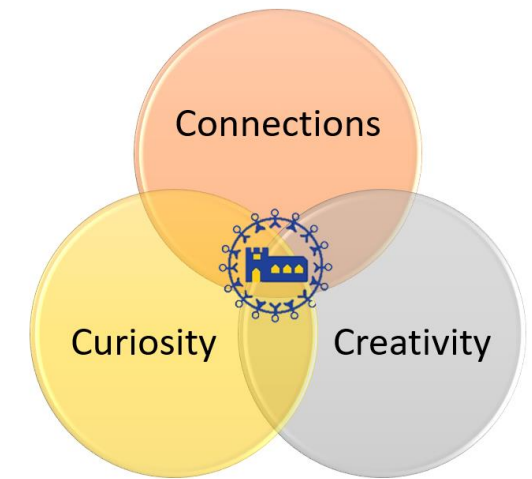




Religious Education – Knowledge and Skills Progression



Intent

As a Church of England school (VA), we work to provide Religious Education (RE) as a non-confessional, academic subject. The children are provided with a high-quality religious education, which reflects the Church of England Statement of Entitlement; meeting statutory obligations to ensure every child is educated to have deep respect and integrity of other religions and worldviews, gaining an insight into the world in which we live. The teaching of RE is vital for children to make connections between their own beliefs and values, and as a Church school the teaching of Christianity is central to all we teach; focusing on the teachings of Jesus and the Church.

Children will know and understand about Christianity as a living world faith, having time to explore the core theological concepts as well as considering the impact and connection that Christianity has on people's lives worldwide. They will develop their knowledge and understanding of other major world religions and world views/beliefs, and non-faith/beliefs, understanding their impact on society. We intend that children will be able to critically reflect on their own spiritual and philosophical opinions and beliefs in a safe space.

Our curriculum embraces the community in which it is situated, recognising the local places of worship, including the church, mosque, cathedral and temple. As a school community we will promote the equality and understanding of the British Values and ensure children are prepared for life in modern Britain. It is important that RE is seen as an enjoyable subject to participate in, where children can have plentiful opportunities to be creative as they explore a range of religions and worldviews.

Implementation

As a VA C/E school we follow, 'The Agreed Syllabus for Religious Education in Surrey Schools 2023-2028' (SACRE approved). RE is taught according to the C/E statutory entitlement, Christianity being offered 50% of the RE curriculum time. Training and opportunities to develop subject knowledge, skills and understanding will be ongoing in order to support curriculum development to ensure a progressive, robust curriculum is delivered with high standards aimed for at all times. Our children will:

- ✚ be encouraged to enjoy RE in a creative, enquiry-led approach
- ✚ be offered an immersive, enquiry based and creative curriculum developing their religious literacy; accessible to all, regardless of their own faith or no-faith.
- ✚ be encouraged to develop their enquiry skills enabling them to use deep, meaningful questions to further their understanding, knowledge and skills.
- ✚ be offered time and opportunities to make connections with all religions and worldviews, including those of no-faith
- ✚ have access to the study of Christianity for 50% of their RE curriculum time,
- ✚ use a progressive curriculum developing their understanding of the theology, sociology and philosophy in the world faiths and worldviews studied.

Impact

Throughout their time at Lyne and Longcross Primary school from EYFS to the end of Ks2 children will:

- ✚ be able to think critically, gaining deeper understanding of religious texts, religions and worldviews being mindful of the beliefs of others
- ✚ have an excellent understanding of the theology, philosophy and human science across all religions and worldviews
- ✚ gain deep knowledge and understanding across religions, worldviews, beliefs, values and practices making their own informed choices regarding their own beliefs and values
- ✚ gain proficiency in Christianity, specifically in the concepts and significance of The Big Story of The Bible and what this means for Christians; locally, nationally and worldwide
- ✚ feel valued as individuals and that their own beliefs, whatever they believe, are valued and celebrated
- ✚ develop personally; demonstrating their own British Values, showing respect and integrity for a range of religions and worldviews



Children should be taught to: (Key Stage 1 and Key Stage 2)

Theological ideas about 'God': beliefs and teachings. Sociological ideas about 'Community': Ways of living & impact. Philosophical ideas about 'Identity': Existential questions.

End of phase expectations using 'Golden Threads' broken down into God, Community and Identity.	Statements for each topic (No N/C – taking from progress statements in GDBE Agreed Syllabus for REE)
God (by end of EYFS)	<ul style="list-style-type: none"> talk about a place, a special story or person belonging to a faith or belief community using appropriate vocabulary be aware that festivals are special times for different people and describe how people celebrate them
Community (by end of EYFS)	<ul style="list-style-type: none"> talk about their own times of celebration talk about things that are special to them, such as beliefs, places, books, objects and people talk about groups they belong to and be aware that other children belong to different groups
Identity (by end of EYFS)	<ul style="list-style-type: none"> ask questions about their learning respond with growing sensitivity and responsibility to the world around them talk about e.g. right/wrong, good/bad, real/true recognise that others' views may be different from their own show a range of feelings in response to their learning, e.g. awe, wonder, sadness, joy, etc..
Skills developed by the end of EYFS will include:	<ul style="list-style-type: none"> Reflection e.g. stepping back to appreciate the different ways in which they and others celebrate, or reflecting on the idea of 'special', relating to theirs and others' communities and experiences Empathy e.g. becoming aware that other people regard different things as special and that other peoples' ideas may be different from their own Investigation e.g. using their senses & observation to explore stories, objects and places, asking questions together in a way that demonstrates interest in what other people think, feel and value Interpretation e.g. being introduced to the idea that some things have a 'meaning' Expression e.g. demonstrating their knowledge in a variety of ways such as through emotions, role play, talk, drawing or writing, sharing their own views
God (by end of KS1)	<ul style="list-style-type: none"> talk simply about core beliefs and concepts and what they mean use appropriate subject specific vocabulary when they talk identify similarities in features of religions and beliefs retell religious, spiritual and moral stories identify how stories / symbols / objects show what people believe identify how religion and belief is expressed in different ways
Community (by end of KS1)	<ul style="list-style-type: none"> talk about different communities of people give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives give a reason why something may be valued by themselves and/or others
Identity (by end of KS1)	<ul style="list-style-type: none"> respond sensitively and imaginatively to questions about being human and their own place in the world ask thoughtful questions about their own and others' ideas, experiences and feelings recognise that some questions about life are difficult to answer respond to questions about, e.g. right/wrong, good/bad, real/true give a simple reason for a view that they have
Skills developed by the end of KS1 will include:	<ul style="list-style-type: none"> Reflection e.g. responding to stories, places or people in ways that demonstrate a developing understanding of the world of religion and belief and the big questions that people ask; Empathy e.g. considering the thoughts feelings & experiences of others in the way that they talk, expressing & identifying feelings in different ways and appreciating that others may view the world / feel differently Investigation e.g. asking questions / enquiring together using subject specific vocabulary; exploring artefacts / stories / art as 'evidence' of the things that people believe Synthesis e.g. through teacher modelling, appreciating that there are links between different parts of their learning such as between someone's beliefs and their actions, or images and what they show about people's beliefs Interpretation e.g. suggesting meanings of stories / artefacts / symbols, appreciating that these meanings might be different for different people Evaluating e.g. through discussion, meanings of parables/stories or which elements might be 'more important' than others Application e.g. with the teacher's help, making associations between a faith or belief and the actions of an individual or a local faith community, such as in the way they treat the environment



	<ul style="list-style-type: none"> • Expression e.g. demonstrating their knowledge and understanding of faith and belief in a variety of ways such as through, talk, drama, creative artwork or writing, being able to explain to others their thinking behind this expressive work
 God (by end of LKS2)	<ul style="list-style-type: none"> • identify simple similarities and differences between religions, beliefs, giving examples from their learning • describe and suggest meanings for symbols and other forms of expression for people of faith or belief • make links between beliefs, texts / stories and practices (believing, belonging and behaving)
 Community (by end of LKS2)	<ul style="list-style-type: none"> • investigate and connect features of religions and beliefs, identifying some similarities and differences in people's lived experience • identify the impact of beliefs and practices on people's lives, individually, or as a community e.g. in how people worship and/or how they live
 Identity (by end of LKS2)	<ul style="list-style-type: none"> • compare their own ideas, influences and/or feelings with those of others • make links between what they and other people think about God, being human, what is important in life, how to behave • give reasons for beliefs, attitudes and actions, especially in relation to their own developing worldview • ask significant questions about religions and beliefs, comparing their ideas with others' and suggesting answers from their learning
Skills developed by the end of LKS2 will include:	<ul style="list-style-type: none"> • Reflection e.g. responding to religious text, stories, places or people in ways that demonstrate some understanding of the world of religion and belief, making insightful contributions to class discussions. • Empathy e.g. considering the thoughts feelings, experiences, beliefs and values of others in the way that they talk, expressing & identifying feelings in different ways and developing and appreciation that others view the world / feel differently. • Investigation e.g. asking questions / enquiring about religions and beliefs, using subject specific vocabulary; selecting relevant sources (such as art, artefacts and text) as evidence of people's beliefs and actions. • Interpretation e.g. suggesting meanings of religious text, artefacts, art, and symbols; appreciating that these meanings might be different for different people and considering what might influence this. • Evaluation e.g. through discussion and debate, comparing their own and other people's ideas about answers to big questions using evidence to inform their opinion. • Analysis e.g. by asking questions to distinguish between the features of different religions and beliefs. • Synthesis e.g. through making links between different religions and beliefs and being able to identify aspects that are similar; showing connections between different elements of learning such as beliefs, practices and ways of life. • Application e.g. making associations between a faith or belief and the actions of an individual and a faith community local or national, such as in the provision of food for the community. • Expression e.g. demonstrating their knowledge and understanding of faith and belief (including some concepts and practices) in a variety of ways such as through, talk, drama, creative artwork or writing.
 God (by end of UKS2)	<ul style="list-style-type: none"> • explore, gather, select, and organise ideas about religion and belief, drawing on key texts / sources and concepts, where appropriate • express their understanding of concepts in theological terms • suggest meanings for a range of forms of expression, using accurate vocabulary • suggest some ways in which different people might interpret key texts / sources
 Community (by end of UKS2)	<ul style="list-style-type: none"> • comment on connections between questions, beliefs, values, practices and ways of life, explaining their importance to different communities • investigate and describe similarities and differences in lived experience within and between religions / beliefs • describe the impact of beliefs and practices for different people (e.g. on individuals, groups / communities and cultures, locally, nationally and globally)
 Identity (by end of UKS2)	<ul style="list-style-type: none"> • explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently • suggest what might happen as a result of their own and others' attitudes and actions, drawing on examples from their learning • develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview • reflect on possible connections between worldviews and the human search for meaning
Skills developed by the end of UKS2 will include:	<ul style="list-style-type: none"> • Reflection e.g. on concepts studied, such as the meaning and significance of incarnation / salvation for Christians or Shabbat rest for Jewish families, relating to their own experiences in the world today; appreciating how someone's beliefs might influence their 'worldview'. • Empathy e.g. being able to appreciate the value of belief for different groups of people, even if it is different to their own; demonstrating respect for different ideas and beliefs • Investigation e.g. selecting and exploring a variety of sources of evidence (including data) of the things that people believe, using accurate religious vocabulary; using these sources to draw conclusions about similarities and differences in people's lived experience. • Interpretation e.g. being able to explain the meaning in religious texts, artwork and artefacts; suggesting reasons why people might interpret key texts or stories differently, or express belief in different ways; explaining how symbols might represent concepts or ideas. • Evaluation e.g. ranking ideas according to their importance for different people, including themselves; making decisions informed by their learning. • Analysis e.g. distinguishing between historical facts and belief, or different ideas across / within religions and beliefs, drawing on their learning as evidence. • Synthesis e.g. linking concepts within and across religions and beliefs, using existing knowledge to draw conclusions about less familiar ideas or concepts.



- **Application** e.g. describing the impact of religion and belief on different groups of people and cultures, locally, nationally or globally.
- **Expression** e.g. explaining concepts in a range of different ways such as art, poetry, descriptions & explanations, or using symbols as a way to express an idea.

EYFS

Unlike the National Curriculum objectives outlined above, EYFS outcomes and objectives can be delivered through the seven areas of learning rather than being a discrete subject. The below statements are examples of how children in the Early Years develop so that they can build and develop their RE knowledge and understanding in preparation for the National Curriculum.

Communication and Language	<ul style="list-style-type: none"> • In response to memorable experiences, give children the opportunities to respond creatively, imaginatively and meaningfully. • Religious events, such as Christmas and Easter, can act as a stimulus to help children to think of different special events that are associated with different celebrations. • Children are regularly given the opportunity to listen to one another's point of view. • Stories, music, and artefacts give children the opportunity to learn about different important religious celebrations • Visiting places of worship and listening to visitors from different cultures and ethnic groups will expose children to new language. Children will then be able to use new words that are associated with this new learning, showing respect. 	
Personal, social and emotional development	<ul style="list-style-type: none"> • children have regular opportunities to use stories from different cultures and traditions as a stimulus to reflect on their own feelings and experiences, exploring them in different ways. • Through the use of role-play, children can explore the ways that people show concern and love for others and talk about why this is important. • Discussions can help children to think about issues of right and wrong (justice) and how humans can help each other. • By thinking about children in the class being individuals, children are able to explore what makes everyone unique, special, and, most importantly, valued. 	
Literacy	<ul style="list-style-type: none"> • Stories can be used as stimuli, providing children with the opportunities to reflect on what different characters do and say and decide what children would have done in similar situations. • Activities and play can provide children with the opportunities to explore a story's meaning. 	
Understanding the world	<ul style="list-style-type: none"> • Through everyday experiences, children have the opportunity to ask and answer questions about diversity, religion and culture. • Visiting places of worship, or listening to visitors or members of the school community from different religions and ethnic groups. • The opportunity to handle real artefacts can allow children to be more curious, respectful and interested. 	
Expressive Arts and Design	<ul style="list-style-type: none"> • Religious artefacts can act as a stimulus to allow children to think deeply about and express meanings associated with the artefacts. • Children are provided with regular opportunities to share their own experiences and feelings, and can be supported with reflecting on them. • Art, music, dance, stories, imaginative play, and role=play are all activities that can be used by children to represent their own ideas, thoughts, and feelings. • Allow children to respond to things that they see, hear, smell, touch and taste in their own way. 	
Mathematics	<ul style="list-style-type: none"> • children recognise, create and describe some patterns, sorting and ordering objects simply 	

In Reception, children will cover RE knowledge and understanding through the topics in the table below:

Much of the pupils' learning in RE within Reception will be through planned, purposeful play, with a mix of adult-led and child-led activities. The RE related experiences are highlighted in 5 of the 7 areas of learning (DfE, 2021) above.



	RE in EYFS should start from the child's own experience and from within the EYFS curriculum. From this, the RE 'units' using 6 key questions (below), will lead children to the subject content, which focuses more on religious ideas and concepts. Six key questions, accessed through continuous provision (or discretely), in line with Development Matters guidance for EYFS. All units will be resourced reflecting the worldviews that are appropriate, whilst including Christianity and introducing specialist vocabulary.					
Topics – six key questions in RE.	Who am I and where do I belong.	Why do we have celebrations?	What makes a place special?	What can we learn from stories?	What makes something 'special'?	What makes our world wonderful?

Curriculum Knowledge and Skills Progression



Topics Studied	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Intrepid Explorers Around the World Toys past and present Four Seasons What were seaside holidays like in the past? Map Makers	Life in the City Fire Fire! Arctic Explorers Under the Sea Growth Castles and Dragons	Stone Age Inventions Mayanas	Ancient Egyptians Our Changing World Rainforests	Earth and Beyond Shang Dynasty Exploring Scandinavia	War and Peace Our Place on Earth Our past, Present and Future
Christianity (x3 per year)	<p>Why do Christians call God 'creator'? (God, Creation) It is the intention of this unit to help children to understand that most Christians believe God created the world and that the Bible tells the overarching account of God's creation and plan. Through their learning, they will explore how Christians aim to emulate God's giving attitude as seen in creation throughout life and also at special times. They will also consider how important love is for Christians: the love of God for humanity, the love of Christians for God, and the love of Christians for others. Pupils could also be given the opportunity to find out about the Jewish festival of Sukkot and explore links between this story and being thankful for the Harvest.</p> <ol style="list-style-type: none"> 1. I wonder what makes a book special? 2. I wonder why God gave in creation? 3. I wonder how God continues to give? 4. I wonder how Christians can share God's creation? 5. How does Harvest time help people to be thankful? I wonder what you are thankful for? 6. I wonder how you think the Creation account makes Christians feel about the world? <p>How does gather as 'Church' help Christians to worship? (Incarnation) The purpose of this unit is to help children understand that for most Christians, Jesus was God's Son, who was born in a stable in Bethlehem, and grew up to teach people about God. To learn this, children will be reminded of who God is (the</p>	<p>What is God like for Christians? (God, Holy, Creation) It is the intention of this unit to explore how most Christians see and experience God as a guide and guardian, much like a shepherd is to sheep. During this unit, pupils should consider how friends and followers of God (the Israelites, disciples, and modern-day Christians) speak about God. The concept of God's love and 'parent-like' attitude is essential in this unit. It includes a specific focus on the parable of the Lost Sheep, its relation to the account of the Israelites in the desert, and the modern-day experiences and feelings of 21st Century Christians.</p> <ol style="list-style-type: none"> 1. I wonder what you think an 'expert' and 'guide' is? 2. What do some Christians say about God? 3. I wonder why God might be like a shepherd to his people? What difference might it make for Christians to experience God as their shepherd? 4. What do some Christians say God is like for them? How do they know this? Do they all say the same? 5. What is God like for Christians? 6. I wonder what you think God is like? <p>Why is giving to others important to Christians? (Incarnation) It is the intention of this unit to explore the concept of giving: as an act of worship for most Christians, and a core idea behind the concept of 'incarnation' – God giving Jesus to the world – focusing on a key text for Christians in John 3:16. It also explores how the</p>	<p>How can artists help us to understand what Christians believe and do? (Salvation, Incarnation) It is the intention of this unit to give pupils an understanding of how Christian art expresses belief and enables worship. Many Christians throughout history and across the world have used art to express their love for, and understanding of, God and children will have opportunities to explore and evaluate examples and reflect on what they communicate. They will be introduced to a wide variety of artistic forms including Christian architecture, icons, sculpture and music, developing an understanding of the possible meanings they communicate. There is also opportunity within this unit for children to use art to express their own ideas about God.</p> <ol style="list-style-type: none"> 1. How do artists use their creativity to communicate? 2. How can art help us to understand Jesus' life? 3. What can crosses tell us about what Christians believe? 4. How does art help Christians to worship? 5. How can art help us understand the Christian belief in the Incarnation? How can we use art to express our own ideas about Jesus? 6. Why do many Christians want to celebrate Jesus coming to earth? <p>What's the Bible's big story and why is it like treasure for Christians? (Gospel, Kingdom, Creation, Fall, Free will, Covenant people, Incarnation, Salvation)) It is the intention of this unit to give pupils a big framework across the</p>	<p>What did God promise to His people? (God, Salvation, Covenant, People) It is the intention of this unit to give pupils an understanding of promises made by God to his people in the Old and New Testaments. Children will explore the idea of covenant, through the covenants God made with Noah, Abraham, Moses and David, reflecting on the significance of these agreements between God and Israel. They will then study the New Covenant - through which salvation is offered to all people - and which Jesus says is sealed in his blood. They will consider the importance of the Christian belief that all God's promises are fulfilled in Jesus Christ, expressing their ideas and understanding in creative ways.</p> <ol style="list-style-type: none"> 1. What is a covenant? What was the promise God made to Noah? 2. What did God promise to Abraham and why was it so significant? 3. How did God's covenant with Moses create a community? 4. What did God's covenant with David mean for Israel? 5. What is the New Covenant that Jesus established and how does it affect his followers? 6. For Christians, how are God's promises fulfilled in Jesus? What might our learning about covenants mean for us? [personal knowledge] <p>What did Jesus say about God's kingdom and why was it 'Good News'? (Gospel, Kingdom)</p>	<p>What do Christians believe about creation? (Creation, Free will) It is the intention of this unit to help pupils to understand what many Christians believe about creation: that the world and all of life are created by God. For Christians, this has implications for how they live: their relationship with God as their creator; their identity as those entrusted with the care of the earth and all living things; their understanding of science; their attitude to suffering and their hope for the future</p> <ol style="list-style-type: none"> 1. What does it mean to create? 2. Can Christians believe in creation and the big bang? 3. What does creation mean for Christians' relationship with God? 4. What does the fall mean for human suffering and Christian hope? 5. What does creation mean for Christians' responsibility for earth and living things? How do they live this out? 6. How should Christians live in response to what the Bible says about creation? <p>Why is the idea of rescue so important to Christians – and how does the Bible show this? (Salvation) It is the intention of this unit to build on pupils' knowledge of the Christian 'metanarrative' ('big story') of God and his relationship with people, which most Christians believe spans all time, from Creation to the Second Coming. During this unit, pupils will explore narratives connected with some key events across the whole of</p>	<p>How is God Three – and yet, One? (God, Salvation, Incarnation) It is the intention of this unit to explore the Christian concept of the Trinity and to give pupils opportunity to investigate how some Christians express their ideas and beliefs, in words and in art. Although the concept of the Trinity is unique to Christianity, some more able pupils may be able to make connections / comparisons between this idea and other religions' understanding of God e.g. the Trimurti in Hinduism.</p> <ol style="list-style-type: none"> 1. Is it one – or more? 2. Who is the Trinity? How do some Christians show what they believe about the Trinity? 3. Where was the Trinity at Jesus' baptism? 4. What does Rublev's icon show about the Trinity? Is it important that all Persons of the Trinity are equal? 5. How do some Christians understand or experience the Trinity?.....and what difference does it make to how they live? What questions do we want to ask? 6. How is God Three – and yet One? How could we show this concept? What are your ideas about the Trinity? <p>What do Christians believe about the Messiah – and why is it good news?? (Gospel Salvation, Covenant people, Incarnation) It is the intention of this unit to explore the connections, as most Christians see them, between prophecies in the Old Testament</p>



	<p>creator), and that He is a caring/loving figure. This unit will keep children's attention focused on Jesus as the most important person in the events and portrayal of the Nativity, and how this is a part of Christmas celebrations around the world.</p> <ol style="list-style-type: none"> 1. Who's in your family? How are you like each other? How is our school like a family? (look at family/class photos) 2. What is the 'Nativity'? Who is Baby Jesus? Who is in his family? 3. Why did angels announce the birth of Jesus? 4. Why is the Nativity story so important to Christians? 5. Is Christmas the same around the world? What about the Nativity? 6. Who are the important people in the Nativity story to me? <p>What do Christians learn from stories of Jesus? (Incarnation / salvation) This unit intends to explore how Jesus lived, highlighting that many of his experiences were the same as ours (human), whilst many others were exceptional (indicative of his holiness). During this unit, pupils should consider the experiences they share, and do not share, with Jesus, and the example Jesus set for Christians through these. The concept of Jesus' dual nature (completely human – like us – and completely divine – like God, also known as the Hypostatic Union) is essential for learning in this unit, culminating in the juxtaposed experiences of Jesus' death (Human) and resurrection (God) over the Easter weekend.</p> <ol style="list-style-type: none"> 1. I wonder what has happened in your life so far? What human experiences do we share? 2. & 3. I wonder what happened in Jesus' lifetime? I wonder how Christians try to be like Jesus in their community? 4. What do Christians learn from stories told by Jesus? 5. What made Jesus 'ordinary' and 'extraordinary'? What's extraordinary about Easter? 6. What do Christians learn from the stories of Jesus? How is Jesus human and divine? 	<p>Christian community – the Church – aspires to give in many different ways, as God gave, and should include a visit to your local church to look for clues. This unit should ideally be taught in the second half of the Autumn term, as it culminates in considering why Christians give at Christmas.</p> <ol style="list-style-type: none"> 1. What? When? Why? How? How can we 'give' to others this week? 2. Why do some Christians give? 3. & 4 How do Christians [the Church] 'give' to God in worship? How does giving make a difference in your local [church] community? 5. What was given at the very first Christmas? Why do Christians give, especially at Christmas? 6. What could we give this Christmas? <p>Why do Christians call Jesus 'Saviour'? (Salvation) is the intention of this unit to 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 most Christians today. The concept of salvation is essential learning in this unit and includes a specific focus on the story of Zacchaeus' meeting with Jesus and the Easter narrative, building an Easter garden using the important symbols of Jesus' death and resurrection.</p> <ol style="list-style-type: none"> 1. What do we mean by the word 'rescue'? 2. & 3. How did Jesus save people? I wonder if these stories might make a difference in the way Christians treat other people / live as part of a community? 4. How did Jesus rescue Zacchaeus? I wonder if meeting Jesus changed Zacchaeus' community? How might they have shown this? 5. Is there a rescue at Easter? Who did Jesus forgive? I wonder if the Easter story might help Christians to be more forgiving? 6. What do we need in our Easter Garden as symbols of 'Salvation'? 	<p>whole of the Bible, to help them to understand how the Bible is both a collection of many different stories & types of writing, and one 'big story' of God and his relationship with people. Most Christians believe that this 'story' spans all time, from Creation to the Second Coming, at the centre of which is the birth, life, death & resurrection of Jesus. Through two contrasting retellings of this 'big story', pupils will begin to explore some core theological concepts, using this Big Bible Story to help them to see where familiar stories fit – and how they are linked. There is also opportunity within this unit to explore how Christians use their creativity to show how they treasure the Bible and show their beliefs about God, which will help children develop their own ideas.</p> <ol style="list-style-type: none"> 1. What do we love about books? What can books teach us? What's in the Bible – and where do stories we know 'fit'? 2. Is the Bible one story or many stories? 3. Why is the Bible like treasure for many Christians? 4. How do Christians use their creativity to express how the Bible is like 'treasure'? 5. How are Christians a part of this 'Big Story'? What difference do words from the Bible make to how they live? Are words more important than actions? 6. How can we express our own ideas about the Bible's 'Big Story'? <p>How did Jesus change lives – and how is it good news? (Gospel, Kingdom) To explore some of the miracles of Jesus through the eyes of Peter and others who were there, with a focus on how people were changed physically & emotionally by encountering Jesus. Pupils will consider how these encounters demonstrate, for most Christians, that Jesus is God's Son – and that He is still changing lives today. During this unit, they will also explore what the Bible has to say about identity, friendships and relationships and forgiveness, reflecting on how Jesus' example and Peter's experiences might help Christians when they experience relationship difficulties.</p> <ol style="list-style-type: none"> 1. Who has changed your life or made an impact on it in some 	<p>It is the intention of this unit to help pupils understand that Jesus taught that God's Kingdom is the rule of God on earth and that Christians are citizens of that Kingdom. During this unit, children will explore what this might mean, looking at Jesus as ruler of this Kingdom, how it operates and how its citizens – Christians – might live. They will consider how this might be good news for Christians and how it may influence their actions, with opportunities to reflect on what can make this a challenging way to live.</p> <ol style="list-style-type: none"> 1. What is the job of a ruler? 2. For Christians, what kind of a ruler is Jesus? 3. What does Jesus teach about what the Kingdom of God is like? 4. What does Jesus teach about how citizens of the Kingdom should live? I wonder what choices Christians make because of what they believe? 5. Is God's Kingdom good news? 6. What might it mean to pray 'Your Kingdom come.....?' <p>For Christians, is communion a celebration, or an act of remembrance? (Salvation) It is the intention of this unit to explore the sacrament of communion, which is a pivotal practice for Christian communities all over the world, and focuses on remembering Jesus' sacrifice. There are strong links with Jewish Passover celebrations, which Jesus was taking part in when he instigated this practice, commanding his followers to 'do this and remember me', so it is recommended that pupils study the LKS2 Judaism unit 'What are special times for Jews?' at some point before this unit.</p> <ol style="list-style-type: none"> 1. Around the table..... What's happening around this table? 2. Where does 'communion' come from? What did Jesus ask his followers to do 'until he comes again'? 3. Why did Jesus celebrate Passover? What connections are there between Passover and the Last Supper? Why are bread and wine so important? 4. Did Jesus choose to die? Does this make a difference? 	<p>God's 'big story', searching for clues relating to salvation as his ongoing rescue plan for humankind. It is important that you give the Easter narrative a significant focus in the unit, making & building on links with previous learning. There is also opportunity within this unit to explore how some Christians show their beliefs about salvation, including through the creative arts, which will help children develop their own ideas and articulate what has influenced their choices.</p> <ol style="list-style-type: none"> 1. SOS! HELP!!!! What do we mean by the word 'salvation'? Why do we like stories about rescue? 2. How is the idea of 'salvation' (rescue) a common theme in the Bible's stories? 3. What do Christians believe they need rescuing from? 4. What was God's solution? And what does it have to do with 'salvation'? (Easter story) Are Christians today still experiencing salvation? How? 5. How do Christians express their ideas about salvation? 6. Jesus' last words were 'It is finished!' What do you think he meant? Why is this so important to Christians? How might we show our ideas about salvation? How do our ideas link with what Christians think? <p>How did the Church begin, and where is it now? (Kingdom) It is the intention of this unit to help pupils to understand that most Christians believe the Church is a vital part of God's Kingdom, called by God to continue God's work in the world. The Church was inaugurated by the Holy Spirit at Pentecost, to bear witness throughout the world to the saving power of Jesus Christ. The church witnesses by telling God's story and through her care and compassion for God's world.</p> <ol style="list-style-type: none"> 1. What does it mean to belong? 2. How did the Church begin? 3. Why is baptism important for Christians? 4. What is the Church like around the world? 5. What do we [pupils] understand by the word 'Church'? 6. How can we [pupils] express what the 'Church' is? 	<p>about the Messiah, and events from the life of Jesus. These ideas will also be explored using the story of Simeon from Luke chapter 2 and what Jesus said about himself in John's Gospel, much of which resonates with images from Old Testament prophecies. It is again recommended that you invite some members of your local Church community to talk to children about the meaning and significance for them of prophecies about Jesus. You can find some extra resources for this unit in a PowerPoint resource.</p> <ol style="list-style-type: none"> 1. Can we predict the future? Are some events easier to predict than others? What is a 'prophet'? What is a 'prophecy'? 2. How is the Last Supper a prophetic event? Which things that Jesus says hadn't happened yet? 3. How do prophecies in the Old Testament relate to the person of Jesus? What impact might Christians' beliefs about Jesus being the Messiah have on the Christian community? What do local Christians say? 4. How does Simeon's story help us to understand some ideas about the Messiah? 5. What did Jesus say about himself? How might this link to some prophecies? How do these images help us to understand more about what Christians believe? 6. Why might Jesus being the fulfilment of all these prophecies be good news for Christians? What impact might it have on the Christian community if these prophecies were not true? What do you think followers of Jesus thought as he talked to them on the Road to Emmaus? (v27) <p>For Christians, what difference does it make to belong to God's Kingdom? (Incarnation, Kingdom) It is the intention of this unit to help pupils to understand that most Christians believe they are called to live in a new and distinctive way, enabled by the Holy Spirit. In living this way, they are seeking to work with God in the establishment of the kingdom to which they now belong. Pursuing justice, seeking reconciliation and</p>
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			<p>way? Who do you 'follow'? How did Peter become a disciple of Jesus?</p> <p>2. How was Jesus 'good news' for people?</p> <p>3. What is a miracle? How were people changed by Jesus' miracles?</p> <p>4. Can broken relationships be mended? How did Jesus do this?</p> <p>5. How did Jesus' forgiveness / restoration change Peter? What about Christians today? What impact might these stories have on the Christian community?</p> <p>6. What have we learned about forgiveness? How did Jesus change lives? – and how is this 'good news'?</p>	<p>5. Do Christians 'remember' or 'celebrate' communion? How do different Christians do this?</p> <p>6. 'Remember me....' an opportunity to create some resources to help Christians to celebrate and remember.</p>		<p>servicing others are all biblical commandments, which serve to shape this distinctive life and lead many Christians to undertake action in the world</p> <p>1. What might it mean to have a new start? What about a new start with God?</p> <p>2. Why is it important for Christians to 'act justly' as part of God's Kingdom?</p> <p>3. Why should Christians 'love mercy'?</p> <p>4. How can Christians 'walk humbly'?</p> <p>5. What makes the Christian life distinctive – locally and/or globally?</p> <p>6. What difference should living as part of God's Kingdom make to the world? What do I think about making a difference?</p>
<p>Other units: (x2 per year)</p>	<p>JUDAISM What is the Torah and why is it so important to Jewish families? (Torah, Mitzvat)</p> <p>It is the intention of this unit to introduce pupils to the Torah as the special holy book for Jews, because it contains the words of God (*G_d), especially Ten Commandments that help them to live good lives. It also offers the opportunity for pupils to think about how rules make a difference to their lives and whether it's important that rules are 'fair'. This unit would benefit from a visit (real or virtual) to a synagogue.</p> <p>1. What are our special books – and why?</p> <p>2. What makes this book (the Torah) special?</p> <p>3. What's inside this book that makes it special?</p> <p>4. Where does the Torah 'live'? How does this show it's important?</p> <p>5. What makes the Torah so important to Jewish people? How do they show this? Which things do you think shows how special the Torah is for the Jewish community? Which one do you think shows it the most? Do we all have the same idea?</p> <p>6. How can we show others that the Torah is important? Make a display!</p> <p>ISLAM: What is important for Muslim families? (Respect/prophet/Qur'an/Salaam) To explore key beliefs about Muhammad (PBUH - 'Peace Be Upon Him') and the Qur'an so that</p>	<p>JUDAISM Why do Jewish families celebrate the gift of Shabbat? (Shabbat, Creation))</p> <p>It is the intention of this unit to explore why rest might be important, and investigate the significance of Shabbat for most Jewish families as a time set apart from the rest of the week. It is also the 4th of the Ten Commandments.</p> <p>1. What do we do in the weekend? What do we do at the weekend?</p> <p>2. Why could it be important for some Jewish families to do something different during Shabbat?</p> <p>3. What do some Jewish families do during the Friday night meal which marks the beginning of Shabbat?</p> <p>4. What do some Jewish families do during Shabbat and what could happen to mark the end of Shabbat?</p> <p>5. What objects might we use to help us to remember a special day? How could this time be seen as a gift?</p> <p>6. Why and how do Jewish families celebrate the whole of Shabbat?</p> <p>ISLAM: Who is Allah and how do Muslims worship Him? (Allah, Salah, Ibadah)</p> <p>It is the intention of this unit to help children to begin to understand that Muslims believe in one God, who they call Allah, and that Allah's 99 beautiful names express who Allah is for Muslims. Through their learning, children will begin to understand</p>	<p>JUDAISM What are important times for Jews? (Mitzvat, Covenant, Shabbat, 'Shalom')</p> <p>It is the intention of this unit to investigate some of the major Jewish festivals, to explore their links with Jewish history, covenant and commandment, and reflect on how celebrating these events helps Jewish people to 'remember' and binds the Jewish community together. Through festivals, they are reminded of God's faithfulness to his people. There is also opportunity within this unit to reflect on the significance of Bar/Bat Mitzvah and the symbolism of Jewish marriage as rites of passage in Jewish community life, and consider how they express Jewish beliefs.</p> <p>1. What are important milestones for us? What is a Bar/ Bat Mitzvah and why is it important for many Jewish people?</p> <p>2. What marriage promises do Jewish couples make? What impact might a ketubah have on the way that the couple live as a part of their community?</p> <p>3. & 4. How are 'foot' festivals used to remind Jewish people of God's faithfulness? Does being part of a story help you to remember it better?</p> <p>5. What does it mean for different types of Jewish people to celebrate Shabbat? What impact might this have on Jewish ways of life?</p> <p>6. What are important times for Jewish people?</p>	<p>SIKHI What do Sikhs value? (Equality, Maksha, five Ks, Guru)</p> <p>It is the intention of this unit to explore the key beliefs of Sikhi, in particular, the importance of equality. Pupils should gain a general insight into what many Sikhs value and how they express this through their community life, their commitment to Pray, Work and Give, and the wearing of all or some of the 5Ks.</p> <p>1. Who is Guru Nanak Ji and why is he important to many Sikhs?</p> <p>2. Why is the Guru Granth Sahib Ji so important to many Sikhs?</p> <p>3. Why is serving the community so important to many Sikhs?</p> <p>4. Which symbols are special to most Sikhs and why?</p> <p>5. How might a Sikh's beliefs impact their daily life?</p> <p>6. What do many Sikhs value? What do we value in life and how are our values similar or different to those of Sikhi people?</p> <p>HUMANISM How do non-religious people celebrate new life? (Science, Reason, Empathy)</p> <p>It is the intention of this unit to explore and understand how welcoming a new life is important for many people, but focusing specifically on Humanism as an example of non-religious worldviews. Pupils will also draw</p>	<p>JUDAISM What does it mean to be part of a synagogue community? (Shema, torah, Mitzvat, Tzedek, Justice)</p> <p>It is the intention of this unit to explore the concept of a synagogue community being one where Jewish people are united and are part of a community house of worship that serves as a place not only for liturgical services but also for assembly and study. Pupils will learn about key features of a synagogue and investigate what they reveal about Jewish beliefs. A visit to a synagogue is strongly recommended for this unit, as it really helps to bring a faith to life, but the same outcomes could be achieved by using a 'virtual' visit or by looking at photos.</p> <p>1. How do Jewish objects show what's important to some Jewish people?</p> <p>2. What helps us to be a part of a school community? How are we a place of 'study', 'gathering' and 'worship/prayer'? What goes on in a synagogue that relates to 'study', 'gathering' and 'worship/prayer'?</p> <p>3. & 4. How is synagogue worship focused around the Torah? [visit to a synagogue] Does this look the same for all Jewish people? [contrasting tradition, using photos or video]</p> <p>5. Are Jewish people changed by observing Yom Kippur?</p> <p>6. What values are important for living as a community? How</p>	<p>HINDU (SANATANA) DHARMA Why should Hindus (Sanatanis) live a good life? (Dharma, Samsara, Karma, Moksha, Animsa)</p> <p>It is the intention of this unit to provide a broad understanding of how and why it's important to most Hindus (also called Sanatanis)* that they live a good life, introducing them to the cycle of samsara (which is shared as a concept by Sikhs and Buddhists) and the impact of this on people's lived experience. It will also explore some more philosophical questions about living according to the principles of dharma and ahimsa and why these are important ideas in helping Hindus to escape the cycle of samsara and be reunited with Brahman.</p> <p>1. What do we mean by a 'good life'? What might that look like for me?</p> <p>2. How does belief in Brahman have an impact on how Hindus (Sanatanis) live? What do different Hindus (Sanatanis) say?</p> <p>3. What is samsara and what impact does living a good life have on karma? What do different Hindus (Sanatanis) say?</p> <p>4. What are my 'duties' in life? How does doing 'dharma' help Hindus to live a good life?</p> <p>5. How does the story of Rama and Sita show what's important to many Hindus (Sanatanis)? Does celebrating Diwali as a community make a difference?</p>



	<p>children can see what is important for most Muslim families and how this shapes their lives.</p> <ol style="list-style-type: none"> 1. What is a family and what could they enjoy doing together? How do we show what's important to us? 2. What do many Muslim families do and why? 3. Who do Muslims believe Muhammad (PBUH) is? 4. Why do Muslim families want to follow the example of Muhammad? 5. How can we tell if something is important for a Muslim family? 6. What is important for many Muslim families? 	<p>how worship of Allah (ibadah) is central to how Muslim families live their lives and that a mosque is an important place for Muslims when they want to pray together.</p> <ol style="list-style-type: none"> 1. Which words would you use to describe an important person for you? How do your actions show that someone or something is important to you? 2. I wonder what Muslims say Allah is like? 3. How do some Muslims get ready to talk to Allah? Why? 4. How do Muslims talk to Allah? Do you think it might feel lonely praying on your own? 5. Why it might be important for some Muslims to meet at the mosque to pray together on a Friday? 6. Who is Allah, and why do Muslims worship Him? Let's show what we've learned! 	<p>ISLAM: How does worship (Ibadah) show what's important to Muslims? (Tawhid – Allah is One, Ummah, Salah, submission) It is the intention of this unit to focus on prayer being important for most Muslims as it's a time when time is taken out of the day to show a submission to Allah (Arabic term for God). Muslim beliefs about prayer or worship (ibadah) show a dedication to obeying Allah. Muslims can pray anywhere, but it's good for them to pray together in a mosque. This togetherness with the community or 'ummah' shows their unity with their brothers and sisters in Islam. A visit to a mosque is strongly recommended for this unit, as it really helps to bring a faith to life, but the same outcomes could be reached by using a 'virtual' visit or by looking at some photos.</p> <ol style="list-style-type: none"> 1. Why is Allah so important to Muslims? 2. Why might many Muslims read the Qu'ran as a form of worship? 3. Why might many Muslims prefer to worship in a mosque? 4. Why might many Muslims want to be part of an ummah? 5. I wonder how being part of the mosque helps many Muslims to show what is important to them? 6. How does worship (ibadah) show what's important to Muslims? 	<p>on their own experiences of milestones and events in their own lives.</p> <ol style="list-style-type: none"> 1 Where does welcoming a baby fit in to the life journey of a religious or a non-religious person? 2 & 3 How do non-religious people celebrate new life? What does a Humanist ceremony show us about what's important to non-religious people about life and how to live? 4 How do you think new life should be welcomed into the world? 5 How does belonging or being welcomed into a group help us develop an identity? 6 Why do you think it is important to celebrate new life? 	<p>might tzedekah help Jewish communities to live out their values? Does tzedekah look the same for Jewish communities everywhere? What does it mean to be part of a synagogue community?</p> <p>ISLAM What helps Muslims to live a good life? (Shahadah, Salah, Sawm, Zakah, Hajj, Hadith) It is the intention of this unit to explore the key beliefs and practices of Islam through investigating the five 'pillars'. It is important that pupils are given opportunities during this unit to reflect on how the pillars of Islam affect the way that many Muslims live their lives, and also to make connections between Islam and the other religions they have studied. Whilst prayer (salah) is one of the pillars, pupils should have studied it in more depth within the LKS2 unit 'How does worship (ibadah) show what's important to Muslims?</p> <ol style="list-style-type: none"> 1. Why is Allah so important to Muslims and how does this affect how Muslims might live? 2. How might prayer (salah) and Hadith affect the lives of many Muslims? How do they lead to a good life? 3. How might the belief in the two angels who record a person's good and bad deeds would affect how many Muslims lead their lives? 4. What might motivate a Muslim to pray/ give alms/ fast and what effect would this have on their lives – and on the Muslim community? 5. What is Hajj and why might many Muslims want to be part of an ummah? 6. What helps Muslims to have a good life? 	<p>6. Why should Hindus (Sanatanis) live a good life?</p> <p>BUDDHISM: What is the 'Buddhist way of life'? It is the intention of this unit to introduce pupils 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). For this reason, it is strongly recommended that this unit is taught in Year 6, by which time pupils will have gained more of an overview of the nature of 'religion' through their study in the primary phase.</p> <ol style="list-style-type: none"> 1. & 2. Who was the Buddha? Why is he important to many Buddhists and how do they show this? 3. What did Buddha teach about the four Noble Truths and how might they affect a Buddhist's way of life? 4. How does the Eightfold Path help on the road to Nirvana (enlightenment)? How does this benefit the sangha (Buddhist community)? 5. Why do many Buddhists meditate? Are worship and meditation different things and why this might be? How does being part of the sangha (Buddhist community) help? 6. What is the 'Buddhist way of life'? How might what pupils have learned about influence and inspire them?
<p>Thematic units: (x1 per year)</p>	<p>THEMATIC: What makes a good leader? It is the intention of this unit to help pupils to reflect on the stories about leaders that they have explored in the Christianity, Judaism and Islam units, and to think about the qualities that make a good leader. It is important that you draw on figures from the religions that you have covered. Pupils should explore</p>	<p>THEMATIC: Is prayer important to everyone? It is the intention of this unit to build on prior learning through exploring and comparing how different religious communities pray, and to consider why other people choose not to pray. You might also find it useful to use this unit to help pupils understand prayer in the context of your school collective worship /</p>	<p>THEMATIC: How do people use creative ways to express their beliefs? It is the intention of this unit to explore the many different ways in which people use their creativity to express the things that they believe. Throughout this unit children could focus on one or more of the Creative Arts e.g. Art, Poetry, Music, Drama or Dance. ('Art' is a generic</p>	<p>THEMATIC: Why do people make promises? It is the intention of this unit to build on prior learning through exploring and comparing how different religious and non-religious communities demonstrate commitment through making promises e.g. in marriage, at birth, rites of passage etc. and should ideally build</p>	<p>THEMATIC: What does it mean to live a good life? It is the intention of this unit to help pupils to consider how different groups of people might answer this question, drawing on knowledge across different religions and beliefs and encounters with the lived experience of these different communities to help answer the</p>	<p>THEMATIC: Is life a journey? To help pupils understand that the journey of life is marked by milestones and choices and that their beliefs, actions, and important people in their lives will influence the direction that this journey will take. During this unit they will explore their own life journey, in comparison to that of</p>



	<p>what makes a good leader in their own lives and your school, and can draw on other stories about leaders that you may feel are appropriate e.g. from your PSHE or History units, or other key figures such as philosophers. It is helpful for children to be introduced to the idea that leaders do not have to be religious to be a good leader. This unit will also explore ideas about how & why communities follow their leaders and the characteristics of a good leader and create opportunities to consider the more philosophical question of whether pupils feel we need leaders.</p> <ol style="list-style-type: none"> 1. What do we mean by a 'leader'? What does it mean to 'follow' a leader? Do we need leaders to follow? Why / why not? Who are the leaders in our community? 2. & 3. What made a good leader? What did they do / say that made people want to follow them? I wonder who the leaders were following?! 4. What makes..... a good leader? [new content] 5. How do people today follow their leader? Do they all do it the same way? 6. Who inspires you? How can we be good leaders in our lives? 	<p>assembly. It's really important to explore this question sensitively, as there will be children in your class who come from many different home backgrounds. This unit should present either option as perfectly acceptable, and acknowledge that your school context provides the perfect opportunity to consider how you might help any child or adult feel more included in collective worship / assembly because of the understanding they have gained in this unit.</p> <ol style="list-style-type: none"> 1. What is 'prayer'? Does everyone do it? Why not? What do we do in our school community that helps us to pray, be still or reflect? 2. What do we know about prayer from our learning? What's the same for different people? What's different? Do you think it matters that people pray differently? 3. What sorts of words do people say? How might special words help people to pray? 4. Can special objects or going to special places help people to pray? What's the same? What's different? Are there special times when different communities might want to be together to pray? How do they do this? [link back to prior learning] 5. Do people who don't believe in God pray? What do they do instead? What happens in our [school] community to help include everyone? 6. Is prayer important to everyone? How does prayer / reflection make a difference to people (me)? How might we show what we understand about prayer? What new ideas might we use to help our school community to think, reflect or pray? 	<p>term here and could include painting/drawing, calligraphy, textiles, sculpture or photography). It also a unit where pupils should be encouraged to think about creative ways by which they themselves might express some things that they believe or ideas they have, and reflect on where these might come from (personal knowledge)</p> <ol style="list-style-type: none"> 1. How do we choose to express ourselves? How have different beliefs been expressed using the creative arts? [prior learning] 2. 3. & 4. How do religious and non-religious people express ideas & beliefs through art? What's the same and what's different? What does this show us about the diversity within these communities of belief? What might the art show about the beliefs of the artist? <p>Choose from: <i>How does art help Christians to express deep ideas about God / Jesus? What types of important messages are there for Muslims in calligraphy & patterns? Can an object that is functional also be beautiful? How do non-religious people use the creative arts to show inner feelings or beliefs?</i></p> <ol style="list-style-type: none"> 5. Can dance and music connect communities? 6. How would you express your ideas and beliefs? 	<p>pupils' abilities to make comparisons across and within regions and beliefs. It's really important to explore this question sensitively, as there will be children in your class who come from many different home backgrounds.</p> <ol style="list-style-type: none"> 1. What is a promise? Who makes the promise? Who is the promise to? What might happen if promises are broken? Is it easy to make and keep a promise? 2. How can a promise be a sign of commitment for us? (Brownies, class contract, new dog etc)- How can a promise be a sign of commitment for a religious person? 3. What types of promises are made at different stages of life and why? 4. How do promises made by individuals help build a community? (Ummah/ Humanists/ Jewish) 5. Do promises help people feel closer to God? 6. What difference do promises make to me? 	<p>question. Children should explore the common threads across worldviews, such as the impact of living a good life on karma for dharmic traditions, or the place of key texts in helping religious people know how to live. Children should also begin to appreciate that for many non-religious people, a 'good life' is based on the desire to make the most of the one life that they believe they have to make themselves and others happy. It is also a unit where pupils should be encouraged to think about their own ideas of what a 'good life' is, and where these ideas might come from (personal knowledge).</p> <p>If pupils have not yet studied Buddhist ideas about how to live, these should be included in this unit.</p> <ol style="list-style-type: none"> 1. Does it matter how we live? What do you think a 'good life' is? How have our school [vision and] values helped to shape what it means to live a good life in school? 2. & 3. What have we learned about the things different religious and non-religious people believe about living a good life? What does this mean in the way that people live as part of their community and our world? 4. What do some people in our local communities say about living a good life? 5. How are ideas about living a good life the same? Or different? 6. What does it mean to you to live a good life? What's influenced your thinking? What difference does it make? 	<p>others, and reflect on difficulties that may arise and where to look for support. They will consider the role of belief in choices that are made, including beliefs about life after death. There is also an opportunity within this unit to reflect on how they would like to live based on their beliefs and the themes discussed during the unit.</p> <p>If pupils have not yet studied Buddhist ideas about life's journey & how to live, these should be included in this unit.</p> <ol style="list-style-type: none"> 1. What has my life journey been so far? 2. How is my journey different to others' journeys? How do beliefs make a difference to the journey of life? 3. How might a pilgrimage help on life's journey? 4. How might we overcome hurdles on the journey of life? (Malala's journey) 5. Does our journey end when we die? 6. How can I travel well on the journey of life?
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