



R.E.

At Keyworth Primary School, we strongly believe that an understanding of and appreciation for all religions and spiritual beliefs is an important part of our children's education and personal development: an appreciation that is underpinned by core school values, tolerance, respect and connection to the community.

By learning about all the major faiths practiced around the world, our children not only develop the ability to ask challenging questions about life and their perception of right and wrong, but are able to articulate and appreciate their own faiths and traditions; they are able to explore similarities and differences and reflect on the commonalities that unite them. As a multi-faith school, within a multi-faith community, we encourage our children to be open-minded and curious, to respect the beliefs of others and recognise the value of a society that is diverse and rich with culture, beliefs and traditions.

The teaching and learning of RE runs parallel with our PSHE curriculum, school and British Values. All of which contribute to the embedding of a fundamental understanding of what is right and wrong; where bullying, discrimination and racism is challenged and we all work collectively to ensure our school a warm, positive and safe place to be.

Reception

Birth to Five Matters and ELG	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recognises that they belong to different communities and social groups and communicates freely about own home and community	Culture and diversity celebration day Who are you? Harvest festival			We're going on a lion hunt- comparisons of communities.		
Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination	Different beliefs and religions. Different ways of celebrating	Diwali Christmas Hanukkah	Chinese New Year – The magic paintbrush	Easter	Eid al Fitr Songkran- water festival (Thailand)	Eid

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	religious celebrations. Naming ceremonies.					
Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Talk about the lives of the people around them and their roles in society	Talk about their own celebrations and their experiences of these. Talk about similarities and differences between themselves and others. People who help us- visit firefighters/ police Real superheroes	Talk about the above celebrations in relation to themselves.				
Enjoys joining in with family customs and routines	Culture and diversity celebration day	Talk about the above celebrations in relation to themselves and events that they have been to at home.				
Talks about past and present events in their own life and in the lives of family members	Discussing their own celebrations that have happened in the past. Recalling memories of past celebrations.					
Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions	Talking about how we share the same, similar and different things across our families, the class and the wider community.					
Knows that other children do not always enjoy the same things, and is sensitive to this	Talking about how we share the same, similar and different celebrations to one another.	Recap through: Bucket fillers		Recap through the value Respectful		Recap through: describing themselves what they can do well and what they need help.

Year 1

Year 1: Big Question - What does it mean to belong? Investigating the relationship between religions and belonging throughout the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	What does it mean to belong to Hinduism?	Why do Christians celebrate Christmas?	What does it mean to belong to Islam?	What does it mean to belong to Christianity?	What does it mean to belong to Sikhism?	What can be special about living with family and friends? All religions and world views.
Learning Focus	<p>How can belonging help us through the journey of life?</p> <p>What is karma?</p> <p>Who is Brahman?</p> <p>Who was Krishna?</p> <p>How can puja help a Hindu lead a good life?</p> <p>What does the Aum (Om) symbol mean?</p>	<p>What is a special gift?</p> <p>Why do Christians give gifts at Christmas? What gift would you like to give?</p> <p>When is Christmas celebrated?</p> <p>What happens during Christmas?</p> <p>What can a church tell us about the Christmas story?</p> <p>What have I learnt about Christmas?</p>	<p>What makes a community?</p> <p>Who was Muhammad?</p> <p>Which objects are special for Muslims?</p> <p>How do Muslims show they belong to Islam?</p> <p>What celebrations do Muslims take part in?</p> <p>What does it mean to be a Muslim?</p>	<p>Can I talk about groups I belong to?</p> <p>How do Christians show they belong to a group?</p> <p>What does it mean to Christians to belong to a Christian family?</p> <p>How do some children belong to Christianity?</p> <p>What is special about belonging to a group?</p>	<p>How do religious people show they belong?</p> <p>What is Sikhism?</p> <p>How do children show they belong to Sikhism?</p> <p>Why do Sikhs tell the story of Guru Nanak bathing in the river?</p> <p>What did Guru Gobind Singh ask Sikhs to look like?</p> <p>What is the Amrit ceremony?</p>	<p>What makes me special?</p> <p>What special places do people have in their homes?</p> <p>Why is Friday night special in a Jewish home?</p> <p>What Hindu customs help brothers and sisters show they care for each other?</p> <p>How does the bible help Christian families to forgive? Assessment opportunity</p>
Skills and Concepts	<p>Name and talk about key Hindu objects, artefacts, beliefs, teachings and practices</p> <p>Understand how the everyday actions of a Hindu</p>	<p>Name and talk about key Christian objects, artefacts, beliefs, teachings and practices</p>	<p>Name and talk about key Muslim objects, artefacts, beliefs, teachings and practices</p> <p>Understand how the everyday actions of a</p>	<p>Name and talk about key Christian objects, artefacts, beliefs, teachings and practices</p>	<p>Name and talk about Sikh objects, artefacts and practices</p> <p>Retell Sikh stories and messages and explain</p>	<p>Name and talk about objects, artefacts, beliefs, teachings and practices in different religions</p>

	<p>are influenced by their beliefs and values</p> <p>Retell Hindu stories and messages and explain what is important to a Hindu person and why</p> <p>Suggest meanings for religious actions and symbols</p> <p>Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.)</p>	<p>Retell Christian stories and explain what is important to a Christian person in the story and why</p> <p>Suggest meanings for religious actions and symbols</p> <p>Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.)</p>	<p>Muslim are influenced by their beliefs and values</p> <p>Retell Muslim stories and messages and explain what is important to a Muslim person and why</p> <p>Suggest meanings for religious actions and symbols</p> <p>Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.)</p>	<p>Suggest meanings for religious actions and symbols</p> <p>Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.)</p>	<p>what is important to a Sikh person and why</p> <p>Discuss and connect ideas between different religions (e.g. how you show that you belong)</p>	<p>Understand how the everyday actions of people are influenced by their beliefs and values</p> <p>Suggest meanings for religious actions and symbols</p> <p>Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.)</p>
--	---	---	--	--	--	--

Year 2

Year 2: Big Question - Can stories change people? Investigating the relationship between religious stories and action.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Where did the world come from and how should we look after it? All religions and world views	Why are different books special for different people? Christianity and one other religion.	Why did Jesus tell stories?	How do we know that Easter is coming? What special story is told at Easter?	How does special food and fasting help people in their faith? All religions	How is forgiveness important to people's lives? All faiths
Learning Focus	<p>What is the meaning of Creation?</p> <p>What stories do Jews, Christians and Muslims tell about how the world began?</p>	<p>Why are some books more special than others?</p> <p>What holy books are special to us and why?</p> <p>Why is the Bible Special and for whom?</p>	<p>What are Parables and what stories did Jesus tell in them?</p> <p>What messages did Jesus want to teach from each Parable?</p>	<p>What is Easter and why is it important?</p> <p>What does the Bible tell us about Easter?</p>	<p>What if fasting and why do people do to?</p> <p>How would I feel if I had to go without food?</p> <p>Why do Muslim people fast in Ramadan?</p>	<p>What does it mean to say sorry?</p> <p>Why do some people not want to say sorry?</p> <p>What can we learn from the story?</p>

	<p>What stories do Jews and Christians tell about how the world began? (Adam and Eve)</p> <p>How do Christians try and look after the world?</p> <p>What stories do Hindus tell about how the world began?</p> <p>How can you represent a creation story creatively?</p> <p>How do you think the world began?</p>	<p>What Is the Torah and why is it special?</p> <p>Why is the Qu’ran a special book?</p> <p>What the Shrimad Bhagwad an important book?</p> <p>What makes the Guru Granth Sahib a special book?</p> <p>What makes the Tipitaka a special book?</p> <p>What makes me special?</p>	<p>What messages can we take from the Parable stories?</p> <p>How do the stories in Jesus’ Parables compare to our own lives?</p>	<p>Why happens on Ash Wednesday?</p> <p>What are the events that happen on Maundy Thursday and Good Friday?</p> <p>How do we feel when we hear what happened to Jesus?</p> <p>What can we learn about Jesus’ death?</p> <p>What other Symbols are associated with Easter?</p>	<p>What special food do Muslim people share at Eid?</p> <p>Why do Christian people fast in Lent?</p> <p>What do Christian do before Lent starts?</p> <p>Should we all fast?</p>	<p>What do other people think about forgiveness and saying sorry?</p> <p>How can I express what values are important to me?</p>
Skills and Concepts	<p>Notice and find out about religions and worldviews. Collect, use and respond to ideas in RE.</p> <p>Consider, link and discuss questions, ideas and points of view.</p> <p>Apply ideas about religions and worldviews thoughtfully.</p>	<p>Used varied disciplines of religious study to research religious sacred texts</p> <p>Investigate religions.</p> <p>Apply ideas about religions and worldviews thoughtfully.</p> <p>Collect, use and respond to ideas in RE.</p> <p>Evaluate questions</p>	<p>Notice and find out about the Christian stories and teachings.</p> <p>Collect, use and respond to ideas in RE.</p> <p>Identify how religion and belief is expressed in different ways.</p> <p>Apply ideas about religions and</p>	<p>Consider, link and discuss questions, ideas and points of view.</p> <p>Notice and find out about the Christian religion and Easter</p> <p>Collect, use and respond to ideas in RE.</p>	<p>Investigate fasting</p> <p>Apply ideas about religions and worldviews thoughtfully.</p> <p>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.</p> <p>Notice and find out about religion and worldviews.</p> <p>Collect, use and respond to ideas in RE.</p> <p>Evaluate questions</p>	<p>Collect use and respond to ideas in R.E.</p> <p>Consider, link and ask questions, ideas and points of view.</p> <p>Notice and find out about religions and worldviews.</p> <p>Evaluate questions and arguments personally and critically.</p> <p>Apply ideas about religions and</p>

			worldviews thoughtfully.			worldviews thoughtfully. Investigate and explain why religions and worldviews matter. Enquire into and interpret ideas, sources and arguments.
--	--	--	--------------------------	--	--	--

Year 3

Year 3: Big Question - How are symbols and sayings important in religion? Investigating the relationship between religion and symbols.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	How and why do Hindus celebrate Holi? What celebration can we design to mark a special time in our class or year group? All faiths	What is the significance of light in religion? All faiths	What do Sikh sayings tell us about Sikh beliefs?	What can we learn about special symbols and signs used in religions? Christianity, Islam and world views.	How did Jesus and Buddha make people stop and think?	How do Jews celebrate their beliefs at home and in the Synagogue?
Learning Focus	<p>Who do we think 'goodies' & 'baddies' are?</p> <p>What happens at the Hindu festival at Holi?</p> <p>What other story is told at Holi?</p> <p>How does Holi show what Hindu people believe about God?</p> <p>Can we write a story which teaches the value of not giving up and bring it to life?</p>	<p>Why is light special?</p> <p>Why do Hindus have divas for Diwali? Why do Sikhs celebrate Diwali?</p> <p>How do Christians use light at Christmas?</p> <p>What do Jews remember at Hanukkah?</p>	<p>What are the meanings behind Sikh symbols?</p> <p>What are the significant teachings in the Mool Mantar?</p> <p>What are the wise words of Guru Granth Sahib?</p> <p>What are the 5Ks in Sikhism and</p>	<p>What do these everyday signs and symbols mean?</p> <p>What symbolism can we see in Muslim artefacts?</p> <p>How do Muslims use art and symbols in their place of worship?</p> <p>What symbols can be found in a Christian story?</p> <p>Why is the cross important to Christians?</p>	<p>What stories, sayings and events have really made us stop and think?</p> <p>What is the challenge in the story of the <i>Pharisee</i> and the <i>tax collector</i>?</p> <p>Why do some of Jesus' sayings still make people stop & think today?</p>	<p>What stories, sayings and events have really made us stop and think?</p> <p>What is the challenge in the story of the Pharisee and the tax collector?</p> <p>Why do some of Jesus' sayings still make people stop & think today?</p> <p>How does Jesus' story of the widows might make us think?</p> <p>Who is the Buddha?</p>

		<p>What does the light at Hanukkah symbolise?</p> <p>Why is light important at different religious festivals?</p>	<p>how do Sikhs live by them?</p> <p>What is a Gurdwara and how do Sikh teachings take place within them?</p>	<p>How can we create a piece of Christian art?</p>	<p>How does Jesus' story of the widows might make us think?</p> <p>Who is the Buddha?</p> <p>What stories did the Buddha tell?</p> <p>What stories, sayings and events can we use to make other people think?</p>	<p>What stories did the Buddha tell?</p> <p>What stories, sayings and events can we use to make other people think?</p>
Skills and Concepts	<p>Connect ideas</p> <p>Express ideas thoughtfully</p> <p>Discuss questions, ideas and points of view</p>	<p>Notice and find out about religions and worldviews.</p> <p>Collect, use and respond to ideas in RE.</p> <p>Apply ideas about religions and worldviews thoughtfully.</p> <p>Investigate and explain why religions and worldviews matter.</p> <p>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.</p>	<p>Collect use and respond to ideas in R.E.</p> <p>Discuss questions, ideas and points of view in relation to Sikhism.</p> <p>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.</p> <p>Connect ideas with previous learning and express ideas thoughtfully.</p>	<p>Collect use and respond to ideas in R.E.</p> <p>Thoughtfully consider different ideas and practices within and between religions.</p> <p>Consider, link and ask questions, ideas and points of view.</p>	<p>Outline religious ideas and practices</p> <p>Connecting ideas</p> <p>Express thoughtful ideas</p> <p>Thoughtfully consider different ideas and practices within and between religions.</p> <p>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.</p>	<p>Outline religious ideas and practices</p> <p>Connecting ideas</p> <p>Express thoughtful ideas</p>

Thoughtfully consider different ideas and practices within and between religions.

Year 4

Year 4: Big Question - What is special to me and the people in my community? Investigating the relationship between religion and our neighbourhood.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	What religions and world views are represented in our neighbourhood?	Why is the Bible special for Christians?	What makes me the person I am? All religions and world views	Why is Easter important to Christians?	What happens when someone gets married? All religions and world views	How and why do Hindus worship at home and in the mandir?
Learning Focus	<p>What are the functions of religions buildings and places?</p> <p>What evidence can I find of religions in the neighbourhood? (with a visit to a local neighbourhood this lesson will take 2 lessons)</p> <p>What evidence can I find of religions in the neighbourhood helping others? (with a visit to a local neighbourhood this lesson will take 2 lessons)</p> <p>How are religions similar and different in my neighbourhood? (this lesson will run over two lessons)</p>	<p>What do we know about the Bible and what makes it special?</p> <p>What is in the Bible?</p> <p>What can we learn from the story of Joseph?</p> <p>How do Christians use the Bible in church and in the home and elsewhere? (2 lessons)</p> <p>What inspires and guides me in my life?</p>	<p>Who influences our life?</p> <p>Who or what influenced the life of St Francis?</p> <p>Who are what influenced the life of Pandurang Shastri Athavale?</p> <p>What objects are special to people in my community? (this lesson will take 2 weeks to complete)</p> <p>What things do I care about in my community?</p> <p>What can I do to help improve my community?</p>	<p>What is Easter and why is it celebrated?</p> <p>What are the symbols associated with Easter and how do they suggest new life?</p> <p>What is Palm Sunday?</p> <p>What are the events of the Last Supper and how are the symbolisms used today?</p> <p>What were the events in the Garden of Gethsemane?</p> <p>How do Christians remember and celebrate Easter today?</p> <p>Why is Easter so important to Christians?</p>	<p>What is a wedding celebration? Why do people choose to get married?</p> <p>What are marriage vows? What do they mean?</p> <p>What important actions take place in a Hindu wedding ceremony?</p> <p>What is the symbolism behind the seven steps?</p> <p>What do Muslims believe about marriage?</p> <p>What happens in a Muslim wedding?</p>	<p>What different ideas does our class have about God?</p> <p>How do Hindus express their beliefs about God?</p> <p>What is a shrine and why is it important in a Hindu home?</p> <p>How do Hindus worship in the home?</p> <p>What happens in a Mandir (temple)</p> <p>How is prayer central for a Hindu person?</p>

					What kind of wedding would I like?	
Skills and Concepts	<p>Ask questions and be able to discuss beliefs and ideas</p> <p>Connecting ideas between religions seeing similarities and differences</p> <p>Linking different points of views about religions and the role they take within the community.</p> <p>Describe the impact of beliefs and practices on individuals, groups and communities.</p>	<p>Evaluate questions and arguments personally and critically.</p> <p>Apply ideas about religions thoughtfully</p> <p>Consider, link and discuss questions, ideas and points of view.</p> <p>Notice and find out about religions.</p>	<p>Suggesting meaning to stories</p> <p>Connect ideas between religions</p> <p>Apply religious ideas thoughtfully.</p> <p>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.</p>	<p>Evaluate questions and arguments personally and critically.</p> <p>Apply ideas about religions thoughtfully</p> <p>Consider, link and discuss questions, ideas and points of view.</p> <p>Notice and find out about religions.</p>	<p>Evaluate questions and arguments personally and critically.</p> <p>Enquire into and interpret ideas, sources and arguments</p> <p>Apply ideas about religions and worldviews thoughtfully</p> <p>Consider, link and discuss questions, ideas and points of view</p> <p>Notice and find out about religions and world views</p>	<p>Evaluate questions and arguments personally and critically.</p> <p>Apply ideas about religions thoughtfully</p> <p>Consider, link and discuss questions, ideas and points of view.</p> <p>Notice and find out about religions.</p>

Year 5

Year 5: Big Question - How do beliefs influence actions? Investigating the relationship between beliefs and actions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	What do religions believe about God? All faiths and world views	How is Christmas celebrated around the world?	What inner forces affect how we think and behave? All faiths	How do Christians try to follow Jesus' example?	Why is Muhammad and the Quran important to Muslims?	A choice between A) 'Animal Lawsuit' unit or B) 'Thankfulness' unit

Learning Focus	<p>What does faith mean? What are some of the ways in which Christians and followers of other religions describe God?</p> <p>What do you think are the meanings of stories from sacred texts about people who encountered God?</p> <p>Why do you think there are many ideas about God?</p>	<p>What differences are there in accounts given by Luke and Matthew?</p> <p>Which stories have developed from the 'real' Christmas story?</p> <p>What happens during Advent?</p> <p>How do Christmas traditions vary around the world?</p> <p>What is Epiphany? How is Epiphany celebrated around the world?</p> <p>What story or play can we create based on traditional Christmas themes? This lesson could last two weeks</p>	<p>When am I tempted?</p> <p>Why did Adam and Eve disobey God?</p> <p>Why did Jonah behave in the way he did?</p> <p>What beliefs would I refuse to deny?</p> <p>Why do I find it difficult to accept what I know to be true?</p> <p>What positive forces do I have in my life?</p>	<p>Who sets us an example and how do we set an example for others to follow?</p> <p>What might a Christian learn from the stories about Jesus (selling possessions / overturning tables)?</p> <p>What did Jesus teach about giving?</p> <p>How did Jesus set an example for others to follow?</p> <p>How can we summarise Jesus' example of the right way to live?</p> <p>How does the work of some organisations exemplify Jesus' example?</p>	<p>Who is Muhammad?</p> <p>What events changed Muhammad's life?</p> <p>Why is the Qur'an important to Muslims?</p> <p>How do Muslims treat the Qur'an and why do they treat it in these ways?</p> <p>How have Muhammad's words and actions affected the way Muslims lead their lives? Part1</p> <p>How have Muhammad's words and actions affected the way Muslims lead their lives? Part2</p> <p>Who has been the biggest influence on my life?</p>	<p>Can we appreciate working with others?</p> <p>What messages can we learn from stories? How can we find meaning and links between stories?</p> <p>What question do we want to think and discuss around the theme of thankfulness?</p> <p>What do different religions teach about thankfulness?</p> <p>What do we want to say about thankfulness?</p> <p>Can we make a thankful mobile, showing our thoughts to others?</p>
Skills and Concepts	<p>Explain what faith means a give examples of what they put their faith in</p> <p>Use religious vocabulary to explain</p> <p>Identifying beliefs that are similar in different religions</p>	<p>Consider, link and discuss ideas and themes</p> <p>Apply ideas from religious and world views thoughtfully</p> <p>Investigate and explain why</p>	<p>Consider, link and discuss ideas and themes</p> <p>Apply ideas from religious and world views thoughtfully</p>	<p>Consider, link and discuss ideas and themes</p> <p>Apply ideas from religious and world views thoughtfully</p>	<p>Consider, link and discuss ideas and themes</p> <p>Apply ideas from religious and world views thoughtfully</p>	<p>Consider, link and discuss ideas and themes</p> <p>Apply ideas from religious and world views thoughtfully</p>

	Suggest the meanings of stories from sacred texts about people who encountered God Ask questions and suggest some responses about what others believe, showing awareness that not all questions can be answered	religious and world views matter Enquire into and interpret ideas, sources and arguments	Investigate and explain why religious and world views matter Enquire into and interpret ideas, sources and arguments	Investigate and explain why religious and world views matter Enquire into and interpret ideas, sources and arguments	Investigate and explain why religious and world views matter Enquire into and interpret ideas, sources and arguments	Investigate and explain why religious and world views matter Enquire into and interpret ideas, sources and arguments
--	--	---	---	---	---	---

Year 6

Year 6: Big Question - How important are the similarities and differences between and within religions? Investigating the relationship between secular and religious world views.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	What do people believe about life after death?	How do people express their faith through the arts in Christianity?	What qualities are important to present day religious leaders? All faiths – asking pupils to compare at least 3 different religious leaders	What are the sources of the story about what happened on the first Easter Sunday?	What similarities and differences do religions and world views share?	How could we design a celebration that involved everyone, whether religious or not, in a meaningful and imaginative way? All faiths and world views.
Learning Focus	What is life like? Living and dying: what do religions say? What do Hindu's believe about life after death? What do Christians believe about life after death?	How do people express their faith through art? How can colour express religious ideas or feelings? How is sculpture used in religion?	Why do we need leaders? What qualities do leaders possess? Who is an important religious leader in Newham?	What is life like? Living and dying: what do religions say? What do Hindu's believe about life after death?	What values and practices do religions and world views share? Why is meeting together important for religious people? How does the Church and Mosque important	Why do we have celebrations? What is special about celebrations in Islam? What is special about celebrations in Christianity?

	<p>What do Muslims believe about life after death?</p> <p>Is death the end?</p> <p>P4C session on life and death</p>	<p>How might music be used as worship?</p> <p>How might drama express faith?</p> <p>What is similar and different about Christian arts to other religions?</p>	<p>Who are important world religious leaders?</p> <p>Can I compare different religious leaders?</p> <p>What is the difference between a religious leader and a secular leader?</p>	<p>What do Christians believe about life after death?</p> <p>What do Muslims believe about life after death?</p> <p>Is death the end?</p> <p>P4C session on life and death</p>	<p>to Christians and Muslims? (2 weeks work)</p> <p>What differences do places of worship make to an area?</p> <p>What beliefs do religions and world views share?</p> <p>What do I want to say to the world about community?</p>	<p>Can I compare and contrast a Muslim celebration with a Christian celebration?</p> <p>Is it okay to take part in the celebrations of other religions?</p> <p>How can we make a celebration inclusive to everyone? 2 lessons</p>
Skills and Concepts	<p>Collect and use information</p> <p>Consider, link and discuss ideas</p> <p>Apply ideas thoughtfully</p> <p>Investigate and explain ideas around religions and worldviews</p> <p>Interpret ideas and arguments</p>	<p>Collect and use information</p> <p>Consider, link and discuss ideas</p> <p>Apply ideas thoughtfully</p> <p>Investigate and explain ideas around religions and worldviews</p> <p>Interpret ideas and arguments</p> <p>In learning about and understanding religion and world views: Pupils can describe and make connections between different</p>	<p>Collect and use information</p> <p>Consider, link and discuss ideas</p> <p>Apply ideas thoughtfully</p> <p>Investigate and explain ideas around religions and worldviews</p> <p>Interpret ideas and arguments</p> <p>Evaluate questions and arguments personally and critically</p>	<p>Collect and use information</p> <p>Consider, link and discuss ideas</p> <p>Apply ideas thoughtfully</p> <p>Investigate and explain ideas around religions and worldviews</p> <p>Interpret ideas and arguments</p>	<p>Collect and use information</p> <p>Consider, link and discuss ideas</p> <p>Apply ideas thoughtfully</p> <p>Investigate and explain ideas around religions and worldviews</p> <p>Interpret ideas and arguments</p> <p>In learning about and understanding religion and world views: Pupils can describe and make connections between different features if religions and worldviews they</p>	<p>Collect and use information</p> <p>Consider, link and discuss ideas</p> <p>Apply ideas thoughtfully</p> <p>Investigate and explain ideas around religions and worldviews</p> <p>Interpret ideas and arguments</p> <p>Evaluate questions and arguments personally and critically</p>

		features if religions and worldviews they study. They can discover more about rituals and practices that mark important actions in lives and reflect on their own ideas about these.			study. They can discover more about rituals and practices that mark important actions in lives and reflect on their own ideas about these.	
--	--	--	--	--	--	--