

## WOODHALL R.E. OVERVIEW *(taken from Herts. Agreed R.E. Syllabus)*

EYFS	
YEAR 1:	
AUTUMN	<p>This unit is about: the wonder of nature and how religious people express their thankfulness.</p> <p><i>WHICH ASPECTS OF THE NATURAL WORLD DO SOME PEOPLE FIND WONDERFUL? (1:14)</i></p> <p><i>WHAT DO CHRISTIANS, JEWS AND MUSLIMS BELIEVE ABOUT HOW THE WORLD WAS MADE?</i></p> <p><i>HOW DO CHRISTIANS/JEWS/MUSLIMS SHOW THEY ARE THANKFUL FOR THE NATURAL WORLD?</i></p> <p><i>WHY IS LIGHT IMPORTANT IN EVERYDAY LIFE?</i></p> <p><i>HOW AND WHY IS LIGHT USED IN THE HINDU FESTIVAL OF DIVALI?</i></p> <p><i>HOW AND WHY IS LIGHT USED IN THE JEWISH FESTIVAL OF HANNUKAH?</i></p> <p><i>HOW AND WHY IS LIGHT USED IN THE CHRISTIAN CELEBRATION OF CHRISTMAS?</i></p>
AT1	<p><b>Practices and lifestyles.</b></p> <ul style="list-style-type: none"> <li>• some basic vocabulary used in a religious context about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebration/s and the importance for those participating</li> <li>• about how and why symbols express religious meaning</li> </ul>
AT2	<p><b>Questions of meaning and purpose/ values and commitments.</b></p> <ul style="list-style-type: none"> <li>• to recognise how people are thankful for earth's resources about relationships, considering their own experiences, including challenging times</li> </ul>
SPRING	<p>This unit is about: what it means to belong to a religious community.</p> <p><i>TO WHAT GROUPS DO THE PUPILS BELONG?</i></p> <p><i>HOW WOULD A RELIGIOUS GROUP WELCOME SOMEONE NEW?</i></p> <p><i>WHAT DOES IT MEAN TO BELONG TO A CHRISTIAN GROUP?</i></p> <p><i>WHAT DOES IT MEAN FOR A FAITH MEMBER TO BELONG TO THEIR RELIGION?</i></p> <p><i>HOW DO OUR ACTIONS REFLECT OUR VALUES?</i></p> <p><i>WHAT THINGS ARE IMPORTANT TO YOU?</i></p> <p><i>WHAT WAS IMPORTANT TO JESUS?</i></p> <p><i>WHAT DID JESUS GIVE UP FOR LOVE?</i></p>
AT1	<p><b>Expressing meaning/ beliefs and teachings/ practices and lifestyles</b></p> <ul style="list-style-type: none"> <li>• to recognise some of the groups to which they belong in their home and school life and what makes these groups special. They should listen to and talk with people who belong to a faith community about how belonging affects their life;</li> <li>• some basic vocabulary used in a religious context;</li> <li>• to recognise some of the groups to which they belong in their home and school life and what makes these</li> </ul>

	<p>group special. They should listen to and talk with people who belong to a faith community about how belonging affects their life</p> <ul style="list-style-type: none"> <li>• about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebration/s and the importance for those participating;</li> <li>• about special books, both personal and religious, hear a range of stories from them and talk about their meanings;</li> <li>• about some of the beliefs people hold, including belief in God/gods;</li> <li>• about special books, both personal and religious, hear a range of stories from them and talk about their meanings;</li> </ul>
AT2	<p><b>Human identity, personality and experience.</b></p> <ul style="list-style-type: none"> <li>• express their own about how and why religious people show care and concern for humanity;</li> <li>• to reflect on how spiritual and moral values influence their behaviour, choices and those of others. about how and why religious people show care and concern for humanity about relationships, considering their own experiences, including challenging times;</li> </ul>
SUMMER	<p>This unit is about: holy books – how they are read and handled and how they influence religious people.</p> <p><i>WHICH BOOKS ARE SPECIAL AND PRECIOUS TO THE PUPILS? WHICH BOOKS ARE HOLY AND PRECIOUS TO RELIGIOUS PEOPLE? WHY IS THE BIBLE A HOLY AND PRECIOUS BOOK FOR CHRISTIANS? WHAT IS THE TORAH AND WHY IS IT HOLY AND PRECIOUS FOR JEWISH PEOPLE? WHY IS THE QUR'AN A HOLY and PRECIOUS BOOK FOR MUSLIMS? WHAT STORIES ARE IMPORTANT TO DIFFERENT RELIGIOUS GROUPS?</i></p>
AT1	<p><b>Religious practices and lifestyles/ ways of expressing meaning</b></p> <ul style="list-style-type: none"> <li>• about some of the beliefs people hold, including belief in God/gods;</li> <li>• about special books, both personal and religious, and hear a range of stories from them and talk about their meanings</li> <li>• Some basic vocabulary used in a religious context</li> </ul>
AT2	<p><b>Human identity, personality and experience/ values and commitments.</b></p> <ul style="list-style-type: none"> <li>• some stories told in different religious traditions about the natural world considering some of the questions raised to which there may be no universally agreed answers;</li> <li>• about how and why religious people show care and concern for humanity;</li> <li>• to reflect on how spiritual and moral values influence their behaviour, choices and those of others</li> </ul>
<b>YEAR 2:</b>	
AUTUMN	<p>This unit is about: the signs and symbols of everyday life, the use of artefacts and symbolic religious behaviour.</p> <p><i>WHAT SIGNS AND SYMBOLS DO WE SEE IN EVERYDAY LIFE AND WHAT DO THEY MEAN? WHAT DO THE SIGNS AND SYMBOLS THAT CHRISTIANS USE MEAN? WHEN ARE THEY USED AND WHY?</i></p>

	<p><i>WHAT DO THE SIGNS AND SYMBOLS MUSLIMS USE MEAN? WHEN ARE THEY USED AND WHY?</i></p> <p><i>WHY DO PEOPLE GIVE GIFTS AT CHRISTMAS?</i></p>
AT1	<p><b>Expressing meaning/ beliefs and teachings.</b></p> <ul style="list-style-type: none"> <li>• about and, where appropriate, handle some of the items of significance used in religious worship and lifestyle, exploring how they are used and begin to show awareness of similarities in religions</li> <li>• about how and why symbols express religious meaning</li> <li>• about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebration/s and the importance for those participating</li> </ul>
AT2	<p><b>Human identity, personality and experience/ values and commitments.</b></p> <ul style="list-style-type: none"> <li>• about how and why religious people show care and concern for humanity</li> </ul>
SPRING	<p>This unit is about what Christians do when they go to church. The unit should include a church visit.</p> <p><i>WHERE DO YOU LIKE TO GO THAT IS SPECIAL TO YOU?</i></p> <p><i>WHY DO CHRISTIANS GO TO CHURCH?</i></p> <p><i>WHAT DO CHRISTIANS DO WHEN THEY GO TO CHURCH?</i></p> <p><i>WHAT MIGHT WE EXPECT A CHURCH TO BE LIKE?</i></p> <p><i>WHAT CAN I DISCOVER IN MY LOCAL CHURCH?</i></p> <p><i>WHAT HAVE WE LEARNT FROM THE VISIT?</i></p> <p><i>WHY IS EASTER IMPORTANT FOR CHRISTIANS?</i></p>
AT1	<p><b>Beliefs and teachings/ practices and lifestyles/ expressing meaning.</b></p> <ul style="list-style-type: none"> <li>• about some of the beliefs people hold, including belief in God/gods; about some of the beliefs people hold, including belief in God/gods;</li> <li>• about, preferably through a visit, at least one place of religious importance;</li> <li>• some basic vocabulary used in a religious context;</li> <li>• about some of the beliefs people hold, including belief in God/gods;</li> <li>• about, preferably through a visit, at least one place of religious importance;</li> <li>• to explore how religious beliefs and ideas can be expressed through the arts.</li> <li>• about special books, both personal and religious, hear a range of stories from them and talk about their meanings;</li> </ul>
AT2	<p><b>Human identity, personality and experience/ questions of meaning and purpose.</b></p> <ul style="list-style-type: none"> <li>• to reflect on how spiritual and moral values influence their behaviour, choices and those of others</li> <li>• some stories told in different religious traditions about the natural world considering some of the questions raised to which there may be no universally agreed answers.</li> </ul>
SUMMER	<p>This unit is about: the work of religious leaders within the community and the ultimate questions raised by the natural world.</p> <p><i>WHO ARE THE IMPORTANT PEOPLE IN THE LIVES OF THE CLASS WHO ARE THE IMPORTANT PEOPLE IN THE LIVES OF RELIGIOUS PEOPLE/GROUPS?</i></p>

	<p><i>WHY IS IT NECESSARY TO HAVE LEADERS OF RELIGIOUS COMMUNITIES?</i>  <i>WHAT ARE EASY QUESTIONS? WHY ARE SOME ANSWERS DIFFICULT?</i>  <i>WHO IS GOD?</i>  <i>WHY AM I HERE?</i>  <i>WHAT IS GOOD? WHAT IS BAD?</i>  <i>IS DEATH THE END?</i></p>
AT1	<p><b>Practices and lifestyles/ beliefs and teachings.</b></p> <ul style="list-style-type: none"> <li>• about authority figures who influence their lives and find out about religious leaders and their work within local faith communities;</li> <li>• about some of the beliefs people hold, including belief in God/gods;</li> </ul>
AT2	<p><b>Values and commitments/ identity and experience/ meaning and Purpose.</b></p> <ul style="list-style-type: none"> <li>• to reflect on how spiritual and moral values influence their behaviour, choices and those of others.</li> <li>• About relationships, considering their own experiences, including challenging times;</li> <li>• some stories told in different religious traditions about the natural world, considering some of the questions they raise to which there may be no universally agreed answers.</li> <li>• to recognise how people are thankful for the earth's resources;</li> </ul>
YEAR 3:	
AUTUMN	<p>This unit is about: stories of key religious leaders; some key Christian and Muslim beliefs and practices; and ways of describing God.  <i>WHAT DO YOU ALREADY KNOW ABOUT CHRISTIANS AND MUSLIMS?</i>  <i>WHAT WAS MUHAMMAD'S LIFE LIKE?</i>  <i>HOW WAS MUHAMMAD PROTECTED BY ALLAH?</i>  <i>HOW DOES THE LIFE OF MUHAMMAD AFFECT THE LIVES OF MUSLIMS TODAY?</i>  <i>HOW CAN GOD BE DESCRIBED?</i>  <i>CHRISTMAS ANGELS</i></p>
AT1	<p><b>Beliefs and teachings/ religious practices and lifestyles/ways of expressing meaning.</b></p> <ul style="list-style-type: none"> <li>• to describe the key aspects of religions and traditions that influence the beliefs and values of others;</li> <li>• to use key religious vocabulary in communicating their knowledge and understanding;</li> <li>• to identify and begin to describe the similarities and differences within and between religions;</li> <li>• to use key religious vocabulary in communicating their knowledge and understanding;</li> <li>• about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;</li> <li>• to investigate the significance of religion in the local, national and global communities;</li> <li>• about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods;</li> <li>• about the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers;</li> </ul>
AT2	<p><b>Human identity, personality and experiences/questions of meaning and purpose.</b></p>

	<ul style="list-style-type: none"> <li>to develop their sense of curiosity about life, death, relationships and the natural world and express personal opinions;</li> <li>how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities;</li> </ul>
SPRING	<p>This unit is about: events in the life of Jesus.</p> <p><i>WHAT WAS JESUS' LIFE LIKE?</i></p> <p><i>WHAT STORIES DID JESUS TELL?</i></p> <p><i>WHAT DID JESUS DO?</i></p> <p><i>HOW DID JESUS OVERCOME TEMPTATION?</i></p> <p><i>HOW DO CHRISTIANS CELEBRATE LENT AND EASTER?</i></p>
AT1	<p><b>Expressing meaning/beliefs and teachings/religious practices and lifestyles.</b></p> <ul style="list-style-type: none"> <li>about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;</li> <li>how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities;</li> </ul>
AT2	<p><b>Values and Commitments.</b></p> <ul style="list-style-type: none"> <li>examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.</li> <li>examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.</li> </ul>
SUMMER	<p>This unit is about: rules and how they influence actions; and special places and sacred spaces including those for Christians and Muslims.</p> <p><i>WHAT RULES DO MUSLIMS FOLLOW?</i></p> <p><i>WHAT RULES DO CHRISTIANS FOLLOW?</i></p> <p><i>DOES GIVING TO CHARITY HELP OUR NEIGHBOURS? WHAT MEANING AND SIGNIFICANCE ARE ATTACHED TO SPECIAL PLACES AND SACRED SPACES?</i></p> <p><i>WHAT HAVE YOU LEARNT FROM CHRISTIANITY AND ISLAM?</i></p>
AT1	<p><b>Religious practices and lifestyles.</b></p> <ul style="list-style-type: none"> <li>about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance;</li> </ul>
AT2	<p><b>Values and commitments/human identity, personality and experience.</b></p> <ul style="list-style-type: none"> <li>about religious codes of conduct and rules of living, considering the effect of these on daily life;</li> <li>examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.</li> </ul>
<b>YEAR 4:</b>	
AUTUMN	<p>This unit is about: what do Hindus teach their children about god, about Hindus worship; and Advent and Christmas around the world.</p> <p><i>WHAT DO YOU ALREADY KNOW ABOUT CHRISTIANS, HINDUS AND SIKHS?</i></p> <p><i>WHAT DO HINDUS TEACH THEIR CHILDREN ABOUT GOD?</i></p> <p><i>ONE GOD WHO TAKES MANY FORMS</i></p> <p><i>WHY IS A SHRINE IMPORTANT TO SOME HINDUS?</i></p> <p><i>WHAT ACTIONS ARE SYMBOLIC IN AN ACT OF WORSHIP IN SOME HINDU HOMES?</i></p> <p><i>WHAT HAVE WE LEARNT ABOUT WORSHIP IN A HINDU FAMILY?</i></p> <p><i>HOW ARE ADVENT AND CHRISTMAS CELEBRATED AROUND THE WORLD?</i></p>

AT1	<p><b>Beliefs and teachings/religious practices and lifestyles/ways of expressing meaning</b></p> <ul style="list-style-type: none"> <li>• begin to identify to use key religious vocabulary in communicating their knowledge and understanding</li> <li>• to identify and begin to describe the similarities and differences within and between religions.</li> <li>• to investigate the significance of religion in the local, national and global communities.</li> <li>• about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods.</li> <li>• to describe the key aspects of religions and traditions that influence the beliefs and values of others</li> <li>• the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship. <ul style="list-style-type: none"> <li>• about the way verbal and non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts how religious festivals are related to key figures, events and stories and how these are celebrated within families and religious communities.</li> </ul> </li> </ul>
AT2	<p><b>Questions of meaning and purpose/values and commitments/human identity, personality and experience</b></p> <ul style="list-style-type: none"> <li>• about the significance of their own religious cultural and family traditions and how these relate to the experiences of others</li> </ul>
SPRING	<p>This unit introduces Sikhism and what it means to belong to a religion.</p> <p><i>WHERE DO I BELONG?</i></p> <p><i>HOW DO CHRISTIAN AND SIKH COMMUNITIES WELCOME NEW BABIES?</i></p> <p><i>WHY IS IT IMPORTANT TO SHARE FOOD?</i></p> <p><i>HOW IS FOOD SHARED AS PART OF SIKH WORSHIP?</i></p> <p><i>HOW IS FOOD SHARED AS PART OF CHRISTIAN WORSHIP?</i></p> <p><i>HOW DID JESUS SHARE HIS LAST SUPPER?</i></p>
AT1	<p><b>Beliefs and teachings/ ways of expressing meaning/ religious practices and lifestyles.</b></p> <ul style="list-style-type: none"> <li>• about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;</li> <li>• about the way verbal and non non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts, including sacred texts.</li> <li>• about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance;</li> </ul>
AT2	<p><b>Human identity, personality and experience/ religious practices and lifestyles.</b></p> <ul style="list-style-type: none"> <li>• about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others;</li> <li>• that there are important landmarks in life, both religious and nonreligious;</li> <li>• to understand what it means to belong to groups and how believers demonstrate commitment to a faith group;</li> </ul>
SUMMER	<p>Special Books and Sacred Texts- Christianity/Sikhism.</p> <p><i>WHAT MAKES A 'SPECIAL' BOOK A 'SACRED' BOOK?</i></p> <p><i>WHY IS THE BIBLE SACRED FOR CHRISTIANS?</i></p> <p><i>HOW IS THE BIBLE REGARDED AND HANDLED BY CHRISTIANS?</i></p>

	<p><i>WHAT IS THE SACRED BOOK FOR SIKHS?</i>  <i>HOW IS THE GURU GRANTH SAHIB HANDLED AND REGARDED BY SIKHS?</i>  <i>WHAT ARE THE SACRED BOOKS FOR HINDUS?</i>  <i>HOW DOES THE BHAGAVAD GITA HELP HINDUS IN THEIR DAILY LIVING?</i>  <i>WHAT CAN WE LEARN FROM HINDU STORIES?</i></p>
AT1	<p><b>Religious practices and lifestyles/ ways of expressing meaning</b></p> <ul style="list-style-type: none"> <li>• about books which are precious or important and be made aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups.</li> <li>• about the way verbal and non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts.</li> <li>• the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship.</li> <li>• to use and interpret information about religions from a range of sources;</li> </ul>
AT2	<p><b>Values and commitments/ human identity, personality and Experience.</b></p> <ul style="list-style-type: none"> <li>• about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others;</li> <li>• to reflect on ideas of right and wrong and their own and others' responses to them;</li> </ul>
<b>YEAR 5:</b>	
AUTUMN	<p>General introduction to the year's content and light as a symbol in some religious celebrations.  <i>WHAT DO YOU ALREADY KNOW ABOUT CHRISTIAN AND JEWISH PEOPLE?</i>  <i>WHAT RULES DO I FOLLOW?</i>  <i>HOW CAN RELIGIOUS CODES OF CONDUCT AFFECT LIVES?</i>  <i>HOW DO JEWISH RULES OF LIVING AFFECT EVERYDAY JEWISH LIVES?</i>  <i>HOW DOES LIGHT MAKE PEOPLE FEEL AND WHAT DOES LIGHT SIGNIFY FOR ME?</i>  <i>HOW IS LIGHT SYMBOLIC IN SOME RELIGIOUS CELEBRATIONS?</i></p>
AT1	<p><b>Beliefs and teachings/ religious practices and lifestyles/ ways of Expressing meaning</b></p> <ul style="list-style-type: none"> <li>• begin to identify to use key religious vocabulary in communicating their knowledge and understanding;</li> <li>• to identify and begin to describe the similarities and differences within and between religions;</li> <li>• to investigate the significance of religion in the local, national and global communities; describe the key aspects of religions and traditions that influence the beliefs and values of others;</li> <li>• about religious codes of conduct and rules of living, considering the effect of these on daily life; examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.</li> <li>• about the way verbal and non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts, including sacred texts.</li> <li>• about religious festivals which share common themes, but which have meaning unique to each faith.</li> </ul>

AT2	<p><b>Values and commitments/ human identity, personality and Experience.</b></p> <ul style="list-style-type: none"> <li>• about religious codes of conduct and rules of living, considering the effect of these on daily life;</li> <li>• to participate in periods of stillness and quiet thought and where appropriate to express personal reflections and emotions.</li> </ul>
SPRING	<p>This unit is about: celebrations related to key figures, including Easter; and leaders in religious communities.</p> <p><i>WHO ARE KEY FIGURES IN THE JEWISH RELIGION?</i>  <i>WHAT HAPPENED TO JESUS OVER THE COURSE OF HOLY WEEK?</i>  <i>WHAT HAPPENED TO JESUS DURING THE LAST HOURS OF HIS LIFE?</i>  <i>WHAT THEMES DO PASSOVER AND EASTER HAVE IN COMMON?</i>  <i>WHAT CHARACTERISTICS DO AUTHORITY FIGURES HAVE?</i>  <i>WHAT SORT OF PERSON IS A RELIGIOUS LEADER?</i>  <i>WHICH ARE THE IMPORTANT JEWISH AND CHRISTIAN GROUPS IN YOUR AREA?</i></p>
AT1	<p><b>Beliefs and teachings/ religious practices and lifestyles/ ways of expressing meaning.</b></p> <ul style="list-style-type: none"> <li>• know the function about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;</li> <li>• how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities;</li> <li>• about the way verbal and non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts;</li> <li>• to use and interpret information about religions from a range of sources;</li> <li>• how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities;</li> <li>• about religious festivals which share common themes, but which have meaning unique to each faith;</li> <li>• about the roles and responsibilities of authority figures within their own lives and of religious leaders in different faith communities;</li> <li>• to identify and begin to describe the similarities and differences within and between religions;</li> <li>• about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance;</li> <li>• to investigate the significance of religion in the local, national and global communities</li> </ul>
AT2	<p><b>Human identity, personality and experience/ questions of meaning and purpose.</b></p> <ul style="list-style-type: none"> <li>• identify ultimate to develop their sense of curiosity about life, death, relationships and the natural world and express personal opinions;</li> <li>• the difference between ultimate and non-ultimate questions including raising questions, suggesting answers and understanding that religions may give followers the answers to some of the mysteries of life;</li> <li>•</li> </ul>

SUMMER	This unit is about: creation stories and the ultimate questions they raise <i>TO WHICH QUESTIONS DO RELIGIONS PROVIDE ANSWERS?</i> <i>HOW DO PEOPLE THINK THE WORLD STARTED?</i> <i>HOW DO JEWS CELEBRATE THE CREATION?</i>
AT1	<b>Beliefs and teachings/ ways of expressing meaning.</b> <ul style="list-style-type: none"> <li>to describe the key aspects of religions and traditions that influence the beliefs and values of others;</li> <li>about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods;</li> <li>about religious festivals which share common themes, but which have meaning unique to each faith;</li> </ul>
AT2	<b>Human identity, personality and experience/ questions of meaning and purpose.</b> <ul style="list-style-type: none"> <li>to develop their sense of curiosity about life, death, relationships and the natural world and express personal opinions;</li> <li>the difference between ultimate and non-ultimate questions including raising questions, suggesting answers and understanding that religions may give followers the answers to some of the mysteries of life;</li> </ul>
<b>YEAR 6:</b>	
AUTUMN	This unit is about: knowing some key Christian and Buddhist beliefs and practices; and founders of faiths and their importance for people today. <i>WHAT DO YOU ALREADY KNOW ABOUT CHRISTIANITY and BUDDHISM?</i> <i>WHY IT IS IMPORTANT TO HAVE PERSONAL HEROES?</i> <i>WHAT IS IMPORTANT ABOUT THE BUDDHA?</i> <i>HOW DO BUDDHISTS TRY TO FOLLOW THE BUDDHA'S EXAMPLE?</i> <i>WHAT IS THE DIFFERENCE BETWEEN THE SACRED AND SECULAR CHRISTMAS?</i> <i>WHAT WOULD A CHRISTIAN THINK CHRISTMAS SHOULD BE ABOUT?</i>
AT1	<b>Beliefs and teachings/ religious practices and lifestyles.</b> <ul style="list-style-type: none"> <li>to use key religious vocabulary in communicating their knowledge and understanding</li> <li>to describe the key aspects of religions and traditions that influence the beliefs and values of others;</li> <li>to identify and begin to describe the similarities and differences within and between religions</li> <li>stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today</li> <li>to use and interpret information about religions from a range of sources how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities</li> </ul>
AT2	<b>Values and commitments/ questions of meaning and purpose/ human identity, personality and experience.</b> <ul style="list-style-type: none"> <li>ask questions about the relationship between humans, their environment and other living creatures, including examples of religious teaching and practice</li> <li>to reflect on ideas of right and wrong and their own and others' responses to them</li> <li>about religious codes of conduct and rules of living considering the effect of these on daily life.</li> </ul>

	<ul style="list-style-type: none"> <li>• difference between ultimate and non-ultimate questions, including raising questions, suggesting answers and understanding that religions may give followers the answers to some of the mysteries of life.</li> <li>• to reflect on ideas of right and wrong and their own and others' responses to them</li> <li>• about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others;</li> </ul>
SPRING	<p>This unit is about: expressive and visual arts in religions.  <i>HOW DO CHRISTIANS and BUDDHISTS EXPRESS THEIR FAITH IN ART, DRAMA AND SONG?</i>  <i>WHY DO PEOPLE OF FAITH USE ART, DRAMA AND SONG TO ENRICH THEIR RELIGIOUS EXPERIENCE?</i>  <i>HOW IS THE LIFE OF JESUS RELEVANT TODAY?</i>  <i>WHY DO CHRISTIANS REMEMBER JESUS PARTICULARLY AT EASTER?</i>  <i>WHAT MIGHT GOD BE LIKE?</i></p>
AT1	<p><b>Religious practices and lifestyles/ ways of expressing meaning/ beliefs and teachings.</b></p> <ul style="list-style-type: none"> <li>• using appropriate about the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers;</li> <li>• about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance;</li> <li>• about the way verbal and non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts;</li> <li>• to describe the key aspects of religions and traditions that influence the beliefs and values of others;</li> <li>• about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;</li> <li>• how religious festivals are related to key figures, events and stories and</li> <li>• how these are observed within families and religious communities;</li> <li>• about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods;</li> </ul>
AT2	<p><b>Human identity, personality and experience/ questions of meaning and purpose.</b></p> <ul style="list-style-type: none"> <li>• raise questions to participate in periods of stillness and quiet thought and, where appropriate, to express personal reflections and emotions;</li> <li>• the difference between ultimate and non-ultimate questions including raising questions, suggesting answers and understanding that religions may give followers the answers to some of the mysteries of life;</li> </ul>
SUMMER	<p>This unit is about: ideas about God; human responsibility for the environment; and suffering and Happiness.  <i>WHAT DO CHRISTIANS BELIEVE ABOUT GOD?</i>  <i>HOW DO HUMANS EXERCISE RESPONSIBILITY FOR THE ENVIRONMENT?</i></p>

	<p><i>WHAT DO CHRISTIANS BELIEVE ABOUT THE RELATIONSHIP BETWEEN HUMANS, THEIR ENVIRONMENT AND OTHER LIVING CREATURES?</i></p> <p><i>CAN DESIRE CAUSE SUFFERING??</i></p> <p><i>WHY IS THERE SUFFERING IN THE WORLD?</i></p> <p><i>HOW DO YOU OVERCOME EVIL AND PROMOTE GOODNESS?</i></p>
AT1	<p><b>Beliefs and teachings/ religious practices and lifestyles.</b></p> <ul style="list-style-type: none"> <li>• about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods;</li> <li>• to describe the key aspects of religions and traditions that influence the beliefs and values of others;</li> <li>• to investigate the significance of religion in the local, national and global communities;</li> </ul>
AT2	<p><b>Human identity, personality and experience/ values and Commitments.</b></p> <ul style="list-style-type: none"> <li>• to develop their sense of curiosity about life, death, relationships and the natural world and express personal opinions</li> <li>• about the relationship between humans, their environment and other living creatures, including examples of religious teaching and practice;</li> <li>• about religious codes of conduct and rules of living, considering the effect of these on daily life;</li> <li>• examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.</li> <li>• to participate in periods of stillness and quiet thought and, where appropriate, to express personal reflections and emotions;</li> <li>• about the relationship between humans, their environment and other living creatures, including examples of religious teaching and practice;</li> <li>• about religious codes of conduct and rules of living, considering the effect of these on daily life;</li> <li>• examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.</li> </ul>