their Bar Mitzvah at 13; that's when they become part of the grown-up Jewish community.</p> <ul style="list-style-type: none"> • Understand that different Jewish groups celebrate these life events differently. • Understand that the majority of Jewish men have a Bar Mitzvah and over half of Jewish girls now have a Bat Mitzvah. • Know that Bat Mitzvahs have become more popular over time. • Understand that Jewish children prepare by learning about Jewish traditions, prayers, and the Hebrew language. • Understand that after Bar and Bat Mitzvah, Jewish children are seen as adults with new responsibilities. • Understand that when a baby is born in a Hindu family, there are special prayers and celebrations to welcome the baby. 	<ul style="list-style-type: none"> • Know that the story tells of a woman who wanted God to visit her home and does not initially recognise God when he calls. • Understand that a deeper meaning of the waiting for God story is that God is inside every living being. • Know that the practice of the namaste greeting is a symbol that all humans have divinity within them. • Know that most Hindus believe that everyone should be treated with respect. • Know that a traditional Hindu belief is to treat guests as if they were gods. <p>Local (Hindu)</p> <ul style="list-style-type: none"> • Understand what a social sciences approach is. • Understand that social sciences are interested in how people live out their worldviews and how this impacts their lives. • Know what types of questions might be 	<ul style="list-style-type: none"> • Understand that around the world, Muslims mark Ramadan in diverse ways. <p>Local (Islam)</p> <ul style="list-style-type: none"> • Understand that theology can explain what is taught and believed by many who follow Islam through analysis of a text. • Understand that using a theological approach can interpret texts and sometimes this can lead to different understandings within a religion. • Understand that belief directly impacts practice at a Mosque. • Know that rituals and mindfulness are part of spirituality within Islam. • Understand that many Muslims are committed to being part of the Mosque or local Muslim community. • Understand and identify the human need to belong (social sciences). • Know about the life story and beliefs of a local Muslim 	<ul style="list-style-type: none"> • Understand that integrity was an important part of Guru Nanak's teachings and still features in Sikh life today. • Understand that Guru Nanak wrote the Mool Mantar, which is the essential teaching about one God. • Know that the first line of the Mool Mantar is the Ik Onkar, 'there is only one God'. • Understand that Sikhs meditate on the name of God, repeating the word 'Waheguru'. • Know that the Mool Mantar are the opening words and teachings in the Guru Granth Sahib. • Know that Sikhs pray and worship at the gurdwara and at home. • Know that not forgetting the poor is a key Sikhi belief. • Know that equality is important to Sikhs. • Know that Seva, or service, is something all Sikhs hold as important. <p>Local (Data)</p>	<ul style="list-style-type: none"> • Consider philosophical questions around what property is and whether people should be owned, bought and sold. • Explain what Wells Cathedral is and how it is used. • Explain who Rev Pinder was and some of his connections to transatlantic slavery. • Understand the context of Ephesians 6 and explain some interpretations. • Know that slavery is mentioned in the Bible. • Explain who Bishop Law was and some of his connections to transatlantic slavery. • Know that Bishop Law became the Bishop of Bath and Wells in 1824. • Explain key facts about the role of a bishop in the Church of England • Explain how the Bible might be interpreted to argue against slavery. • Explain how sacred texts might impact people's actions. • Explain how people's beliefs
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			<ul style="list-style-type: none"> • Know that Hindu babies often have their first haircut (Mundan) as a special celebration. • Understand that the Mundan ceremony is a way for the family to wish the baby a happy, healthy life as they grow. • Understand that the Rakhi celebration is where siblings tie a rakhi on each other's wrists to show love and protection. • Understand that many religions mark different stages with ceremonies, such as welcoming a baby and becoming an adult. • Know that these ceremonies often have a ritual or special service that families attend together. • Know that we can better understand different peoples' attitudes to Rites of passage by talking to different religions. • Understand that by studying what people do we can 	<ul style="list-style-type: none"> • asked whilst using a social sciences approach. • Know what Hindu prayer and worship (puja) is. • Understand the importance of prayer and worship in the lives of Hindu believers. • Understand that how Hindus pray and worship can be affected by their context (where they live). • Know how Hindus worship God. • Understand the place of God in the lives of Hindu believers. • Understand that there is diversity within Hindu Dharma in how Hindus worship God. • Know what ahimsa is. • Understand that the practice of ahimsa can be different for different Hindu believers. • Explain what life is like for a local Hindu believer. • Explain and compare what life is like with other Hindu believers 	<ul style="list-style-type: none"> • member of the community. • Understand how beliefs impact values and behaviour. • Understand and identify issues with living in Somerset as a minority faith. • Understand the submission as sacrifice - giving up money for others. • Understand and identify the impact of religious practice on the wider community. • Know and understand your own worldview and draw on it to discuss big questions as a philosopher. • Understand and consider the ideas of other philosophers. • Know and share your own views. 	<ul style="list-style-type: none"> • Understand what a census is and how to interpret findings. • Understand how to compare data over a defined period of time (2011-2021). • Know and explain what data comparison can tell us. • Know and explain what influences people's choices around religion and worldviews and the factors which could influence this. • Know and explain what this might look like in daily life. • Understand, analyse and compare data for your locality with Bristol and be able to explain possible reasons for the difference in data. • Know and explain what it is like to worship for some Muslims in Somerset. • Know and explain how the words of the prophet Muhammad might influence personal choices about worship. • Understand and explain the similarities and differences in access to worship for a Muslim in your area 	<ul style="list-style-type: none"> • might impact their actions. • Interpret key Christian messages in the Good Samaritan, Jesus heals the Leper and Jesus and Zacheaus. • Explain how Christian beliefs inspired some enslaved people to fight for freedom. • Explain how some Bible stories support themes of dignity and respect and what that might mean for the Church of England today. • Understand how wrongdoings can be part of history and what impact that might have on individuals. • Explain my own opinions about whether dignity can be restored to those hurt in the past. • Explain the links between the people, the Bible stories and the concepts we have been learning about and how Wells Cathedral is linked.
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			<p>see similarities and differences more clearly between and within different religions.</p>	<p>and/or someone with a different worldview.</p> <ul style="list-style-type: none"> • Understand that the study of religion and worldviews can be explored and encountered through dialogue and debate. 		<p>compared to a Bristol Community (e.g. hospitals).</p> <ul style="list-style-type: none"> • Understand and explain how data helps us to understand changes over time with religion and worldviews in Somerset. • Understand some reasons for the change over time. 	
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Threshold Concepts or Big Ideas	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Understand beliefs and teachings	Understand beliefs and teachings	Understand beliefs and teachings	Understand beliefs and teachings	Understand beliefs and teachings	Understand beliefs and teachings
	Understand practices and lifestyles (ritual)	Understand practices and lifestyles (ritual)	Understand practices and lifestyles (ritual)	Understand practices and lifestyles (ritual)	Understand practices and lifestyles (ritual)	Understand practices and lifestyles (ritual)
	Understand how beliefs are conveyed (celebrations)	Understand how beliefs are conveyed (celebrations)	Understand how beliefs are conveyed (celebrations)	Understand how beliefs are conveyed (celebrations)	Understand how beliefs are conveyed (celebrations)	Understand how beliefs are conveyed (celebrations)
	Understand values	Understand values	Understand values	Understand values	Understand values	Understand values
	Reflect	Reflect	Reflect	Reflect	Reflect	Reflect

<p>Conceptual Vocabulary</p>	<p>God God, Forgiveness, Love, Christian, Father, Parable, Parent, Praise, Pray, Prayer</p> <p>Jesus Nativity. Good News, Jesus, Bethlehem, Incarnation, Christmas, Poor, Icon, Halo, Symbol, Christingle, Illuminate, Celebrate, Advent, Humble, Traditions, Heritage</p> <p>Welcoming New Life Welcome, Ceremony, Celebration, Tradition Infant Baptism, Promise, Godparent, Dedication, Church Family, Humanism, Humanist, Naming, Fostering, Belief, Foster Parent</p> <p>Communities Belonging, Family, Community, Belong, Symbols, Mezuzah, Faith, Church, Family, Christian, Jew, Shabbat, Kiddush, Humanist</p> <p>Caring Caring, Kindness, Suffering, Parable, Neighbour, Commandment, Food Bank, Christian, Homeless, Responsibility, Stranger, Sacrifice, Poor, Community, Charity, Relief, Volunteer, Interfaith</p> <p>Places of Worship</p>	<p>Festivals Harvest, Thanksgiving, Steward, Stewardship, Gratitude, Community, Wreath, Sukkot, Sukkah, Exodus, Tu B'Shevat, Seder, Hindu Dharma, Holi, Deity, Vishnu, Pandit, Krishna, Natural World</p> <p>Gospel Gospel, Good News, Tax Collector, Romans, Israel, Forgiveness, Peace, Neighbour, Sacred</p> <p>Local (Sacred Texts) Sacred Text, Bible, Christians, Torah, Jewish People</p> <p>Choices Rules, Philosophy, Choices, Torah, Commandments, Synagogue, Christians, Love, Dharma, Wisdom, Compassion, Humanist, Empathy, Consequences, Worldview, God, Reflection</p> <p>Prayer Prayer, Collectively, Individual, Prayer, Eternal, Lord's Prayer, Communal, Personal. Jummah, Duaa, Wudu, Salat, Meditation, Reflection, Mindfulness, Non-religious</p> <p>Rites of Passage Ceremony, Rites of Passage, Baptism, Dedication, Faith, Confirmation, Believer's Baptism, Commitment, Bar</p>	<p>Creation Creation, Instructions, Guidance, Stewards, Forgiveness</p> <p>Festivals Ramayana, Rama, Sita, Ravana, Diwali, Dharma, Majority, Minority, Diversity, Lakshmi, Traditions, Worldview, Data, Celebrate, Nativity, Celebrations, Carols, Winter Solstice, Pagan, Druid</p> <p>Pesach Covenant, Descendant, Torah, Genesis, Exodus, Plague, Hebrews, Calling, Descendants, Ancestors, Freedom, Liberation, Pesach, Seder, Chametz, Symbolic, Data, Adapted</p> <p>Holy Week Holy Week, Palm Sunday, Last Supper, Good Friday, Easter Sunday, Holy Communion, Pesach, Covenant, Passover, Maundy Thursday, Ordination, Holy Oils, Service, Sacrifice, Ecumenical, Gospels, Forgiveness, Resurrection,</p> <p>Hindus Hindu, Blind, India, Fable, Truth, Worldview, Hindu Dharma, Krishna, Symbolic, Deity, Divine, Interpret, Mystery, Folktale, Content, Greeting, Namaste, Respect</p>	<p>Gospel Gospel, Good News, Disciples, Possessions, Routines, Fisher of People, Biography, Leprosy/Leper, Outcast</p> <p>Local (St Decuman) Celtic, Sumorsaetae, Druids, Pagans, Paganism, Dark Ages, Spiritual Guides, Polytheism, St Decuman, Pilgrim, Pilgrimage, The Age of the Saints,</p> <p>Pilgrimage Pilgrimage, Pilgrim, Sacred, Hajj, Makkah, Ka'bah, Eid ul-Adha, Ummah, Shi'a, Karbala, Arba'een, Hussain, Western Wall, Temple, Tefillin, Bar Mitzvah, Bat Mitzvah, Crucifixion, Resurrection, Forgiveness, Denomination</p> <p>Spirituality Symbol, Non-verbal, Express, Calligraphy, Haram, Figurative Art, Poetry, Psalm, Hymn, Icon, Chi Rho, Stained Glass Window, Venerate, Incarnate, Biblical, Challenge, Values, Belief, Worldview</p> <p>Muslims Harmony, The Five Pillars, Submission, Allah, Shahadah, Prophet, Declaration, Salat, Qiblah, Makkah, Jummah Prayer, Sermon, Ummah, Adhan,</p>	<p>Jesus Parable, Neighbour, Commandment, Samaritan, Compassion, Injustice, Generous, Jewish, Mite, Temple, Widow, Disciple, Equality, New Testament, Patriarchal, Asylum, Challenge, Ordained, Priest</p> <p>Jewish People Challah, Shana Tovah, Rosh Hashanah, Resolution, Penitence, Shofar, Yom Kippur, Antisemitism, Purim, Identity, Persecution, Hamantaschen, Mitzvah, Charity, Hanukkah, Oppressed, Sacred, Desecrate, Menorah, Hanukiah, Dreidel, Latke, Gelt</p> <p>Forgiveness Forgiveness, Reconciliation, Peace, Hope, Parable, Interpret, Symbol, Apartheid, Freedom, Heal, Justice, Impartial, Equality, Mediation, Tapestry</p> <p>Salvation Stations of the Cross, Sanhedrin, Pontius Pilate, Sacrifice, Punishment, Communion, Mass, Eucharist, Lord's Supper. Symbols/Symbolism, Good Friday, Easter Sunday, Easter Eve</p> <p>Sikhs Guru, Sikh, Guru Nanak. Teachings, Equality, Respect,</p>	<p>Hindus Brahmna, Svetaketu, Omnipresent, Aum, Trimurti, Shiva, Vishnu, Brahma, Qualities, Puja, Symbolic, Deity, Murti, Dharma, Seva, Karma, Dana, Samsara, Moksha, Atman</p> <p>Pilgrimage Celtic, Monastery, Monk, Thin Place, Community, Pilgrim, Service, Global, Pilgrim, Dharma, Sacred, Moksha, Kumbh Mela, Dharma, Sadhu, Sadhvi, Moksha, Pilgrimage, Abbey, Shrine, Legend, Holy Grail, Pagans, Solstice, Spiritual</p> <p>Humanists Humanism, Humanist, Non-Religious, Reason, Evidence, Freedom, Meaning, Empathy, Connection, Thought Experiment, Ethical, Consequences, Celebrant, Ceremony, Responsibility, Action, Campaign</p> <p>Ethics Philosophy, Philosopher, Ethics, Ethical, Principles, The Beatitudes, Commandment, Values, Sunnah, Hadith, Reason, Empathy, Humanist, Golden Mean, Logic, Virtue, Worldview, Golden Rule</p> <p>Local (Christianity) Freedom, Enslavement, Hope, Antigua, Barbados, Contemporary Source,</p>
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	Worship, Sacred, Belonging, Church, Altar, Font, Lectern, Bible, Mosque, Jummah Prayer, Salat, Minbar, Minaret, Mihrab, Dome, Synagogue, Service, Kippah, Tallit, Orthodox, Progressive, Ark, Bimah, Ner Tamid	Mitzvah, Bat Mitzvah, Adulthood, Ceremony, Synagogue, Tradition, Prayer, Responsibility, Mundan, Rakhi, Blessing, Raksha Bandhan, Infant Baptism, Mundan Ceremony	Local (Hindu) Social Sciences, Worldviews, Religion, Hindu Dharma, Prayer, Chanting, Meditation, Mantra, Shloka, Puja, Deity, Murti, Temple, Mandir, Ahimsa, Mahabharata, Bhagavad Gita	Sawm, Ramadan, Fasting, Eid-UI-Fitr, Spiritual, Diverse Local (Islam) Allah, Tawhid, Islam, Qur'an, Hadith, Muhammad, Prophet, Mufti, Theologian, Shahada, Imam, Mosque, Wudu, Salah, Makkah, Minbar, Adhan, Ablution, Madrassah, Halal, Pillars, Eid, Ramadan, Zakah	Acceptance, Kindness, Greed, Serve, Integrity, Truth, Honesty, Waheguru, Ik Onkar, Mool Mantar, Seva, Gurdwara, Langar Local (Data) Census, Data, Religion, Worldview, Theology, Social Sciences, Personal, Organised, Institutional, Religious, Non-Religious, Locality, Worship, Denomination, Community, Tradition, Demographic, Muslim, Islam, Monotheism, Muhammad	Manumission Ownership, Human Dignity, Precentor, Hierarchy, Petition, Abolish, Fairness, Interpretation, Influence, Social Justice, Repentance, Reconciliation,
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BAD Assessment	Year 1 and 2	Year 3 and 4	Year 5 and 6
	<p>To understand beliefs and teachings Describe some of the main beliefs and teachings of a religion or worldview.</p> <p>Basic - With the support of a teacher, some of the main beliefs and teachings of a religion or worldview are explored. Advancing - Generally, some of the main beliefs and teachings of a religion or worldview are described. Deep - The main beliefs and teachings of a religion or worldview are described and explained in detail.</p> <p>Name and explain the meaning of some religious and worldview symbols.</p>	<p>To understand beliefs and teachings Present the key teachings and beliefs of a religion or worldview, including making reference to figures from religions or worldviews.</p> <p>Basic - When encouraged, some good examples of the key teachings and beliefs of a religion or worldview are given. Advancing - Generally, some key teachings and beliefs are selected and presented with some reference to figures from that religion or worldview. Deep - Key teachings, and how they relate to figures from a religion or worldview, are presented with detail and explanations. There is some awareness of diversity.</p> <p>Identify religious and worldview symbolism within literature, the arts and the world..</p>	<p>To understand beliefs and teachings Explain how some teachings and beliefs are shared between religions and worldviews.</p> <p>Basic - With support, some good examples are provided for how beliefs are shared between religions and worldviews. Advancing - Generally, beliefs that are shared between religions and worldviews are identified and explained. Deep - Beliefs that are shared between religions and worldviews are identified, analysed and explored.</p> <p>Recognise and explain variation and diversity within religions and worldviews in regards to beliefs.</p> <p>Basic - With support, some examples of diversity in regards to beliefs are identified within religions and worldviews. Advancing - Variation and diversity in regards to beliefs are recognised and explained in some religions and worldviews.</p>

	<p>Basic - With the support of a teacher, the names and meanings of some religious and worldview symbols are explored. Advancing - Some religious and worldview symbols are selected, named and their meanings described. Deep - Some religious and worldview symbols are named and described in detail.</p> <p>To understand practices and lifestyles (ritual) Recognise, name and describe some artefacts, places and practices from religions and worldviews.</p> <p>Basic - During structured activities, some artefacts, places and practices from religions and worldviews are explored. Advancing - There is a growing knowledge of some artefacts, places and practices from religions and worldviews and some are chosen and described. Deep - There is an in-depth understanding of some artefacts, places and practices from religions and worldviews which are described in detail.</p> <p>To understand how beliefs are conveyed (celebrations) Describe some of the main festivals and celebrations of a religion and worldview.</p> <p>Basic - With the support of a teacher, some of the main festivals and celebrations of a religion or worldview are explored. Advancing - Generally, some of the main festivals and celebrations of a religion or worldview are described. Deep - The main festivals and celebrations of a religion or celebrations of a religion or</p>	<p>Basic - With support, religious and worldview symbolism is explored within literature, the arts and the world. Advancing - There is a growing recognition of, and some examples provided for, the use of religious or worldview symbolism in literature, the arts and the world. Deep - Good, well-explained examples of religious and worldview symbolism in literature, the arts and the world are given in a wide range of contexts.</p> <p>To understand practices and lifestyles (ritual) Identify artefacts, and buildings from religions and worldviews and explain how and why they are used in everyday life. There is an awareness of diversity in ritual.</p> <p>Basic - There is some identification and naming of artefacts and buildings from religions and worldviews. With encouragement., there is some explanation of how and why they are used in everyday life. Advancing - Generally, artefacts and buildings from religions and worldviews are identified and how and why they are used in everyday life are explained with some detail. There is an awareness of diversity in ritual. Deep - Artefacts and buildings from religions and worldviews are identified rapidly and detailed explanations of how and why they are used are provided. Diversity in ritual is acknowledged and referenced.</p> <p>Explain some of the diverse practices of both leaders and individuals from religions and worldviews.</p> <p>Basic - When encouraged, some good examples of explanations of the practices of leaders and individuals from religions and worldviews are given.</p>	<p>Deep - Variation and diversity in regards to beliefs are recognised, analysed and explained across several different religions and worldviews.</p> <p>Explain how beliefs shape the lives of individuals and communities.</p> <p>Basic - When encouraged, some examples are provided for how beliefs shape the lives of individuals and communities. Advancing - Good examples, with some interesting detail, are provided for how beliefs shape the lives of individuals and communities. Deep - Well-chosen and very well-explained details are provided for how a wide range of beliefs, religious or otherwise, shape the lives of individuals and communities.</p> <p>To understand practices and lifestyles (ritual) Compare and contrast the lifestyles of groups from different religions and worldviews and give reasons why some within the same group may adopt different lifestyles. Recognise diversity within ritual.</p> <p>Basic - With support, the lifestyles of groups from different religions and worldviews are compared and contrasted and diversity within ritual is acknowledged. Advancing - Good examples of similarities and differences in the lifestyles of groups from different religions and worldviews are identified and described and diversity within ritual is recognised. Deep - Well-chosen and detailed examples are provided for similarities and differences in the lifestyles of groups from different religions and worldviews and are described in detail. Diversity within ritual is recognised and explained.</p> <p>Show an understanding of the role of a leader of a religion or worldview.</p> <p>Basic - There is some awareness of the role of a leader of a religion or worldview.</p>
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	<p>worldview are described and explained in detail.</p> <p>To understand values Understand what is important and valued by members of a religion or worldview</p> <p>Basic - There is some awareness of what is important and valued by members of a religion or worldview. Advancing - There is a growing understanding of what is important and valued by members of a religion or worldview. Deep - There is a good understanding of what is important and valued by different members of a religion or worldview.</p> <p>Identify how one has to make choices in life.</p> <p>Basic - During structured discussions, there is some exploration of how one must make choices in life. Advancing - There is a growing understanding that one must make choices in life and some good examples of this are described. Deep - There is a good understanding that one must make choices in life, including some that are difficult. Good examples are provided and described well.</p> <p>Show an understanding of the term 'morals'</p> <p>Basic - During structured discussions the term 'morals' is explored. Advancing - There is a growing use of the term 'morals' when discussing behaviour and decisions. Deep - There is a good understanding of the term 'morals' and many good examples of how</p>	<p>Advancing - Generally, good explanations of the diverse practices of leaders and individuals from religions and worldviews are given with some detail. Deep - Well-thought out explanations along with telling examples of the diverse practices of leaders and individuals from religions and worldviews are given.</p> <p>To understand how beliefs are conveyed (celebrations) Describe and explain some of the celebrations and festivals of religions and worldviews, with an awareness of diversity.</p> <p>Basic - When encouraged, some good examples of celebrations and festivals are described and explained. Advancing - Generally, good examples of celebrations and festivals are described and explained, with an awareness of diversity. Deep - Good examples of celebrations and festivals are described and explained in detail and diversity is referenced.</p> <p>To understand values Understand what is valued by members of a religion or worldview. Comparisons are made with what is valued by themselves.</p> <p>Basic - There is some awareness of what is valued by members of a religion or worldview and what is valued by themselves. Advancing - There is a growing understanding of what is valued by members of a religion or worldview, with some comparisons made with what they value. Deep - There is a good understanding of what is valued by different members of a religion or worldview, with good comparisons made with what they value.</p>	<p>Advancing - There is some interesting exploration and recognition of aspects of the role of a leader of a religion or worldview. Deep - There is a good understanding of, and excellent examples provided for, the wide and varied role of a leader of a religion or worldview.</p> <p>To understand how beliefs are conveyed (celebrations) Explain some of the different ways that individuals show their beliefs.</p> <p>Basic - There is some awareness of the different ways that individuals show their beliefs. Advancing - There is a growing awareness of, and some good examples provided for, the different ways that individuals show their beliefs. Deep - There is a very good awareness of, and some excellent and detailed examples provided for, the different ways that individuals show their beliefs.</p> <p>Describe and explain some of the diversity within celebrations and festivals of religions and worldviews.</p> <p>Basic - When encouraged, some good examples of diversity within celebrations and festivals are described and explained. Advancing - Generally, good examples of diversity within celebrations and festivals are described and explained. Deep - Good examples of diversity within celebrations and festivals are described and explained in detail.</p> <p>To understand values Understand the diversity of what is important and valued by the student and by the members of a religion or worldview.</p> <p>Basic - There is some awareness of the diversity of what is important and valued by the student and by the members of a religion or worldview.</p>
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	<p>it can be applied to familiar situations are provided.</p> <p>To reflect Identify the things that are important in one's own life and compare these to others' beliefs.</p> <p>Basic - During structured discussions, important aspects of one's own life and how this compares to religious and other beliefs are explored. Advancing - There is a growing understanding and some good explanation of how important aspects of one's one life compares to religious or other beliefs. Deep - Aspects of one's own life are chosen and compared to religious and other beliefs from a number of religions and worldviews.</p> <p>Relate emotions to experiences of members of a religion or worldview.</p> <p>Basic - With the support of a teacher, emotions are explored and links pointed out to the experiences of some members of a religion or worldview. Advancing - There is a growing ability to explain how emotions relate to some of the experiences of members of a religion or worldview. Deep - Emotions are related very well to some of the experiences of members of a religion or worldview and described in detail.</p> <p>Demonstrate curiosity and explore life's big questions.</p> <p>Basic - During structured discussions, some of life's big questions are explored.</p>	<p>Explain how beliefs might affect people's behaviour.</p> <p>Basic - There are some good explanations of how beliefs might affect people's behaviour. Advancing - Generally, good explanations are provided for how beliefs might affect people's behaviour in a range of contexts. Deep - Well-considered and detailed explanations are provided for how beliefs might affect people's behaviour in a range of contexts.</p> <p>Discuss and give opinions on stories involving moral dilemmas.</p> <p>Basic - The term 'moral dilemma' is experienced during discussions. Advancing - There is a growing understanding of, and examples provided for, instances where there has been a moral dilemma. Deep - Apt and very well-described instances provided for situations involving moral dilemmas.</p> <p>To reflect Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>Basic - During structured discussions, there is some exploration of how personal experiences and feelings influence attitudes and actions. Advancing - There is a growing awareness of, and good examples provided for, personal experience and feelings and how they influence attitudes and actions. Deep - Good, well-explained examples of personal experiences and feelings, and how they influence attitudes and actions, are given in a wide range of contexts.</p> <p>Give some reasons why leaders and members of a religion or worldview may have acted as they did.</p>	<p>Advancing - There is a growing understanding of the diversity of what is important and valued by the student and by the members of a religion or worldview. Deep - There is a good understanding of the diversity of what is important and valued by the student and by the different members of a religion or worldview.</p> <p>Explain why communities and individuals from different religions or worldviews may have different views of what is right and wrong. Show an awareness of morals and right and wrong beyond rules.</p> <p>Basic - There are some good examples that show some understanding that communities and individuals from different religions and worldviews may have different views of what is right and wrong. There is some exploration of the need to act according to a belief of right and wrong even in the absence of rules. Advancing - There is a growing understanding, demonstrated by good examples of, and explanations for, different views of what is right and wrong. There is a growing understanding of the need to act in a morally right way, even in the absence of rules or regulation. Deep - There is an excellent understanding, demonstrated by well-chosen examples of, and detailed explanations for, different views of what is right and wrong. The word 'integrity' is understood and how this applies to one's own decisions is recognised.</p> <p>Express own values and remain respectful of those with different values.</p> <p>Basic - With support, personal values are explored. Advancing - There are some good examples of articulation of personal values and a respect for those with different values. Deep - Personal values are becoming well developed and explained. There is a high degree of respect for those with different values.</p>
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	<p>Advancing - During discussions, there is some curiosity and opinions given about some of life's big questions.</p> <p>Deep - During discussions, there is curiosity and well-considered opinions given and justified about some of life's big questions.</p>	<p>Basic - When encouraged, some reasons why leaders and members of a religion or worldview may have acted as they did are given.</p> <p>Advancing - Generally, good attempts are made to explain why leaders and members of a religion or worldview may have acted as they did, relating reasons to some of the teachings or ideas of a religion or worldview.</p> <p>Deep - Carefully reasoned and well-explained examples, that refer to the teachings or ideas of a religion or worldview, describe why leaders and members of a religion or worldview may have acted as they did.</p> <p>Ask questions that have no universally agreed answers (big questions).</p> <p>Basic - When encouraged, some questions that have no universally agreed answers are explored.</p> <p>Advancing - Generally, some good questions that have no universally agreed answers are asked and explored well.</p> <p>Deep - Some well-considered questions that have no universally agreed answers are asked and explored in depth.</p>	<p>To reflect</p> <p>Recognise and express feelings about one's own identities. Relate these to the beliefs and teachings of religions and worldviews.</p> <p>Basic - In structured discussions the concept of identity is explored and related to the beliefs and teachings of religions and worldviews.</p> <p>Advancing - There are some good examples of explanations of the concept of identity. How this relates to the beliefs and teachings of religions and worldviews is identified.</p> <p>Deep - Well-chosen and apt, detailed examples are provided for the concept of identity. How this relates to the beliefs and teachings of religions and worldviews is identified.</p> <p>Explain ideas about some answers to ultimate questions and why answers may differ between individuals.</p> <p>Basic - There are good examples of some answers to ultimate questions being explored. Why answers may differ between individuals is also explored.</p> <p>Advancing - There is a growing understanding, demonstrated with well-explained descriptions, of answers to ultimate questions being explored. Why and how answers may differ between individuals is also explored.</p> <p>Deep - Detailed, in-depth research provides excellent examples and detailed descriptions of different answers to ultimate questions between individuals. Why and how answers may differ between individuals is also explored and explained.</p>
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