



- R eaching the highest possible outcomes for children
- A ccepting and embracing our differences
 - E veryone thriving in a secure, safe and happy environment
 - B elonging to our community and being a good citizen
- U nderstanding that education is a precious gift
- R especting ourselves and others by setting high standards
- N ever giving up- learning from our mistakes

Religious Education and Worldviews at Raeburn Primary School

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Intent			
High Expectations	Modelling	Vocabulary	Inclusion
All children at Raeburn are expected and able to make progress. We follow a ‘Low threshold, high ceiling’ approach. Where children need adaptations and scaffolding, this is put in place so progress is enabled for ALL learners.	Teachers teach the skills needed to succeed in RE by using a range of high quality resources such as artefacts, texts, web links and other sources of evidence. Teachers use enquiry questioning to promote pupil’s critical thinking.	We intend to create an oracy and vocabulary rich environment. Oracy is a highly valued skill and a key learning tool. An aspect of oracy is an expectation in all of our lessons. All classrooms have a vocabulary display where ‘keyword studies’ are shown- these may have an RE focus. Teachers use the key vocabulary in lessons.	The needs of all children are supported and catered for in an individualised approach. Where necessary, additional support or resourcing is put in place to ensure equal outcomes for all. All children are expected to take part in the lesson through scaffolded support or adapted teaching.
Knowledge and concepts	Skills	British Values	Cultural Capital
<p>At Raeburn Primary School, we follow the Wirral SACRE (Standing Advisory Councils for RE) Agreed Syllabus for Religious Education and Worldviews 2019. All children in Key Stages 1 and 2 have at least 3 hours of RE teaching per half term.</p> <p>Each year group will study one aspect of Christianity as well as one of the world’s major religions, including Hinduism, Buddhism, Christianity, Islam, Judaism and Sikhism and Humanism as a Worldview. Children in Foundation Stage will have opportunities to experience a variety of world religions through stories, songs, role play and celebrations.</p> <p>At Raeburn Primary School, we recognise that religion and belief, for many people, forms a crucial part of their culture and identity. Our citizenship values at Raeburn: Respect, Resilience, Positivity, Kindness, Curiosity and Responsibility are at the heart of how we teach RE. We ensure that children are taught key knowledge, in a creative way, to ensure that they are equipped to talk about RE in a sensitive and respectful way.</p>	<p>These are the skills that children need to learn to make progress. If they are to be prepared for the future, they need to develop essential skills and qualities for learning, life and employment. These include skills that relate to learning in Religious Education as well as other more generic, transferable skills.</p> <p>Pupils are provided with opportunities to apply the following:</p> <ol style="list-style-type: none"> Identify questions and define enquiries, using a range of methods, media and sources. Carry out and develop enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints. Present findings, suggest interpretations, express ideas and feelings and develop arguments. Use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others’ lives. 	<p>British Values are integral in all areas of our curriculum. Each classroom has a display and when elements of British Values are addressed in curriculum areas, these will be recorded on the display and outlined with children.</p> <p><u>Democracy:</u> Children will consider what it is like for individuals of different faiths living in Britain today and the concept of fairness.</p> <p><u>The Rule of law:</u> Children will learn about the 10 commandments and the laws incorporated within each of the major religions and humanism and how these affect the daily lives of people living in Britain today.</p> <p><u>Individual Liberty:</u> Children will understand that they are able to listen to others and take inspiration from other religions and world views. They are encouraged to accept that others’ ideas may not be the same as their own.</p> <p><u>Tolerance:</u> Children consider questions about identity and belonging when learning about different religions and world views. Children will compare elements of different religions and make links between them. They will be aware of how people can live together peacefully, regardless of their beliefs.</p> <p><u>Mutual Respect:</u> Mutual respect is taught and given when children are expressing their opinions and beliefs about different religions and worldviews. Children are taught and encouraged to show respect to each other’s beliefs, feelings and opinions by giving each child a forum to share these on with the expectation that these must be listened to. When discussing what it means to be British and how this is demonstrated in different religions and worldviews, children can celebrate their own beliefs whilst embracing the ties which bind us together.</p>	<p>Children understand how Religious Education is linked to the wider world. Children value its importance and talk about why it is important. Children are exposed to different voices, perspectives and cultural experiences from a range of religions and worldviews.</p> <p>RE contributes to spiritual, moral, social and cultural development (SMSC) of all children, and that this makes a significant contribution to helping “pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain,” through practising the skills of tolerance and mutual respect as seen in Fundamental British Values. RE provides us with opportunities to develop our pupils’ learning and understanding of people they will meet, work and live alongside.</p>

Implementation		
Curriculum(concepts, knowledge and skills)	Reading across the curriculum	Vocabulary
Following the Wirral Agreed Syllabus for Religious Education and Worldviews, high-quality lessons engage, inspire and challenge pupils. Pupils think about, and develop a more rigorous understanding of world religions and worldviews. Teachers use 'Sticky Time' at the start of each lesson and ensure that skills are recapped throughout the teaching of RE. Enquiry questions are used as a basis for lessons to encourage children to consider change, cause, similarity, difference and significance in religious education and worldviews. Children ask and answer questions based on research from using high quality resources such as artefacts, texts and web links. Evidence in children's books clearly shows the learning objective and children understand the religion or worldview they are learning about. Children are aware of the question they are trying to answer. Trips and Visiting Experts enhance learning experiences.	Stories are used to unlock the knowledge, skills and concepts of our curriculum. Expectation that reading is a component of each lesson. Curriculum library has a range of books related to Themes. Classrooms have displays with Theme books available.	Oracy is expected in all lessons, including strategies such as: My Turn Your Turn Think Pair Share Show Me Boards High Quality Questioning Lessons will regularly have a vocabulary focus.
Inclusion	Assessment	CPD
We have high expectations of all children and expect them to make progress and access lessons. We use adaptive teaching and scaffolding to support learners.	AFL strategies and principles underpin everything we do. Sonar is used at the end of each term to make a judgement of pupil attainment	NATRE Subject leads support planning with other staff
Monitoring	Whole School/Parental involvement	Cultural Capital
Subject leaders create a robust monitoring system including pupil voice, walkthroughs, staff voice, book looks, peer-peer mentoring and CPD. Subject leaders have an opportunity to regularly meet with SLT regarding their subject.	Inter Faith week(s) each year. Parents informed through newsletters At least one half termly sharing of books and classwork through open classrooms or parent/teacher meetings	<ul style="list-style-type: none"> • Trips • Visitors • Inspirational figures • Key Religious Celebrations
Whole school displays	All classrooms have British Values displays. Books and resources related to religions and worldviews will be accessible for all children. Subject Lead to ensure the whole school display is updated yearly.	

Impact			
Pupil Voice	Evidence in Knowledge	Evidence in skills	Outcomes
Evidence collected from pupil voice- Children are enthusiastic about Religious Education and Worldviews; they are able to talk about the things they have studied. They enjoy sharing their work/books and are proud of what they have done. Children are able to talk about different religions they have studied including their previous learning and learning across their current and previous year groups.	Children are able to understand and correctly utilise subject specific vocabulary. The use of 'sticky-time' in all lessons ensures that knowledge is embedded.	Children are able to talk about the work they have produced. They know about the religions and worldviews they have studied. They can make connections between religions and beliefs.	Children make progress from their starting points across the curriculum. Children talk confidently about their learning. Children feel safe, calm and happy.

Religious Education and Worldviews Long Term Plan

RE at Raeburn Primary School **Foundation Stage and Key Stage 1** (Adapted from the Wirral Agreed Syllabus for Religious Education and Worldviews 2019)

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Making Sense of Life's Experiences (Stories and People/Authority)	Words and Beyond (Celebration, Expression of Spirituality)	Continuity, Change and Diversity (Lifestyle/Rights and Responsibilities)	The Big Picture (Beliefs and Ideas)	A Good Life (Ethics and Relationships)	Community, Culture and Power (Community and Global Issues)
F1		EYFS- In Foundation 1 children should have opportunities to experience a variety of world religions through the use of stories, songs, role play and celebrations. Key Christian events should be included such as Harvest, Advent, Christmas and Easter.					
F2		EYFS- In Foundation 2 children should have opportunities to experience a variety of world religions through the use of stories, songs, role play and celebrations. Key Christian events should be included such as Harvest, Advent, Christmas, Mothering Sunday and Easter as well as celebrating the Saints of the United Kingdom on their special days.					
Year 1	Christianity	Stories about Jesus life - Jesus the healer and his miracles.	Harvest Christmas Baptism	Epiphany Christians follow Jesus, How do they worship? Songs, Prayer, bible stories. Begin to learn the Lord's Prayer.	Easter Jesus is the son of God. Creation story. God loves and cares, how can we be a good friend and show we care?	Christians believe that everyone is important - Jesus told stories about teaching people equal - the Good Samaritan.	The Church , it's physical features and it's believers.
	Islam	The Prophet Mohammed, stories about his life, revelations, family and children (stories of other prophets may be included).	The birth of a child as a blessing (Barakah). The naming of a child.	Worship, this may include: listening to stories, singing prayer, people worshipping with others or alone. Ramadan	Allah - the Islamic name for the One True God Allah - has no partner - is the Creator - provides all good things - His attributes are revealed in the Qur'an	Feeding the poor and needy. Respect for teachers, elders, the learned and wise.	Social life, how people greet each other, the importance of good manners, how the family prepares for and celebrates festivals, respect and kindness to guests.

	Big idea	Why do some people, born in different times and in different places really make a difference?	Why do some people who may not seem religious wish to mark important steps in their lives with a ceremony?	What might people mean when they say something is 'holy'?	Why are many things known about Christianity in our society?	What does 'lead a good life' mean?	Why do some people who have little contact with religion most of the time still take part in some religious events?
Year 2	Christianity	Stories about Jesus life - gathering his disciples, Jesus the teacher.	Marriage Christmas	Christians follow Jesus, how do they worship? Songs, Prayer, bible stories. Learn the Lord's Prayer	Easter Jesus is the son of God. God cares for the world and expects people to care for the world. - Noah (God sent the flood to teach the people a lesson)	Jesus teachings - stories Jesus told to teach about the importance of everyone being equal and having equal value e.g. the tax collector.	Roles of people in the Church.
	Hinduism	Stories about Rama and Krishna	Diwali	How do Hindus worship? Puja is the words for worship in the home and at the temple.	Devotion to God.	Respect for other people and all living things.	The importance of the family: love and loyalty between all members of the extended family e.g. respect for grandparents who often live with the family.
	Big Idea	How does our daily life affect who we are?	Why do people react to major events in different ways?	Why might people feel that words alone are not enough to express their feelings?	Why do some stories or traditions affect the views and behaviour of different people?	What does 'lead a good life' mean to different people?	If religions disappeared, would it matter?

RE at Raeburn Primary School **Key Stage 2** (Adapted from the Wirral Agreed Syllabus for Religious Education and Worldviews 2019)

		Making Sense of Life's Experiences (Stories and People/Authority)	Words and Beyond (Celebration, Expression of Spirituality)	Continuity, Change and Diversity (Lifestyle/Rights and Responsibilities)	The Big Picture (Beliefs and Ideas)	A Good Life (Ethics and Relationships)	Community, Culture and Power (Community and Global Issues)
Year 3	Christianity	Key features of the life of Jesus as told in the Gospels: Teaching about the Kingdom of God in parables and miracles.	Advent Christmas The role of Prayer. Learn the Lord's Prayer.	Jesus in Christian experience. Personal events such as Baptism, First Communion, Confirmation.	Holy Week. Easter. Ascension and Pentecost Jesus is God's son - he suffered, died and rose from death - is still alive and special to Christians.	The Ten Commandments (brief outline). Love God with all your heart, soul and mind and strength. Love your neighbour as you love yourself (Matt 22:37-39). Christian principle of Grace (John 13:34, 15:12).	Personal relationships and responsibility to others.
	Sikhism	Stories about Guru Nanak (<i>and possibly some of the other 9 Guru's</i>) . The Guru Granth Sahib and its importance for Sikh's.	Gurpurbs = celebration birthdays of Guru Nanak and Guru Gobind Singh Vaisakhi.	The five K's- Kesh (uncut hair), Kangha (comb), Kara (steel bangle), Kaccha (shorts), Kirpan (sword).	God- there is one God. He is the creator of all things, All human beings are equal before God.	Equality- how people treat each other, share, sit, eat, and worship together in the Gurdwara and welcome all people of all races and religions.	The family and worship together in the Gurdwara., the role of parents in bringing their children up in the Sikh faith.
	Humanism	What do Humanists believe? Do they have a God/Leader?	Humanist naming ceremonies: celebrating the arrival of a new baby; promises of love and support by family and friends.	Happiness as a worthwhile goal; happiness as more than simple sensory pleasures (hedonism); the importance of relationships, exploration, and achieving our goals Diverse ways of finding happiness; there is no one recipe for happiness. One way	What do Humanists believe? What ideas do they follow?	How do Humanists live their lives?	

				to be happy is to make others so (Robert Ingersoll).			
	Big Idea <i>Transferable questions.</i>	How does daily life affect who we are? In what ways do beliefs affect our daily lives?	Why do people choose to mark important events with a ceremony? Are there any similarities between celebrations of different religions/views when marking significant events? How do people 'celebrate' a range of events in their lives/communities?	Give examples of how faith has (both past and present) helped people to live their lives and make decisions?	Why are there so many different views as to how the World came into existence?	Give an example of someone (in a story from this unit) who is a good example for others to follow? Why is it important to 'lead a good life'? Can you think of a time when you set a good moral example to others?	Have Festivals, such as for example, Christmas, (possibly Easter) become more like cultural traditions than Religious Celebrations? To what extent are Communities shaped by a Religion?
Year 4	Christianity	Followers of Christ from the early church to today who have: set an example, serve others.	Christmas The Bible	The effect of Jesus on the lives and behaviour of individuals (a study of the lives of historical Christians such as artists and scientists).	Easter Evidence of God in the bible. Ways of understanding God are revealed and confirmed through the Bible.	The Greatest Commandments. Love God with all your heart, soul and mind and strength. Love your neighbour as you love yourself (Matt 22:37-39).	Different branches of the Christian Faith represented in the local area.
	Buddhism	Stories about Gotama Buddah which show: how suffering can end, his restlessness and the four signs, the great renunciation, years in the forest learning meditation, enlightenment, his	A number of Buddhist festivals are derived from stories about the life of Buddah.	Symbols: monk/nun's robe, bowl, shaven head, rosary (juzu) of 108 beads, used for when chanting mantras etc.	The Buddah image and the values it represents e.g. tranquillity and compassion. Symbols - The bodhi tree, the wheel of life, the lotus flower.	Helping to alleviate suffering. Things Buddhists do to alleviate suffering: practise the Dhamma, be sympathetic and kind to others, including animals, give generously of time,	The Buddhist community made up of lay people, monks, nuns and priests. All Buddhists try to follow the examples of the Buddha's life and live by their teachings.

		teaching of the middle way.				food and abilities, lead by example.	
	Big Idea <i>Transferable questions.</i>	How does daily life affect who we are? In what ways do beliefs affect our daily lives?	Why do people choose to mark important events with a ceremony? Are there any similarities between celebrations of different religions/views when marking significant events? How do people 'celebrate' a range of events in their lives/communities?	Give examples of how faith has (both past and present) helped people to live their lives and make decisions?	Why are there so many different views as to how the World came into existence?	Give an example of someone (in a story from this unit) who is a good example for others to follow? Why is it important to 'lead a good life'? Can you think of a time when you set a good moral example to others?	Have Festivals, such as for example, Christmas, (possibly Easter) become more like cultural traditions than Religious Celebrations? To what extent are Communities shaped by a Religion?
Year 5	Christianity	Key features of the life of Jesus as told in the Gospels: His baptism and temptation, disciples, followers and friends.	Advent Christmas Who introduced Christianity in England? (St Augustine)	The effect of Jesus on the lives and behaviour of individuals (a study of the lives of contemporary Christians).	Holy Week Easter Stories from the bible showing God loves and forgives.	Ascension and Pentecost The Ten Commandments.	Different branches of the Christian Faith represented in Great Britain.
	Judaism	The Torah - symbolism of the structure of the scroll and materials used, the work of the scribe, stories should be covered including those about the beginning of the world	Hanukah, Pesach and Shavuot.	The Jewish home - the Mezuzah, Shabbat and the Friday night meal. Laws and rules by which people should live e.g. the Ten Commandments and sayings which express values e.g. 'love your	God is One which is why everything in the world inter-relates. Poems in the Tenakh e.g. Psalm 8 and 148. God's love for His creation.	The Ten Commandments. Sayings which express values e.g. 'love your neighbour as yourself'.	Synagogue - features, community centre and place of worship. Israel - a special place for the Jewish people.

		and the people of Israel.		neighbour'. Distinctive clothing such as kippah, tefillin, Tallit or tallith.			
	Humanism	What do Humanists believe? Do they have a God/Leader?	Humanist naming ceremonies: celebrating the arrival of a new baby; promises of love and support by family and friends.	Happiness as a worthwhile goal; happiness as more than simple sensory pleasures (hedonism); the importance of relationships, exploration, and achieving our goals Diverse ways of finding happiness; there is no one recipe for happiness. One way to be happy is to make others so (Robert Ingersoll).	What do Humanists believe? What ideas do they follow?	How do Humanists live their lives?	
	Big Idea <i>Transferable questions.</i>	How does daily life affect who we are? In what ways do beliefs affect our daily lives?	Why do people choose to mark important events with a ceremony? Are there any similarities between celebrations of different religions/views when marking significant events? How do people 'celebrate' a range of events in their lives/communities?	Give examples of how faith has (both past and present) helped people to live their lives and make decisions?	Why are there so many different views as to how the World came into existence?	Give an example of someone (in a story from this unit) who is a good example for others to follow? Why is it important to 'lead a good life'? Can you think of a time when you set a good moral example to others?	Have Festivals, such as for example, Christmas, (possibly Easter) become more like cultural traditions than Religious Celebrations? To what extent are Communities shaped by a Religion?

Year 6	Christianity	Followers of Christ from the early church to today who have: set an example, serve others.	Christmas The Church year.	The effect of Jesus on the lives and behaviour of individuals-a study of the four Saints of the United Kingdom.	Easter The teaching of the Church.	Christian principle of Grace (John 13:34, 15:12).C	Personal relationships and responsibility to others.
	Islam	Messengers of Allah, especially The Prophet Mohammed, stories about his life, revelations, family and children, stories of other prophets may be included. Books of guidance in Islam, Qur'an, Hadith.	The birth of a child as a blessing (Barakah). The naming of a child.	The Five pillars of Islam - basic outline.	Allah - the Islamic name for the One True God. Allah - is the Creator, provides all good things, His attributes are revealed in the Qur'an, human beings as the best of His creation on Earth, His guidance through Messengers and the Qur'an - the revealed book for Muslims, which is treated with respect.	Feeding the poor and needy. Respect for teachers, elders, the learned and the wise.	Social life - the importance of good manners, how the family prepares for and celebrates festivals, respect and kindness to guests, the importance of honesty.
	Big Idea Transferable questions.	How does daily life affect who we are? In what ways do beliefs affect our daily lives?	Why do people choose to mark important events with a ceremony? Are there any similarities between celebrations of different religions/views when marking significant events? How do people 'celebrate'	Give examples of how faith has (both past and present) helped people to live their lives and make decisions?	Why are there so many different views as to how the World came into existence?	Give an example of someone (in a story from this unit) who is a good example for others to follow? Why is it important to 'lead a good life'? Can you think of a time when you set a good moral example to others?	Have Festivals, such as for example, Christmas, (possibly Easter) become more like cultural traditions than Religious Celebrations? To what extent are Communities shaped by a Religion?

			a range of events in their lives/communities?				
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Religious Education and Worldviews Progression Map

Progression/End of Key Stage Expectations (taken from *the Wirral Agreed Syllabus for Religious Education and Worldviews 2019*)

Key Stage 1	Continuity, Change and Diversity	Words and Beyond	A Good Life	Making Sense of Life's Experiences	Influence, Community, Culture and Power	The Big Picture
Working towards	We are surrounded by distinctive things that are often called 'religious' or 'holy'. These include buildings, festivals and celebrations, rituals, books, acts of worship and symbols. These are usually different for each religion and non-religious worldview.	People have developed several different ways to express their beliefs and feelings, such as using words in different ways when writing about spiritual or religious things in stories, poetry and drama. People also use symbols, art, music, drama and dance to express their beliefs and to tell their favourite stories.	Most religions and non-religious worldviews introduce children to stories from the lives of their exemplary people as examples of the qualities and characteristics they might try to achieve.	Some people have amazing, puzzling or mysterious experiences that make them ask big questions about life. Others find deep spiritual meaning in everyday experiences. There are many stories about people's experiences and encounters that have made them change their lives.	There are signs of religious and non-religious worldviews all around us and lots of evidence of their influence on our communities. Many local and national holidays are held at the time of religious or other festivals, and religious leaders are often important people locally.	Stories are very important in religions and in non-religious worldviews. They are used to explain ideas about life, and may include God, gods, spirits, humans and animals and the rest of the natural world.
Meeting Expectations	We are surrounded by distinctive things that are often called 'religious' or 'holy'. These include buildings, festivals and celebrations, rituals, books, acts of worship and symbols. These are usually different for each religion and non-religious worldview. Within the same religion or	People have developed several different ways to express their beliefs and feelings, such as using words in different ways when writing about spiritual or religious things in stories, poetry and drama. People also use symbols, art, music, drama and dance to express	Most religions and non-religious worldviews introduce children to stories from the lives of their exemplary people as examples of the qualities and characteristics they might try to achieve. They also teach about specific actions that are right and wrong and about good and bad attitudes. This	Some people have amazing, puzzling or mysterious experiences that make them ask big questions about life. Others find deep spiritual meaning in everyday experiences. There are many stories about people's experiences and encounters that have made them change their	There are signs of religious and non-religious worldviews all around us and lots of evidence of their influence on our communities. Many local and national holidays are held at the time of religious or other festivals, and religious leaders are often important people locally. Several	Stories are very important in religious and in nonreligious worldviews. They are used to explain ideas about life, and may include God, gods, spirits, humans and animals and the rest of the natural world. Religious and non-religious worldviews help people grapple with

	<p>non-religious worldview people may believe different things and practice in different ways</p>	<p>their beliefs and to tell their favourite stories. Some people believe that it is wrong to use certain forms of non-verbal expression. People may learn different things from these stories and symbols and might not agree about their meaning.</p>	<p>guidance can help people treat each other fairly and live together without upsetting or hurting each other or damaging the environment.</p>	<p>lives. Some people find that belonging to religious or non-religious groups which share their beliefs, values and traditions gives them a sense of identity and belonging.</p>	<p>well-known traditional stories and songs reflect the ideas of religious traditions present in the community. Religions are not equally influential everywhere. Some places are more religious than others; some families are more religious than others. Most schools have children from different religions and non-religious worldviews and may have many who do not identify with any religion or worldview.</p>	<p>some of the big questions of life, such as 'What happens when people die?' and 'Where did the world come from?'. Many of these stories are well known because they have been handed down over generations for hundreds of years. They are often found in holy books.</p>
Working beyond expectations	<p>As above + we are surrounded by distinctive things that are often called 'religious' or 'holy'. These include buildings, festivals and celebrations, rituals, books, acts of worship and symbols. These are usually different for each religion and non-religious worldview. Within the same religion or non-religious worldview people may believe different things and practice in different ways.</p>	<p>As above + people often cannot find the words to express their feelings and beliefs. They often use imagery, for example symbol, metaphor, simile, analogy and allusion, to interpret their religious or spiritual experiences and beliefs.</p>	<p>As above + religions and non-religious worldviews provide guidance for their followers on how to live a good life.</p>	<p>As above + many people have amazing, puzzling or mysterious experiences with the wonders of nature, other people, the arts, or with a power above or beyond the material world.</p>	<p>As above + many communities around the world are influenced at several levels by their traditional religions and non-religious worldviews.</p>	<p>As above + religions and non-religious worldviews are used to communicate important teachings and often form part of longer narratives.</p>

Key Stage 2	Continuity, Change and Diversity	Words and Beyond	A Good Life	Making Sense of Life's Experiences	Influence, Community, Culture and Power	The Big Picture
Working towards	The names 'religions' or 'non-religious world views' are given to systems of belief, practices and values which share some common features, such as beliefs, values, places of worship, festivals, pilgrimages, rituals, texts and symbols. All the elements of each religion or non-religious worldview are closely connected and can only properly be understood in relation to each other.	People often cannot find the words to express their feelings and beliefs. They often use imagery, for example symbol, metaphor, simile, analogy and allusion, to interpret their religious or spiritual experiences and beliefs.	Religions and non-religious worldviews provide guidance for their followers on how to live a good life. Moral teachings come in many forms including songs and poems, codes of conduct and rules, proverbs and wisdom sayings and stories, including stories about people, (past and present).	Many people have amazing, puzzling or mysterious experiences with the wonders of nature, other people, the arts, or with a power above or beyond the material world. These encounters may be highly affecting, changing their lives in a positive way and sometimes giving them a sense of destiny.	Many communities around the world are influenced at several levels by their traditional religions and non-religious worldviews. Families who no longer practise a religion may continue to celebrate religious festivals, follow traditional religious rituals at key points in life and uphold traditional values.	Stories from religions and non-religious worldviews are used to communicate important teachings and often form part of longer narratives. Some religious narratives begin with stories to explain how and why God created the universe and everything in it. Others focus more on the nature of the world itself rather than how it came to be.
Meeting Expectations	The names 'religions' or 'non-religious world views' are given to systems of belief, practices and values which share some common features, such as beliefs, values, places of worship, festivals, pilgrimages, rituals, texts and symbols. All the elements of each religion or non-religious worldview are closely connected and can only properly be understood in relation to each other. Each religion and non-religious worldview is made up of several groups of people who often	People often cannot find the words to express their feelings and beliefs. They often use imagery, for example symbol, metaphor, simile, analogy and allusion, to interpret their religious or spiritual experiences and beliefs. People also express and communicate beliefs and experiences without words: through art, artefacts, symbols and icons; through dance, drama and symbolic gestures; and through music and ritual. There are different views as to which forms of non-verbal	Religions and non-religious worldviews provide guidance for their followers on how to live a good life. Moral teachings come in many forms including songs and poems, codes of conduct and rules, proverbs and wisdom sayings and stories, including stories about people from the distant past or from recent times who set a moral example to their followers. It may be their particular actions or behaviour that inspire others, or it may be their teachings that their followers apply to their	Many people have amazing, puzzling or mysterious experiences with the wonders of nature, other people, the arts, or with a power above or beyond the material world. These encounters may be highly affecting, changing their lives in a positive way and sometimes giving them a sense of destiny. Some people account for these experiences by saying that humans have an inner consciousness or spiritual nature. Certain individuals throughout history are said to have	Many communities around the world are influenced at several levels by their traditional religions and non-religious worldviews. Families who no longer practise a religion may continue to celebrate religious festivals, follow traditional religious rituals at key points in life and uphold traditional values. Local community leaders may be motivated by religious or non-religious worldviews, and religious leaders are often important people in the community.	Stories from religions and non-religious worldviews are used to communicate important teachings and often form part of longer narratives. Some religious narratives begin with stories to explain how and why God created the universe and everything in it. Others focus more on the nature of the world itself rather than how it came to be. All religions and non-religious narratives have a lot to say about where human beings fit into the grand order of things. They seek

	believe different things and practise in different ways. For some people their religion or worldview is more important to them than it is for others.	communication are appropriate to use, particularly in a religious context.	lives. Many religions and non-religious worldviews also have codes of behaviour or sets of rules which tell people what actions are right and wrong and what their duties are. In many cases a balance is struck between advocating specific behaviours and guiding people to judge what is the right thing to do in a given situation and to act for the right reasons.	had extraordinary insights into the meaning of human life and have passed those insights on to others. In many cases their experiences have had a major impact on religions and non-religious worldviews or have even led to a new one.	Organisations and individuals may be inspired by religions and beliefs to make a positive difference in their communities, while others sometimes use their religion or worldview to justify actions that do harm. Many well-known pieces of music and works of art reflect the ideas of religious and non-religious traditions present in the community.	to help people understand the mysteries of life such as whether or not there is life after death and how people might find meaning and purpose in their own lives. People come to understand these stories in different ways. These stories are valued because they come from trusted people or traditions.
Working beyond expectations	As above + religions and non-religious worldviews change over time; sometimes as a result of historical events or technological developments or as a result of people moving from country to country and taking their traditions with them	As above + all of these forms of expression not only provide a means of expressing complex ideas, they are also vehicles for learning, wisdom and inspiration and important evidence for those who want to understand the beliefs, ideas and values of others. Nevertheless, people find different meanings in all these forms of expression.	As above + there are different ideas about why people should aim to live a good life. Some believe it is the will of God, others that it is for the good of everyone, or for the good of the whole world. There is considerable agreement over desirable virtues and qualities and what is right and wrong, good and bad, across religious and non-religious groups.	As above + many people find that religious rituals and other practices provide opportunities for them to make connections with God or gods and each other, or with what is most important to them. When practised in community with others, these experiences may give them a deep sense of identity and belonging.	As above + in some communities, one religion or worldview is influential; other communities are influenced by many different religions and worldviews living alongside each other. In some communities, religions and non-religious worldviews have little influence apart from among their followers.	As above + they are often found in texts believed to be divinely inspired and therefore sacred or holy. Non-religious narratives today usually draw upon scientific theories of how the universe began and predictions about how it will end.

Religious Education and Worldviews Lesson Structure

Sticky-Time

Revise and review previous learning. Make links to previous learning, vocabulary and knowledge from previous lessons and religions studied.

Enquiry-Led Question

What will we be finding out in the lesson?

Reading Across the Curriculum

Opportunities to explore quality texts, meet inspirational figures and make links across the curriculum.

Knowledge

Teacher introduces the key learning for the lesson and how it fits in with the enquiry question. Highlight and discuss new vocabulary. Make links to prior knowledge.

Skill

Pupils should be provided with opportunities to apply the following:

- a. Identify questions and define enquiries, using a range of methods, media and sources.*
- b. Carry out and develop enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints.*
- c. Present findings, suggest interpretations, express ideas and feelings and develop arguments.*
- d. Use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives.*

Reflect

Refer back to the enquiry question - did we find the answer?