

# THAKEHAM PRIMARY SCHOOL

At Thakeham we CARE

**CARE**  
courage ambition respect enjoyment



# KNOWLEDGE DEVELOPMENT OVERVIEW: RE

## SUBJECT: RE

Religious Education must be taught to all registered pupils in maintained schools. The legal requirements for teaching religious education are set out in the Education Act 1996 and School Standards and Framework Act 1998. The Act states that an agreed syllabus must reflect that Christianity is the main religious tradition while taking into account teaching and practices of other principal religions.

### SACRE and the Agreed Syllabus for Religious

## INTENT

In line with SACRE and the West Sussex Agreed Syllabus for Religious Education, our RE lessons should: “equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. They should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews.” It is our intent that our planning reflects the fact that the: “religious traditions in Great Britain are in the main Christian, while taking into account the teaching and practices of the other principal religions represented in Great Britain” and that the children have a greater awareness of their ‘Place in the World’. This explains a fundamental need for our planning to reflect the changes in modern day society and the need to help pupils understand the different ways in which religion and worldviews can be understood, interpreted and studied. Through the teaching of RE we aim to promote the spiritual, moral and cultural development of all pupils.

## EYFS

### Understanding the World

#### ELG: People, Culture and Communities

*Children at the expected level of development will:*

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Children are encouraged to use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live. Exploring others views, cultures and beliefs supports children in developing their views and beliefs about themselves, their family and community. In finding out about others, children can explore faith through observing festivals and celebrations, sharing stories, visuals, toys and puppets, handling real artefacts, role play, books and discussion .

## IMPLEMENTATION

We ensure that topics build on prior learning. There is a planned progression built into the scheme of work across each year group over year A and year B. An RE topic is taught every term, often as a blocked area of study rather than as a set of individual weekly lessons.

Religious Education in the Early Years Foundation stage is an integral part of the topic work covered during the year. We relate the RE aspects of the children’s work to the objectives set out in the Early Learning Goals which underpin the curriculum.

RE is taught both as a discrete subject and through ‘Spiritual Play’ stories/discussions (As outlined within the West Sussex Agreed Syllabus).

Years 1 to 6 follow the West Sussex Agreed Syllabus framework for long term planning. Medium term plans have been developed to support staff in planning, delivering and assessing the learning and teaching of RE. There are five key themes:

- 1) Core beliefs, ideas and symbols.
- 2) Expression of faith
- 3) Identity – daily life
- 4) Social action – putting beliefs into action
- 5) Ask big questions and make connections

Place of Worship Trips are organised during the year to support and complement the work in school and to promote links with the local community. We aim to invite representatives of local religious groups to come into school and talk to the children in a sensitive manner. This also meets the requirements of British Values (tolerance and respect for those with different faiths and beliefs.)

Disadvantaged and SEND pupils are at the heart of all planning sequences in the school. Like with every other lesson, we deploy a range of scaffolds, differentiation and support strategies in order to ensure every pupil can access the learning. This is reviewed as part of the Assess, Plan, Do, Review cycle.

<u>Support</u>	<u>Challenge</u>
<p>Our RE curriculum seeks to include all children through the use of high-quality discussion and debate to explore different topics.</p> <p>Through the use of different scaffolds, such as word banks, visual aids, stem sentences, practical resources, and adult intervention, we ensure that all children are able to fully engage in history lessons.</p> <p>Teachers help to model how we empathise with different aspects in the past to help children make those important connections.</p> <p>Carefully chosen, high quality texts, enable us explore all kinds of RE, including the celebration of women and people from different countries, religions and their beliefs, therefore developing pupils understanding of our diverse world and their role within it.</p> <p>Our RE curriculum is cyclical so that pupils return to the same disciplinary and substantive concepts during their time in primary school, supporting the cognitive process of building knowledge so that it sticks.</p>	<p>Each unit of RE is formed through the use of open-ended questions to allow all children to construct their own argument from the information which they have learnt and decide which parts of evidence to include.</p> <p>Challenge can be provided by the use of the extension question, a question which calls on the child to dive more deeply into a subject and synthesise their learning to come up with an answer: to analyse the results of their research and decide upon which, of a series of achievements, is the most significant or what might the impact have been had something not occurred.</p> <p>As children progress through the school, the level of challenge becomes greater and in upper Key Stage two the children are regularly called upon to answer questions which allow them to deepen their ability to express and explain their understand of links between religions and their own personal journeys. Tasks like these challenge all children, but particularly allow children, who are exceeding the work of their peers, to shine by providing them with opportunities for independent research and to reach independent conclusions</p>

Cycle A					
Core concepts, beliefs and ideas		Practices- how people express their beliefs	Identity	Social Action	Explore philosophical questions
		EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn	<b>Marvellous Me Celebrations</b> Who am I and what do I celebrate? The nature and purpose of a group celebration. Involving, for example: birthdays through different religions including Diwali, Hannukah and Christianity. Using questions to explore how they above special events are celebrated and making links to their own family celebrations Christmas as a birthday celebration for Christians. Jesus' birthday story Cake, candles, cards, decorations, parties, presents, etc. Carols, crib scene, services Making links to their own family celebrations and how charities may support vulnerable people at this time- food banks/ shoe box appeal/ Worthing homeless	<b>Dragons and Dinosaurs</b> Why should we care for the world around us? <ul style="list-style-type: none"> <li>Believing- what people believe about God, humanity and the natural world</li> <li>belonging- where and how people belong and why belonging is important.</li> <li>Myself- who am I and my uniqueness as a person in a family and community.</li> </ul> Why do we have celebrations? <ul style="list-style-type: none"> <li>Celebrations- how and why are celebrations important in religion (Harvest and Christmas)</li> <li>sharing their own beliefs, ideas and values.</li> <li>using art and design, music, dance and drama to explore and express religions.</li> </ul> Giving food/ donations at Harvest to Worthing Homeless project- raising money at the Christmas fair for class charit	<b>Who Am I?</b> What does it mean to be a Hindu? <ul style="list-style-type: none"> <li>beliefs and questions- how people's beliefs about God, the world and others impact on their lives</li> <li>religion, family and community- how religious families and communities practise their faith and the contribution this makes to local life.</li> </ul> Why is light an important sign at Christmas? <ul style="list-style-type: none"> <li>Significant customs and traditions</li> <li>Important festivals and celebrations</li> </ul> Why are presents given at Christmas? <ul style="list-style-type: none"> <li>Significant customs and traditions</li> <li>Important festivals and celebrations- advent</li> <li>Christmas shoe box appeal- communities and organisations work together to make the world a better place.</li> </ul> Giving food/ donations at Harvest to Worthing Homeless project- raising money at the Christmas fair for class charity	<b>Darwin's Delights</b> How do Christians celebrate milestones in life? (Birth & Belonging) <ul style="list-style-type: none"> <li>the journey of life and death- why some occasions are sacred to believers and what people think about life after death.</li> <li>religion, family and the community- how religious families and communities practise their faith.</li> <li>beliefs in action in the world- how religious beliefs respond to global issues of human rights, fairness and social justice.</li> </ul> How can artists help us to understand Christmas? <ul style="list-style-type: none"> <li>symbols and religious expression- how religious and spiritual ideas are expressed.</li> <li>expressing and communicating their own and others' insights through art and design</li> </ul> Giving food/ donations at Harvest to Worthing Homeless project- raising money at the Christmas fair for class charity Singing at the Residential Care home at Christmas	
	Spring	<b>Let's Get Growing</b> <b>Mysterious Minibeasts</b> How do celebrations reflect my feelings? Looking at celebrations around the world including Chinese new year, Holi, Hearts of gold, Mothers day. Using questions	<b>Frozen Planet</b> What is prayer? <ul style="list-style-type: none"> <li>Believing- what people believe about God, humanity and the natural world.</li> <li>sharing their own beliefs, ideas and values.</li> </ul>	<b>Swords and Sandals</b> What does it mean to be a Jew? <ul style="list-style-type: none"> <li>beliefs and questions- how people's beliefs about God, the world and others impact on their lives</li> </ul>	<b>King for a Day</b> What do your clothes say about you? <ul style="list-style-type: none"> <li>religion and the individual- what is expected of a person following a religion or belief.</li> </ul>



	<p>to explore how they above special events are celebrated and making links to their own family celebrations</p> <p>Exploring the Easter story (Palm Sun, Good Fri, Easter Day) and how Christians might celebrate this. Happy and sad times from their own experience, people around Jesus who were happy and sad, then happy again</p>	<ul style="list-style-type: none"> <li>visiting places of worship and focusing on symbols and feelings.</li> </ul> <p>What do eggs have to do with Easter?</p> <ul style="list-style-type: none"> <li>symbols- how and why symbols express religious meaning.</li> </ul>	<ul style="list-style-type: none"> <li>religion, family and community- how religious families and communities practise their faith and the contribution this makes to local life.</li> <li>Significant rites of passage and traditions</li> <li>Significant customs and religions</li> </ul> <p>How do people prepare for Easter?</p> <p>What is Maundy Thursday about?</p> <ul style="list-style-type: none"> <li>worship, pilgrimage and sacred places- where, how and why people worship, including at particular sites.</li> <li>symbols and religious expression- how religious and spiritual ideas are expressed.</li> <li>religion, family and the community- how religious families and communities practise their faith.</li> </ul> <p>Important festivals and celebrations- pentecost</p>	<ul style="list-style-type: none"> <li>religion, faith and the community- how religious families and communities practise faith.</li> <li>beliefs in action in the world- how religions and beliefs respond to global issues of human rights, fairness, social injustice and the importance of the environment.</li> </ul> <p>How do we know what happened at Easter?</p> <ul style="list-style-type: none"> <li>teaching and authority- what sacred texts and other sources say about God, the world and human life.</li> <li>beliefs and questions- how people's beliefs about God, the world and others impact on their lives.</li> <li>religion, faith and the community- how religious families and communities practise faith.</li> </ul>
Summer	<p><b>All aboard Pirates</b></p> <p>What places are special?</p> <p>Look at the celebration of Ramadam, what happens, where does it take place, how is it celebrated?</p> <p>Why is Fathers day a special day to us? What do we do in our families to celebrate this?</p> <p>What about people who don't have Fathers?</p> <p>What makes places special? The local religious place, how and why it is special Which places are special to us?</p> <p>Important religious people Important people in own lives</p>	<p><b>Where the Wild Things Are</b></p> <p>Why did Jesus tell parables?</p> <ul style="list-style-type: none"> <li>story- how and why some stories are sacred and important in religion.</li> <li>Leaders and teachers- figures who have an influence on others locally, nationally and globally in religion.</li> </ul> <p>What might 'God' be like?</p> <p>Believing- what people believe about God, humanity and the natural world.</p> <p>Leaders and teachers- figures who have an influence on others locally, nationally and globally in religion</p>	<p><b>Temples, tombs and treasures</b></p> <p>What is the church?</p> <p>How is the Christian faith expressed through worship?</p> <ul style="list-style-type: none"> <li>worship, pilgrimage and sacred places- where, how and why people worship, including at particular sites.</li> <li>symbols and religious expression- how religious and spiritual ideas are expressed.</li> <li>religion, family and the community- how religious families and communities practise their faith.</li> </ul> <p>The impact of religions on culture and society</p>	<p><b>Evacuated to Thakeham</b></p> <p>What is the 'Buddhist way of life'?</p> <p>beliefs and questions- how people's beliefs about God, the world and others impact on their lives. teaching and authority- what sacred texts and other sources say about God, the world and human life.</p> <p>worship, pilgrimage and sacred places-where, how and why people worship.</p> <p>the journey of life and death- why some occasions are sacred to believers and what people think about life after death.</p> <p>inspirational people- figures from whom believers find inspiration</p> <p>religion and the individual- what is expected of a person following a religion or belief.</p> <p>religion, faith and the community- how religious families and communities practise faith.</p> <p>beliefs in action in the world- how religions and beliefs respond to global issues of human rights, fairness, social injustice and the importance of the environment.</p>

Cycle B					
Core concepts, beliefs and ideas		Practices- how people express their beliefs	Identity	Social Action	Explore philosophical questions
	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6	
Autumn	<p><b>Marvellous Me Celebrations</b></p> <p>Who am I and what do I celebrate?</p> <p>The nature and purpose of a group celebration. Involving, for example: birthdays through different religions including Diwali, Hannukah and Christianity. Using questions to explore how they above special events are celebrated and making links to their own family celebrations</p> <p>Christmas as a birthday celebration for Christians. Jesus' birthday story Cake, candles, cards, decorations, parties, presents, etc. Carols, crib scene, services Making links to their own family celebrations and how charities may support</p>	<p>What do we celebrate in our families- birthdays etc? Why do Jewish families celebrate Shabbat?</p> <p>g) Celebrations- how and why are celebrations important in religion.</p> <p>j) belonging- where and how people belong and why belonging is important.</p> <p>k) Myself- who am I and my uniqueness as a person in a family and community.</p> <p>How do our celebrations reflect our expressions of faith and daily life?</p> <p>Giving money to Worthing homeless project at Harvest</p>	<p><b>Reaching for New Heights</b></p> <p>The Bible. What is it all about?</p> <p>f) teaching and authority- what sacred texts and other sources say about God, the world and human life.</p> <p>How does the bible teach about how faith should be expressed?</p> <p>Who is Jesus?</p> <p>j) inspirational people- figures from whom believers find inspiration</p>	<p><b>Reach for the Stars</b></p> <p>Living together in one world.</p> <p>e) beliefs and questions- how people's beliefs about God, the world and others impact on their lives.</p> <p>How does their belief impact on the wider world?</p> <p>k) religion and the individual- what is expected of a person following a religion or belief.</p> <p>l) religion, faith and the community- how religious families and communities practise faith.</p>	

	<p>vulnerable people at this time- food banks/ shoe box appeal/ Worthing homeless</p>	<p>Why is Christmas important to Christians?</p> <p><b>g) Celebrations- how and why are celebrations important in religion.</b></p> <p><b>p) sharing their own beliefs, ideas and values.</b></p> <p>o) ask and answer questions using art and design, music, dance and drama to explore different areas and develop their creative talents.</p> <p><b>l) visiting places of worship and focusing on symbols and feelings.</b></p> <p><b>Giving food/ donations at Harvest to Worthing Homeless project- raising money at the Christmas fair for class charity</b></p>	<p>how does the life of Jesus teach other Christians how to live their daily life?</p> <p><b>Giving food/ donations at Harvest to Worthing Homeless project- raising money at the Christmas fair for class charity</b></p>	<p>m) beliefs in action in the world- how religions and beliefs respond to global issues of human rights, fairness, social injustice and the importance of the environment.</p> <p><b>inspirational people- figures from whom believers find inspiration</b></p> <p>Christmas VI)</p> <p>What can we find out about the birth of Jesus?</p> <p><b>h) the journey of life and death- why some occasions are sacred to believers, and what people think about life after death.</b></p> <p><b>Giving food/ donations at Harvest to Worthing Homeless project- raising money at the Christmas fair for class charity</b></p> <p><b>Singing at the Residential Care home at Christmas</b></p>
Spring	<p><b>Let's Get Growing</b></p> <p><b>Mysterious Minibeasts</b></p> <p>How do celebrations reflect my feelings?</p> <p>Looking at celebrations around the world including Chinese new year, Holi, Hearts of gold, Mothers day. Using questions to explore <b>how they above special events are celebrated and making links to their own family celebrations</b></p> <p>Exploring the Easter story (Palm Sun, Good Fri, Easter Day) and how Christians might <b>celebrate this</b>. Happy and sad times from their own experience, people around Jesus who were happy and sad, then happy again</p>	<p>Why are stories special?</p> <p><b>j) belonging- where and how people belong and why belonging is important.</b></p> <p>k) Myself- who am I and my uniqueness as a person in a family and community.</p> <p><b>f) story- how and why some stories are sacred and important in religion.</b></p> <p><b>How do stories impact how faith is expressed in different religions?</b></p> <p>What makes something special?</p> <p>Why is the Bible an important book for Christians?</p> <p><b>j) belonging- where and how people belong and why belonging is important.</b></p> <p>k) Myself- who am I and my uniqueness as a person in a family and community.</p> <p><b>e) believing- what people believe about God, humanity and the natural world.</b></p> <p><b>f) story- how and why some stories are sacred and important in religion.</b></p>	<p><b>Dazzle and Decibels</b></p> <p>Who were Jesus' friends?</p> <p><b>k) religion and the individual- what is expected of a person following a religion or belief?</b></p> <p><b>f) teaching and authority- what sacred texts and other sources say about God, the world and human life</b></p> <p><b>j) inspirational people- figures from whom believers find inspiration</b></p> <p><b>how did Jesus' friend's influence how Christians should live their daily life?</b></p> <p>How did Jesus change lives?</p> <p>Why is Easter important to Christians?</p> <p><b>h) the journey of life and death- why some occasions are sacred to believers, and what people think about life after death.</b></p> <p><b>k) religion and the individual- what is expected of a person following a religion or belief?</b></p>	<p><b>Daring Explorers</b></p> <p>Why is prayer important for Christians?</p> <p>e) beliefs and questions- how people's beliefs about God, the world and others impact on their lives.</p> <p><b>k) religion and the individual- what is expected of a person following a religion or belief.</b></p> <p><b>l) religion, faith and the community- how religious families and communities practise faith.</b></p> <p>(Easter VI)</p> <p>Did Jesus have to die?</p> <p><b>h) the journey of life and death- why some occasions are sacred to believers, and what people think about life after death.</b></p>
Summer	<p><b>All aboard</b></p> <p><b>Pirates</b></p> <p>What places are special?</p> <p>Look at the celebration of Ramadam, what happens, where does it take place, <b>how is it celebrated?</b></p> <p>Why is Fathers day a special day to us? What do we do in our families to celebrate this?</p> <p>What about people who don't have Fathers?</p> <p>What makes places special? <b>The local religious place, how and why it is special</b> Which places are special to us? Important religious people Important people in own lives</p>	<p>What is a leader? What important leaders are there in different faiths?</p> <p>e) Believing- what people believe about God, humanity and the natural world.</p> <p>f) story- how and why some stories are sacred and important in religion.</p> <p><b>j) belonging- where and how people belong and why belonging is important.</b></p>	<p><b>Victorians</b></p> <p>Why is the Qu'ran important to Muslims? Who is Muhammad?</p> <p><b>f) teachings and authority- what sacred texts and other sources say about God, the world and human life.</b></p> <p><b>l) religion, faith and the community- how religious families and communities practise faith.</b></p> <p><b>How do they express their faith?</b></p> <p>Who is Allah?</p> <p><b>f)teachings and authority- what sacred texts and other sources say about God, the world and human life.</b></p> <p><b>k) religion and the individual- what is expected of a person following a religion or belief?</b></p>	<p><b>Extreme Earth</b></p> <p>What do Muslims believe?</p> <p><b>h) the journey of life and death- why some occasions are sacred to believers, and what people think about life after death.</b></p> <p><b>How does life after death impact on social action?</b></p> <p>What are the pillars of Islam?</p> <p><b>h) the journey of life and death- why some occasions are sacred to believers, and what people think about life after death.</b></p> <p><b>i) symbols and religious expression- how religious and spiritual ideas are expressed.</b></p> <p><b>k) religion and the individual- what is expected of a person following a religion or belief.</b></p>

l) religion, faith and the community- how religious families and communities practise faith.

## Knowledge Development

	EYFS		Y1/2	Y3/4	Y5/6
<b>Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)</b>	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	<b>Core concepts/ beliefs</b>	Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.  Children can: <ul style="list-style-type: none"> <li>describe the main beliefs of a religion;</li> <li>describe the main festivals of a religion.</li> </ul>	Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.  Children can: <ul style="list-style-type: none"> <li>describe the key teachings and beliefs of a religion;</li> <li>begin to compare the main festivals of world religions;</li> <li>refer to religious figures and holy books.</li> </ul>	Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.  Children can: <ul style="list-style-type: none"> <li>recognise and explain how some teachings and beliefs are shared between religions;</li> <li>explain how religious beliefs can shape the lives of individuals and contribute to society.</li> </ul>
<b>Personal, Social and Emotional Development (Managing Feelings and Behaviour)</b>	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	<b>Practices- Rituals, ceremonies and lifestyles beliefs (from various religions)</b>	Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.  Children can: <ul style="list-style-type: none"> <li>recognise, name and describe religious artefacts, places and practices;</li> <li>explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;</li> <li>observe when practices and rituals are featured in more than one religion or lifestyle.</li> </ul>	Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.  Children can: <ul style="list-style-type: none"> <li>identify religious artefacts and how they are involved in daily practices and rituals;</li> <li>describe religious buildings and how they are used;</li> <li>explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</li> </ul>	Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.  Children can: <ul style="list-style-type: none"> <li>explain practices and lifestyles associated with belonging to a faith;</li> <li>explain practices and lifestyles associated with belonging to a non-religious community;</li> <li>compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles;</li> <li>show an understanding of the role of a spiritual leader.</li> </ul>
<b>Personal, Social and Emotional Development (Making Relationships)</b>	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	<b>Identity and expressing beliefs</b>	Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.  Children can: <ul style="list-style-type: none"> <li>name religious symbols and the meaning of them;</li> <li>learn the name of important religious stories;</li> <li>retell religious stories and suggest</li> </ul>	Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.  Children can: <ul style="list-style-type: none"> <li>begin to identify religious symbolism in different forms of art and communication;</li> <li>looking at holy texts and stories, explain meaning in a story;</li> <li>express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</li> </ul>	Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.  Children can: <ul style="list-style-type: none"> <li>explore religious symbolism in literature and the arts;</li> <li>explain some of the different ways individuals show their beliefs;</li> <li>share their opinion or express their own belief with respect and tolerance for others.</li> </ul>
<b>Understanding the World (People and Communities)</b>	Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	<b>Identity and personal growth</b>	Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.  Children can: <ul style="list-style-type: none"> <li>identify things that are important in their lives;</li> <li>ask questions about the puzzling aspects of life;</li> <li>understand that there are similarities and differences between people.</li> </ul>	Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.  Children can: <ul style="list-style-type: none"> <li>understand that personal experiences and feelings can influence their attitudes and actions;</li> </ul>	Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.  Children can: <ul style="list-style-type: none"> <li>recognise and express feelings about their</li> </ul>

				<ul style="list-style-type: none"> <li>•offer suggestions about why religious and non-religious leaders and followers have acted the way they have;</li> <li>•ask questions that have no agreed answers, and offer suggestions as answers to those questions;</li> <li>• understand that there are similarities and differences between people and respect those differences.</li> </ul>	<p>identities and beliefs;</p> <ul style="list-style-type: none"> <li>•explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers;</li> <li>• explain why their answers may be different from someone else's and respond sensitively.</li> </ul>
<b>Understanding the World (The World)</b>	Children know about similarities and differences in relation to places and objects.	<b>Philosophical questions- Values (in your own life and others lives)</b>	<p>Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• look at how values affect a community and individuals;</li> <li>• explain how actions can affect other people;</li> <li>• understand that they have their own choices to make and begin to understand the concept of morals.</li> </ul>	<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>•make informed choices and understand the consequences of choices;</li> <li>•describe how shared values in a community can affect behaviour and outcomes;</li> <li>• discuss and give opinions on morals and values, including their own.</li> </ul>	<p>Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>•explain why individuals and communities may have similar and differing values;</li> <li>•show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences;</li> <li>• express their own values while respecting the values of others.</li> </ul>

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