



RE in EYFS

In EYFS children learn about festivals and celebrations which are important to different religions and take a part in Christmas Nativity plays. They learn about different religious traditions that are important to people in their class.

From Development Matters -

Children in the nursery will:

Continue developing positive attitudes about the differences between people.

Children in reception will:

Understand that some places are special to members of their community

Recognise that people have different beliefs and celebrate special times in different ways.

Important Christian celebrations: Christmas

Year:	Unit Overview:	Knowledge and understanding:	Expressing ideas, beliefs and insights:
1	Why is Christmas important to Christians? Children explore the key events in the Christmas narrative and consider why Christmas is such an important celebration for Christians.	- retell the main events of the story using religious vocabulary - identify something about Christmas that would be important to Christians	- give a reason for what's important to them about Christmas - talk about different people in the story and how they might have felt at different times
2	What does the Christmas story tell Christians about Jesus? Children explore the Christmas nativity account for clues (e.g. angels, visit of the Magi, new star) that Christians believe show Christians who Jesus is and why he was born.	- talk about what a clue means in relation to the story	- talk about the puzzling aspects of the clues in the Christmas story - identify how people in the Nativity accounts might be feeling / thinking about Jesus and why
3	Why are presents given at Christmas and what might Jesus think? Children explore the tradition of present-giving at Christmas, through the account of the birth of Jesus. Children consider the symbolism of the gifts brought by the Magi, and their meaning for Christians, and evaluate whether different ways of giving at Christmas now might better express the 'spirit' of Christmas.	- make links between clues within the story and what Christians believe about Jesus - decide which parts of the celebration of Christmas maintain the true meaning of Christmas for a Christian and why	- make links between what they suggest Jesus might think about Christmas and over-commercialisation - say what made them choose their gift, linking it with the learning in this unit
4	How can artists help us understand Christmas?	- describe and suggest meanings for the symbolism used, investigating and	- use symbolism to express things which are difficult to convey in words



	It is the intention of this unit to emphasise the importance of Jesus within the Christian faith through reflecting on and comparing different cultural expressions of Christian beliefs about his birth. At Christmas time, Christians celebrate the concept of ‘incarnation’ – God born as a human being in the person of Jesus. Different cultural perspectives on this should help pupils to deepen their understanding of Jesus being ‘incarnate’, made flesh, like us.	connecting them with Christian belief about Jesus being God ‘incarnate’	- compare their ideas / symbolism with the ideas / symbolism of others, giving reasons
5	Why is light an important sign at Christmas? Children explore the concept of light as a theme during Christmas (such as candles; Candlemas; halo; angels; the guiding star; tree lights; Christingles) but also beyond that, into the lives of Christians and reflect on light as a theme across different religions.	- describe what Christians mean when they say that Jesus is the ‘Light of the World’ - describe how light is used (e.g. in a Christingle) and what it represents, linking it with Christian beliefs about the person of Jesus Christ	- ask questions about the meaning of light and darkness in the context of the Christmas narrative and compare their ideas with the ideas of others
6	Christmas – What do the gospels say about the birth of Jesus and why is it ‘good news’? Children have opportunities to research the differences in the Gospel accounts of Matthew and Luke, and analyse what this might reveal about who Christians believe Jesus is. They will also think about the intended audience of each account, and why the birth of Jesus might be ‘good news’.	- compare the events in the two Gospel accounts, suggesting reasons for the differences - explain what the ‘good news’ in each Gospel is using evidence from the text	- suggest answers to questions about aspects of the birth of Jesus, making reference to both accounts

Important Christian celebrations: Easter

Year:	Unit Overview:	Knowledge and understanding:	Expressing ideas, beliefs and insights:
1	What do eggs have to do with Easter? Children consider why the symbols of crosses and eggs are important at Easter time, and what they have to do with the Easter story.	- suggest meanings for the symbols connected with the story of Easter (e.g. eggs, hot cross buns) - suggest why an egg is a good symbol for new life or what Christians believe about new life	- identify with different people within the Easter story and talk about the range of emotions involved
2	Why is Easter important to Christians? Children explore the Christian belief that Jesus died to ‘mend’ people’s friendship with God, and to very simply encapsulate	- suggest what different symbols mean e.g. parts of an Easter Garden	- share experiences of friendship and talk about their feelings



	Christian beliefs about Jesus' death and resurrection in an Easter Garden.		
3	Easter – what happened and what matters most to Christians? Children set out the sequence of events from Palm Sunday to Easter Day and the symbols associated with them, and reflect on what each of these events might mean for Christians. Children understand the links Christians make between the Jewish festival of Passover and the Last Supper.	- describe the symbols connected with the Easter story and link them to Christian beliefs about Jesus / Easter - make links between Jewish Passover and the Lord's Supper / communion	- respond in their own way to some of the events or puzzling questions raised and compare their ideas with the ideas of others
4	Easter: How does Lent help Christians prepare for Easter? Children consider Christian practices during Lent across the world, explore the common themes within Lent and reflect on why a period of preparation might be important for Christians.	- make links between the story of Jesus in the desert and Lent - identify some things that might most impact a Christian's life during Lent	- create ideas that are connected with the concepts of preparation / confession / reflection - sensitively compare their own thoughts about Lent with others'
5	How do Christians know what happened at Easter? Children develop their skills of investigation and evaluation, as they look at the four Gospel accounts of the Easter narrative. The skills developed in this unit will help to prepare pupils for an independent comparison of texts in the year 6 Christmas unit.	- compare the similarities within the Gospel accounts of Easter, suggesting reasons for this - relate the key events within the Easter narrative to Christian belief about Jesus	- suggest answers to questions about puzzling aspects of the death and resurrection of Jesus, making reference to the Gospel accounts
6	Did Jesus have to die? Children investigate the reasons why Christians believe Jesus died – and what Jesus himself said about it. They will draw on learning across the key stage and explore key concepts of 'sacrifice' and 'atonement for Christians.	- select information from their learning and the Bible that helps to answer the question 'Did Jesus have to die?'	- apply their ideas and reflections on the concept of sacrifice, atonement or reconciliation to their own and others' lives - suggest what might happen as a result of their own or others' actions

Christianity

Year:	Unit Overview:	Knowledge and understanding:	Expressing ideas, beliefs and insights:
1	What do Christians believe God is like? Children share their own thoughts and ideas about God, and begin to understand that words, pictures and images can convey deep meanings. They will investigate some images of God contained within the Bible and think about how these help to show Christians who God is. Many of these images are shared by Jews.	- suggest meanings for some Biblical images of God - talk about some Christian beliefs about what God is like	- sensitively articulate their own beliefs / ideas connected with images of God



1	<p>Who is Jesus? Children explore the key events in Jesus' life, so that they can appreciate the span of his life being 33 years, but also to appreciate that Christians believe that the events of his life (including his miracles) show he was both human, and divine (God).</p>	<ul style="list-style-type: none"> - retell events from Jesus' life - identify which events show Jesus is like God - recognise that Jesus' miracles raise puzzling questions 	<ul style="list-style-type: none"> - talk about experiences from Jesus' life that they can identify with - ask questions about Jesus' life
1	<p>Why did Jesus tell parables? Children explore a range of parables that Jesus told, in order for children to understand how he used simple stories to teach people deep truths about God and his kingdom. Children also explore the reasons why Jesus told them, to help them to make connections between the parables and what Christians believe.</p>	<ul style="list-style-type: none"> - retell a parable told by Jesus - suggest what they think the meaning of a parable is - understand that Jesus told parables to teach people important truths 	<ul style="list-style-type: none"> - sensitively express their own ideas about the themes of parables - talk about what's important in the parable for them and for others
2	<p>Why is the Bible an important book to Christians? Children are introduced to the idea of the Bible as the 'big story' of God and his people, and become familiar with stories and people from the Bible learning that the Old Testament precedes the life of Jesus.</p>	<ul style="list-style-type: none"> - retell stories from the Bible to others and identify what 'part' God plays in the story - suggest some things that Christians might learn from the Bible 	<ul style="list-style-type: none"> - sensitively connect their own emotions to the experiences of those in the accounts studied
2	<p>Why is 'Church' important to Christians? Children learn that 'church' is not just a building, but a community of people, and consider why church is a special place for Christians. Children investigate Christian symbols that are found in churches, making connections with what Christians believe, but also recognise that 'worship' is one of the most important things that happens in a church, because it's how Christians show that God is important to them.</p>	<ul style="list-style-type: none"> - recognise some symbols within a church and suggest what they mean - identify how Christians show that God is important 	<ul style="list-style-type: none"> - suggest which aspect of 'church' might be most important to them, or to a Christian - respond with sensitivity to the experience of being in a church
2	<p>Why do Christians call Jesus 'Saviour'? Children explore how Jesus was a friend and Saviour ('rescuer'), to people he met, who often included the poor and friendless. During this unit, pupils should consider how meeting Jesus changed peoples' lives ('rescued' them), and reflect on how Jesus is still 'Saviour' for Christians today.</p>	<ul style="list-style-type: none"> - retell stories about how people were changed by meeting Jesus - identify possible meanings for stories / religious words / art - suggest why Christians call might Jesus 'Saviour' 	<ul style="list-style-type: none"> - respond sensitively to the idea of 'rescue', making relevant comments in the context of stories and discussions - discuss how people who met Jesus might have felt before, during and after
3	<p>How does the Bible reveal God's rescue plan? Children understand how, for Christians, the Bible tells the 'big story' of God and his people – and that it spans all time, from Creation to</p>	<ul style="list-style-type: none"> - suggest what Christians might learn about God from stories in the Bible 	<ul style="list-style-type: none"> - compare their own ideas and feelings about stories with other peoples'



	<p>the Second Coming. Children will explore narratives connected with the key events in God's 'big story', his rescue plan for mankind. Children have the opportunity to develop their understanding of the different types of writings in the Bible and how they link together in this 'big story', but also to reflect on how this way of viewing the Bible might affect a Christian's life.</p>	<ul style="list-style-type: none"> - describe how a story from the Bible illustrates God rescuing people - identify historical facts within the Bible 	<ul style="list-style-type: none"> - reflect on and creatively respond to a Bible account, explaining their thinking
3	<p>How did Jesus change lives? Children explore some of the most important miracles of Jesus, and how people were changed physically and emotionally by encountering him, but also how these encounters demonstrate, for Christians, that Jesus is God's Son – and, as 'Saviour', is still changing lives today.</p>	<ul style="list-style-type: none"> - investigate how peoples' lives were changed after meeting Jesus - make links between what Jesus did and what Christians believe about him being 'Saviour' and God's Son 	<ul style="list-style-type: none"> - compare their ideas with others' - raise questions about encounters / aspects of Jesus' miracles, giving their own considered response
3	<p>How did the church begin? Children make the link between the coming of the Holy Spirit to the Apostles and the start and spread of the early Christian church. There are also opportunities to investigate symbolism connected with Pentecost, and what Christians today believe about the Holy Spirit.</p>	<ul style="list-style-type: none"> - retell the story of Pentecost and describe its importance for Christians - make links between the apostles' experience of receiving the Holy Spirit and the spread of the Church - describe and suggest meanings for the symbols of Pentecost, making links with the Biblical account 	<ul style="list-style-type: none"> - give reasons for why the apostles acted as they did - identify what influences them, and why - ask, and give thoughtful responses to, questions about Pentecost
3	<p>Why do Christians share communion? Children are helped to understand that communion is an act of remembrance, sharing and reflection for Christians focusing on the belief they share that Jesus died so that there could be a new relationship between God and people.</p>	<ul style="list-style-type: none"> - explain how communion helps Christians to remember and express unity 	<ul style="list-style-type: none"> - understand that actions can be symbolic
4	<p>What do Christians believe about God? (Why do Christians call God father) Children are helped to understand some things that Christians believe about God and his nature, using images from the Old Testament & the person of Jesus including a study about God as Jesus portrays him in the parable of the Prodigal Son / Loving Father.</p>	<ul style="list-style-type: none"> - investigate sources (artefacts / art / stories / text) and link what they find with Christian beliefs about God 	<ul style="list-style-type: none"> - compare their own ideas about the character of God with those of others - create an image / playlist / poem that represents aspect(s) of God's character and explain the symbols / imagery that they have used



4	<p>Is Christian worship the same all around the world? Children will explore a variety of current Christian worship styles and formats drawn from differing cultural contexts, helping them to find the common beliefs and stories expressed in rituals, music, and images / artefacts.</p>	<ul style="list-style-type: none"> - find links between a familiar form of worship and one from another cultural context - suggest meanings for a religious symbol or image from an unfamiliar cultural context 	<ul style="list-style-type: none"> - compare their own experience or understanding of worship with others - ask questions about worship in different cultural contexts
5	<p>Who did Jesus say 'I am'? Children focus on the Christian belief that Jesus is the Son of God and investigate the statements Jesus used about himself. Children investigate why Jesus used these ideas to express who he was, and to reflect on what they mean for Christians.</p>	<ul style="list-style-type: none"> - identify and explain the meanings of the statements Jesus used about himself - suggest meanings for each 'I am' statement and describe why each is important for Christians - suggest what Christians might learn about God through the person of Jesus 	<ul style="list-style-type: none"> - question what Christians believe about Jesus and begin to form their own opinions in the light of their learning - ask questions and suggest answers about the significance of Jesus' names for themselves or for Christians
5	<p>How did Jesus' teaching challenge people? Children investigate some of Jesus' teachings from major texts such as the Sermon on the Mount/Plain and Jesus' 'new commandment' in John 13:34 and what impact these had at the time, and have on the lives of Christians now.</p>	<ul style="list-style-type: none"> - describe meanings for a range of Jesus' parables and teachings and describe the impact of them on how Christians live 	<ul style="list-style-type: none"> - apply ideas and reflections about Jesus' teaching to their own or others' lives e.g. which of Jesus' teachings might be the most important
6	<p>The Trinity: How is God three, and yet One? Children explore the Christian concept of the Trinity and investigate the different symbolism and characteristics associated with each Person of the Trinity.</p>	<ul style="list-style-type: none"> - suggest meanings for different aspects of Trinity symbolism, using appropriate vocabulary 	<ul style="list-style-type: none"> - offer suggestions as to how belief in God as Father, Son and Spirit might help Christians in different situations
6	<p>What can we learn about the Christian faith from The Chronicles of Narnia? This unit uses the Chronicles of Narnia as a way to deepen children's understanding of the Christian faith.</p>	<ul style="list-style-type: none"> - recognise that Christians believe that everyone is tempted to do wrong things - identify how the story of Aslan can be seen as a parallel of the story of the death and resurrection of Jesus - know that CS Lewis used Narnia to explain difficult ideas about the Christian faith 	<ul style="list-style-type: none"> - make links between what they and other people do and give reasons for their actions
6	<p>Adam, Eve, Christmas and Easter: what are the connections? Children explore the connections, as Christians see them, between the accounts in Genesis of creation & the Fall and the events of Christmas and Easter. Pupils will develop their research skills, and the skills of synthesis and expression.</p>	<ul style="list-style-type: none"> - explain the connections between Adam, Eve, Christmas and Easter, using evidence from the Bible / their research 	<ul style="list-style-type: none"> - suggest answers to the questions about sin, the person of Jesus and what Christians believe about the purpose of his coming



6	<p>How can churches help us to understand Christian belief? Children explore aspects of the sacraments of communion and baptism in two different Christian denominations, and think about what the similarities and differences show about Christian beliefs.</p>	<ul style="list-style-type: none"> - gather, select and organise ideas about communion or baptism across two denominations - comment on the connections between beliefs and practices for different denominations 	<ul style="list-style-type: none"> - describe why people choose to express their beliefs in different ways giving examples
---	--	---	---

Islam			
Year:	Unit Overview:	Knowledge and understanding:	Expressing ideas, beliefs and insights:
2	<p>Who is Allah and why do Muslims worship him? Children explore how some of Allah's 99 names express who Allah is for Muslims, and how worship of Allah is central to Muslim families and how they live their lives.</p>	<ul style="list-style-type: none"> - suggest what some of Allah's names might mean and why they might be 'beautiful' to a Muslim - explain how the different prayer positions might help a Muslim to pray - describe why Muslims wash before praying 	<ul style="list-style-type: none"> - suggest what it means to treat someone or something with respect - discuss how Muslims show respect for Allah in prayer
2	<p>What is important to Muslim families? Children explore key Muslim beliefs about Muhammad (pbuh), the last and greatest prophet of Islam, and the Qur'an in order to help pupils to understand what's important for Muslim families and what shapes their lives. 'Respect' and 'peace' are important concepts within this unit. Children explore stories about the life of the Prophet during this unit and think about why they might be important for Muslim families.</p>	<ul style="list-style-type: none"> - demonstrate how the Qur'an should be treated and suggest why this might be - retell stories about Muhammad (pbuh) and suggest what people might learn from them or what made Muhammad (pbuh) a good leader - identify how peace and respect are important to Muslims 	<ul style="list-style-type: none"> - suggest why Muhammad (pbuh) is important to Muslims and how they show respect - consider why Muslims might learn parts of the Quran by heart
2	<p>In what ways is a mosque special to Muslims? Pupils explore what makes a mosque a special place for Muslim worship and learning.</p>	<ul style="list-style-type: none"> - name some key interior features of a mosque and talk about what they are used for - suggest possible reasons why Muslims face towards Makkah when they pray 	<ul style="list-style-type: none"> - demonstrate respect in a place of worship - explain why a mosque is only decorated with patterns and words - identify how the classroom would need to change for it to become a mosque
5	<p>How can a mosque help us to understand the Muslim faith?</p>	<ul style="list-style-type: none"> - gather, select and organise ideas about Islam 	<ul style="list-style-type: none"> - suggest how praying or worshipping as a community might benefit Muslims / themselves



	Children explore the key features of a mosque and investigate what they reveal about Muslim beliefs, focussing on beliefs about and practices associated with prayer (salah).	- describe how features of a mosque / Muslim prayer reveal Muslim beliefs, using appropriate vocabulary	- suggest what would have to change in their classroom if it were to become a mosque
5	How do the pillars of Islam help Muslims to live a good life? Children explore the key beliefs and practices of Islam through investigating the five 'pillars'. Children are given opportunities to reflect on how the pillars of Islam affect the way that Muslims live their lives, and to make connections between Islam and the other religions they have studied.	- describe and connect some key Muslim beliefs about Allah, worship practices and the pillars - describe the impact of celebrating and fasting in the life of Muslims - explain how pilgrimage differs from other journeys	- suggest what might happen as a result of zakah (or other pillar) and consider what might motivate Muslims to give (fast, pray etc.)

Judaism

Year:	Unit Overview:	Knowledge and understanding:	Expressing ideas, beliefs and insights:
1	What is the Torah and why is it important to Jews? Children are introduced to the Torah as the special holy book for Jews and encouraged to make connections between the Torah and the part of the Bible that Christians call the 'Old Testament'.	- identify some things that Jews learn from the Torah - identify possible meanings for the commandments that God gave to Moses - suggest why light is used to symbolise God's presence in the synagogue	- explain what it means to treat something with respect and suggest why the Torah is valued by Jews
1	Why do Jewish families celebrate Shabbat? Children explore why rest might be important, and investigate the importance for Jewish families of Shabbat as a time set apart from the rest of the week.	- identify key symbols of the Shabbat meal and suggest what they mean - suggest what makes Shabbat a day of rest, or how it might help Jewish families to feel closer to God	- identify why rest is important - talk about what's important in their family at weekends - suggest what makes Shabbat a special family time
3	What are important times for Jews? Children investigate some of the major Jewish festivals, explore their links with Jewish history and commandment, and reflect on how celebrating these events helps Jews to 'remember' and binds the Jewish community together. Through festivals, Jews are reminded of God's faithfulness to his people. Children reflect on the significance of Bar / Bat Mitzvah and the symbolism of Jewish marriage as rites of	- link features of Jewish celebrations with stories or Jewish beliefs - describe some of the practices associated with the 'milestones' of a Jew's life	- compare their own lives with those of Jewish families - evaluate the importance of the special times for Jews and for themselves



	passage in Jewish community life, and consider how they express Jewish beliefs.		
4	How can a synagogue help us understand the Jewish faith? Children explore the key features of a synagogue and investigate what they reveal about Jewish beliefs.	- describe the impact for Jews of the synagogue as a place of study, prayer and gathering - comment on any connections between a synagogue and a church or between Jewish and Christian beliefs	- describe how attending synagogue makes a difference to Jews, relating this to their own experiences

Hinduism

Year:	Unit Overview:	Knowledge and understanding:	Expressing ideas, beliefs and insights:
3	What does it mean to be Hindu? Children investigate the religious practices of Hindus and how these influence home and family life, linking them with important Hindu beliefs.	- describe some key Hindu beliefs and compare with other religions - explain, using religious vocabulary, the practices and rituals of Hindu family life and how these express religious beliefs - suggest meaning for a Hindu festival, using the appropriate vocabulary to describe its practices	- ask questions about the puzzling aspects of Hinduism and suggest answers - respond thoughtfully to an aspect of Hindu home life or belief in the context of their own life
6	What helps Hindus to worship? Children gain a broad understanding of how Hindus worship the supreme divine reality (Brahman) who is represented in different forms, and what helps them to do this. Children use images and stories to draw meaning to support this understanding.	- make links between objects, symbols and practices in Hindu worship and the beliefs that underlie them - draw meanings about good and evil from a Hindu story	- make comparisons between their own experiences of places of worship with the Hindu mandir - reflect on good and evil as illustrated in Hindu stories and make links with stories they know

Sikhism

Year:	Unit Overview:	Knowledge and understanding:	Expressing ideas, beliefs and insights:
4	What do Sikhs Value? Children explore the key beliefs of Sikhism, in particular the importance of equality. Children gain a general insight into what Sikhs	- identify the impact of key teachings of Guru Nanak Ji or the Guru Granth Sahib on Sikh life	- comment on Sikh beliefs e.g. about equality, and make links with their own ideas



	<p>value, and how they express this through their community life and the wearing of the Five Ks, as this learning will be further extended in KS3.</p>	<ul style="list-style-type: none"> - make links between Sikh symbols / artefacts / practices and Sikh beliefs or ways of life - describe how Sikhs demonstrate that the Guru Granth Sahib Ji is important 	
--	--	---	--

Buddhism

Year:	Unit Overview:	Knowledge and understanding:	Expressing ideas, beliefs and insights:
6	<p>What is 'The Buddhist Way of Life'? Pupils are introduced to the principal beliefs and practices of Buddhism. This is a key unit to prepare pupils for KS3, where they will further develop their understanding of Buddhism as a non-theistic religion (with no god).</p>	<ul style="list-style-type: none"> - gather, select & organise ideas about Buddhism - consider how the four Noble Truths or the Eightfold Path might affect a Buddhist's way of life - connect the key beliefs and teachings of Buddhism with features of the religion e.g. artefacts, symbols, rituals 	<ul style="list-style-type: none"> - apply ideas and reflections about issues raised e.g. suffering, enlightenment, meditation to their own, and Buddhists' - consider whether worship and meditation are different things and why this might be

Comparative units

Year:	Unit Overview:	Knowledge and understanding:	Expressing ideas, beliefs and insights:
1	<p>Why is Harvest a Worldwide Celebration? Children explore how different communities express thanks for the harvest, connecting pupils' learning with school harvest celebrations, also exploring issues of global responsibility, and making links with geography.</p>	<ul style="list-style-type: none"> - talk about how (and why) some people like to say thank you to God for the harvest by holding a harvest festival - recognise the similarities and differences between ideas and practices relating to the celebration of harvest - recognise that important elements of Harvest are gratitude and sharing 	<ul style="list-style-type: none"> - discuss and suggest reasons why some people want to help others - suggest reasons why Harvest is a time to be thankful and share
1	<p>Why should we look after our world? Children reflect on the natural world, what makes it precious and why / how we should care for it. Whilst the creation account (found in the Bible, the Torah and the Qur'an) might help answer this question for</p>	<ul style="list-style-type: none"> - retell the creation story - suggest why they think Christians, Jews and Muslims and people of no religious 	<ul style="list-style-type: none"> - respond to the world with a sense of wonder and appreciation - realise that some questions about creation are difficult to answer



	religious people, children also learn that non-religious people also show wonder at the natural world and concern about environmental issues.	view believe they should care for the world we live in	- suggest why and how they should demonstrate care for their environment
2	Is prayer important to everyone? Children explore and compare how different religious communities pray, and to consider why other people choose not to pray.	- begin to show awareness of similarities and differences in the way people pray - suggest why some people might pray and others might not - suggest meanings for religious language and expression	- respond sensitively to the views of others and give reasons why prayer might be important to someone and not to others - recognise that some questions about prayer are puzzling
3	How do people express belief through the arts? Children explore the many different ways in which people use their creativity to express the things that they believe through art, including sculpture, music and dance.	- describe similarities and differences in the way people express beliefs through the arts	- create their own piece of work that conveys inner feelings or beliefs - appreciate that the expressive arts can be a useful vehicle for conveying deeply-held beliefs and values
4	How can we live together in one world? Children consider how understanding the things that different people believe might help us to live together more harmoniously. Children develop their concept of a global community, and recognise how people of many different beliefs, cultures and traditions should live together and learn from each other.	- describe key beliefs that encourage people to spread resources more fairly - suggest how belonging to a faith community has a global dimension, and why this is	- describe how seeing the world through another person's eyes could help make us better global citizens - ask and suggest answers to questions about their responsibility as part of a local, national and global community
5	What is the golden rule and are they all the same? Children consider why the teaching known as the 'golden rule' might be common to so many religions, and important to non-religious people as well. It is important that pupils see the connections between the different 'versions' of the Golden Rule, but also acknowledge that for non-religious people, the Golden Rule came not from God, but from our common need to be treated well in order to live together peacefully.	- explain why the 'golden rule' is used by many religious and non-religious people worldwide - suggest meanings for different statements of wisdom - describe similarities and differences between the beliefs of religious and non-religious people	- decide on their own personal 'golden rule' and give a justification for it - make links between words of wisdom and their own behaviour - apply their ideas to everyday situations
5	What is wisdom? Children begin to understand that wisdom is important in many different cultures and to many religious and nonreligious people. Whilst many religions teach that wisdom comes from God through different channels (including sacred texts), this unit also explores	- give some examples of wisdom , connecting them with their source - suggest meanings and implications for different words of wisdom	- identify some wisdom that has meaning for them and express why it has made an impact - explain how asking questions can help increase wisdom



	<p>other sources of wisdom. Children will understand the difference between knowledge and wisdom.</p>	<ul style="list-style-type: none">- identify similarities and differences between words of wisdom- suggest why some people consider wisdom to be found apart from God	<ul style="list-style-type: none">- describe how wisdom can help both religious and non-religious people live their lives- consider how people decide what is wise
--	---	--	---