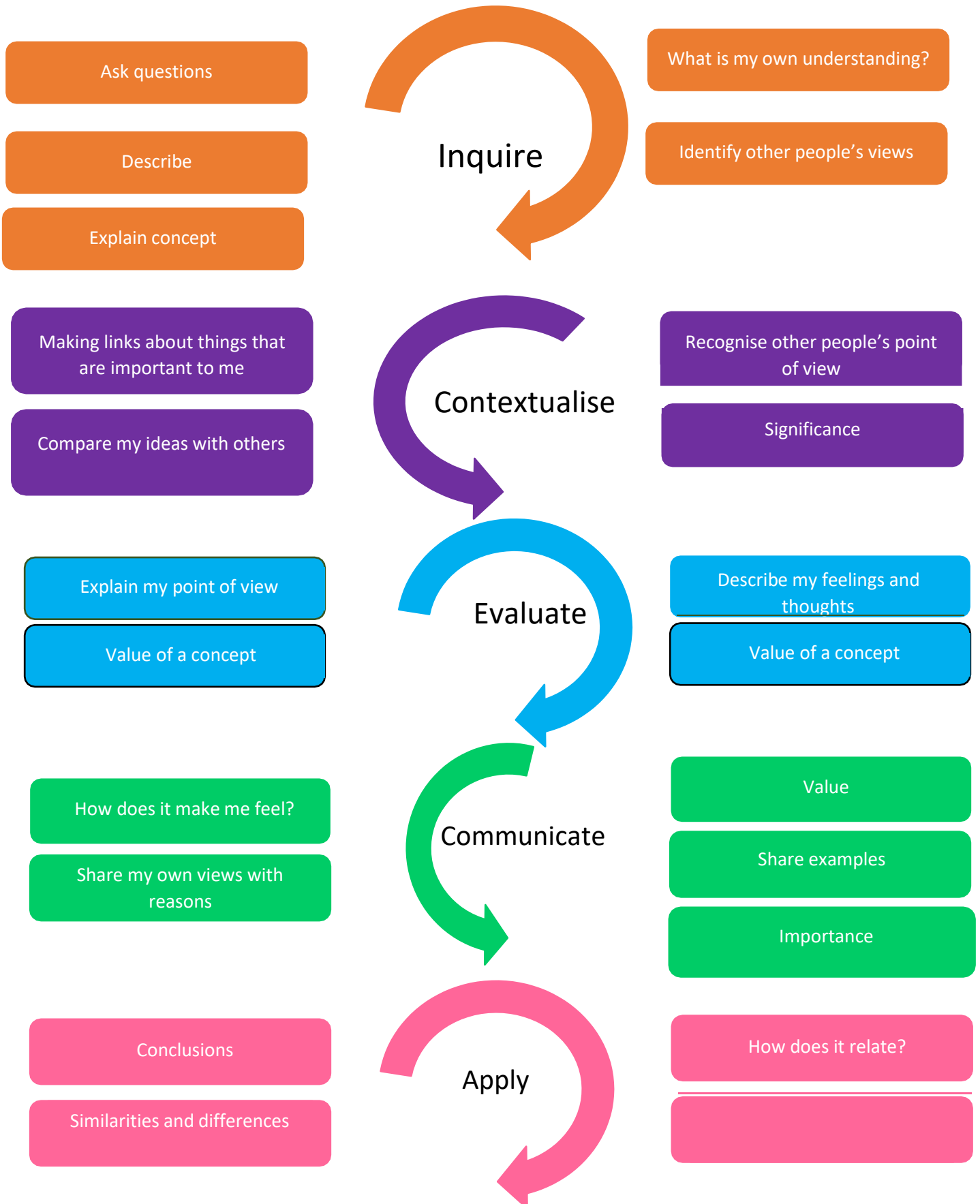


Religious and World Views Curriculum

Why do we teach Religious and World Views?	How is Religious and World Views sequenced within our school?	What will our children learn?
• The World and community around us are diverse in terms of culture, religion and belief. Our children need to develop an understanding and respect of others. • Support our children to engage in effective and meaningful discussions, such as sharing their thoughts and opinions with others. • Support children to value difference as something to be celebrated. • Support our children to develop skills of acceptance and interest in people in the World around them. • As people struggle to express their experiences of their own existence in the world, understanding concepts can be significant to the emotional development of our children.	• The RE curriculum is based on The Hampshire Living Difference Syllabus. • Children will be able to explore a range of concepts common to all people and those shared by some religions. • 'Golden Threads'- community, belonging, special and love, ensure that children are able to explore fundamental concepts in a variety of ways, in a variety of contexts and allow for building of their understanding across the key stage. • RE is delivered as a process of enquiry into concepts (concepts being a name for, way of referring to, an idea that exists etc). • The element of enquiry considers: Inquire, Contextualise, Evaluate, Communicate and Apply. • Christianity is taught across all year groups as the named religion of our country. Children also consider the Hindi faith, Sikhi faith, Buddhist faith and Islam (two-year study as a significant religion for our community).	• About religious traditions and consider their importance to others and themselves. • Will reflect on what the ideas and concepts mean to them. • Understand, explain and evaluate significant aspects of religions. • Understand the meaning of, value, importance and application of key concepts. • Develop skills to inquire, including effective questioning and discussion. • Understand religious ways at looking and existing in the world.

Religious and World Views Curriculum

Concept Map



Concept	Dual Coding Symbol	Concept Definition
Inquire		A chance for me to ask questions and think about what my own thoughts are.
Contextualise		This is when we make links to other ideas this could be a different religion or someone else's opinion.
Evaluate		This is when we ask how important this concept is and has my opinion on it changed at all.
Communicate		At this stage we share our views and how they make us feel and listen and respect other people's opinions as well.
Apply		At this point we look at what's the same and what is different thinking about different views and make conclusions about our concept.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Hindu faith & Christianity	Theme: Belonging to a Faith Community Concept: Belonging Context: Hindu faith <i>Golden Thread: Belonging</i>	Theme: Special stories Concept: Special Context: Christianity <i>Golden Thread: Special</i>	Theme: Sacred Places of Worship Concept: Sacred Context: Hindu faith and Christianity	Theme: A Journey of Hope Concept: Sacrifice Context: Christianity	Theme: Special Figures in Faith Concept: Holy Context: Hindu faith and Christianity	Theme: Caring for the World Together Concept: Community Context: Christianity
Year 4 Buddhist faith & Christianity	Theme: Creating a Peaceful Community Concept: Community Context: Buddhist faith <i>Golden Thread: Community</i>	Theme: Love for the World Concept: Love Context: Christianity <i>Golden Thread: Love</i>	Theme: Building Faith Communities Concept: Ritual Context: Christianity	Theme: Messages of Love Concept: Messages Context: Christian teachings of love and forgiveness	Theme: Stories of Wisdom Concept: Wisdom Context: Buddhist faith	Theme: Love in Action Concept: Justice Context: Buddhist faith & Christianity
Year 5 Sikhi faith, Hindu faith & Christianity	Theme: Symbols of Faith & Identity Concept: Symbols Contexts: Sikhi faith & Christianity	Theme: Special Celebrations Concept: Celebration Context: Sikhi faith <i>Golden Thread: Special</i>	Theme: Living Sacred Texts Concept: Sacred Context: Hindu faith	Theme: Community & Faith Concept: Faith Context: Christianity <i>Golden Thread: Community</i>	Theme: Special Journeys of Faith Concept: Pilgrimage Context: Christianity	Theme: Community leadership Concept: Power Context: Christianity and Hindu faith
Year 6 Islam, Christianity & Humanist approach	Theme: Belonging in Faith & Beyond Concept: Belonging Contexts: Islam <i>Golden Thread: Belonging</i>	Theme: Prophecy Concept: The Magi & their gifts Context: Christianity	Theme: Sacred Places Across Faiths Concept: Sacred Places Context: Islam	Theme: Love and Sacrifice Concept: Sacrifice Context: Christianity <i>Golden Thread: Love</i>	Theme: Shared Values in Faiths Concept: Justice Context: Humanist approach & Christianity	Theme: Belonging in a Global Community Concept: Stewardship Context: Humanist approach

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Year 2	Year 3	Year 4	Year 5	Year 6
Enquire- What does the concept mean? Does everyone agree?				
➤ Ask simple questions about the meaning of a concept. ➤ Describe in simple terms key concepts explored that are common to all people.	➤ Ask questions to understand the meaning a concept. ➤ Describe clearly, in simple terms, key concepts explored that are common to all people. ➤ Identify and talk about concepts that are common to many religions.	➤ Ask questions to understand the meaning of a concept in my own life and the lives of those around me. ➤ Describe fully key concepts explored that are common to all people. ➤ Identify and talk about concepts that are common to many religions. ➤ Be able to give an example of how the concept studied might be seen in my own life.	➤ Ask questions to understand the meaning of a concept, drawing on my previous knowledge of concepts. ➤ Build on others ideas in order to explore the concept being studied. ➤ Be able to give reasons for my viewpoint and reasons why others may disagree. ➤ Describe and give examples of key concepts that are common to all people. ➤ Identify and talk about concepts that are common to many religions.	➤ Explain key concepts that are common to all people as well as those that are common to many religions. ➤ Explain that some key concepts are particular to the specific religion being studied. ➤ Ask and respond to questions in order to identify the meaning of a key concept. ➤ Be able to explain my own understanding of the concept, the ways it relates to my life and why. ➤ Identify that others may have a different understanding of the concept and explain whether or not I agree and why.

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Contextualise- What do religious people make of the concept? Can we find it in their stories?				
Simply describe ways in which these concepts are expressed in the context of the 'ways of life' of people living a religious life in the religion studied. ➤ I can give examples of how religious people celebrate. ➤ I can talk about the meaning of a concept within a religion and how it makes me feel. ➤ I can describe feelings I have about something important to me.	Clearly describe ways in which these concepts are expressed in the context of the ways of life' of people living a religious life in the religion studied. ➤ I can describe things religious people do and give reasons as to why. ➤ I can give examples of how different people show that religion is important to them. ➤ I can understand the importance of a concept to a religious person and begin to express its importance to me. ➤ I can describe the feelings I have about things that are important to me and explain why.	Fully describe how these concepts are contextualised within some of the beliefs and/ or practices and/ or ways of life of people living a religious life in the religion studied. ➤ I can describe and explain the concept and how these are important aspects of the faiths studied. ➤ I can describe how special times are important to some people. ➤ I can compare my ideas with others. ➤ I can talk about my own feelings on what is important to me.	Fully describe with examples how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religions studied. ➤ I can describe and explain the concept being studied, relate it to the wider faith and express its significance within key religious festivals. ➤ I can describe some practical ways Christians and Muslims might care for the world and why key concepts in their faith support this. ➤ I can link the things that are important to me and to other people whilst also identifying that the basis for these may be different.	Explain how these concepts are contextualised within the beliefs and/ or practices and/ or ways of life of people living a religious life in the religions studied. ➤ I can show an insight and understanding into some of the way's religion can influence a person's life. ➤ I can describe an important event and compare difference people's accounts and experiences of this same event. ➤ I can explain the significance of stories/ myths/ events in faiths and how these affect the lives of a person of faith, my life, others' lives and how this contributes to world difference.

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			➤ I can identify how I might behave in a similar way to those of a believer. I can draw similarities and differences to the values we hold.	
Evaluate- Why is the concept important to religious people? How do we feel about how they feel?				
Evaluate human experience of the concept studied by describing in simple terms their value to people who are religious. ➤ I realise that some ideas are hard to explain. ➤ I realise that some actions are right and others are wrong. ➤ I can reflect on important issues and talk about my feelings. ➤ I can talk about the meaning of a range of religious stories.	Evaluate human experience of the concept studied by describing clearly their value to people who are religious and, by dialoguing with others, recognise an issue raised. ➤ I can recognise and describe accurately some things to do with religion. ➤ I can give an example as to why a concept is important to a person of faith. I can say whether I agree or disagree. ➤ I can describe some symbols used in festivals and explain their meaning. ➤ I understand the importance of reflection.	Evaluate human experience of the concepts studied by describing more fully their value to people and, through dialoguing with others, can recognise, identify and describe some issues raised. ➤ I am beginning to describe simple some of the links between different features of religion. ➤ I can explain why a concept is important to a person of faith and why. ➤ I can identify similarities with my own views. ➤ I can make connections between religions. ➤ I realise that some features of a religion influence my own life. ➤ I can show ways in which people reflect at a special time.	Evaluate human experience of the concepts, by fully describing with examples their value to people and, through dialoguing with others, can recognise, identify and describe some issues raised. They can explain and provide reasons for their own viewpoint and explain how and why this may differ to others. ➤ I can describe some ways in which people show that religion is important to them and why. ➤ I can recognise that some features are different in the same religion and explain why this might be. ➤ I can state how a religious person view of a concept makes me feel and explain why.	Evaluate the concept by explaining their value to people living a religious life by drawing on examples. Dialogue with other children and discern for themselves, and so identify and describe in increasingly complex ways some of the issues raised. ➤ I can reflect on my own views and feelings with reasons on religious issues. ➤ I can explain some of the way's religion can influence a person's life. ➤ I can express my own ideas on values concerning me and how religion affects how I behave. ➤ I can evaluate and offer thoughtful comments

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	➤ I am beginning to see some similarities in different religions and link together aspects of religious life and practice.		➤ I can make comparisons between different styles of worship and explain different viewpoints. ➤ I can also explain different people's ideas about the things they value and their vision in life.	about the beliefs of a person/ community.
Communicate- What does the concept mean to you in your life? How do you feel about it?				
State how the concept makes them feel. ➤ I can say how I feel about a concept. ➤ I can talk about some things people believe about God. ➤ I can describe different experiences and feelings I have about a range of important issues. ➤ I can describe the feelings I have about belonging to a community.	Describe in simple terms, their responses to their experiences of the concepts studied. ➤ I can express how the concept makes me feel. ➤ I can give an example of the concept in my life. ➤ I can describe feelings and experiences of a range of issues including special times and new life. ➤ I can describe some of the ways in which people show that religion is important to them and recognise different viewpoints. ➤ I can explain some of the ways in which religion can influence a person's life.	Describe their own responses to the human experiences of the concepts studied. ➤ I can describe and express how the concept makes me feel and why. ➤ I can give examples of the concept in my life. ➤ I can describe some of the beliefs of a religion. ➤ I can discuss my own and others' ideas. ➤ I can describe how special places or experiences are important to some people. ➤ I can describe some of the ways in which people show that religion is important.	Fully describe their own responses to the human experiences of the concepts studied with some examples. ➤ I can share my own beliefs about key concepts referring to ideas from religion. ➤ I can give examples of how the concept relates to my own life and the lives of others. ➤ I can explain how ritual and symbolism help in worship. ➤ I can describe different ways that people reflect in special places.	Explain their own response to the human experience of the concepts explored with examples from their own life. ➤ I can explain why different people think some concepts are special/ important and different people's ideas about things they value. ➤ I can explain different people's ideas about the things they value in life or their 'vision of life'. ➤ I can give an accurate explanation as to the ways in which a religious person might value a given concept.

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			➤ I can explain the importance of a concept, why some people think they are important and special and offer different people's ideas about the things they value.	➤ I can then share my own views of a concept giving reasons and examples for my viewpoint.
Apply- What difference does it make to you? What difference does it make to other people? What if it didn't exist?				
➤ Identify simple examples of how their responses relate to their own lives and those of others.	➤ Describe simple examples of how these responses relate to their own lives and those of others. ➤ Identify some differences the concept makes to the lives of religious people and myself.	➤ Describe examples of how their responses are, or can be, applied in their own lives and the lives of others. ➤ Explain the difference that the concept makes to the lives of religious people and myself.	➤ Fully describe examples of how their responses are, or can be, applied in their own lives and the lives of others. ➤ Explain, with examples to support, the difference that the concept makes to the lives of religious people and myself. ➤ Begin to explore the significance of the concept and the implications if it didn't exist.	➤ Explain examples of how their responses to the concepts can be applied in their own lives and the lives of others. ➤ Form a view as to how important the concept is to themselves and provide examples/ reasoning to this view. ➤ Be able to explain why some people may hold a different view to themselves, drawing on examples from the religions studied.

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				➤ Draw conclusions as to their view as to the implications if the concept studied did not exist. Be able to justify their opinion and give reasons as to why some people may not agree.
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Year 3		
Autumn	• I can describe clearly, in simple terms, the meaning of the concept of belonging. • I can begin to express ideas about the benefits of belonging within the story of Rama and Sita. • I can retell the key parts of Hindu faith and belonging. • I can begin to identify why puja is important for those of the Hindu faith. • I can compare similarities and differences with my views on belonging and those of the Hindu faith. • I can express my view on the importance/value of belonging. • I can identify the importance of belonging to the world around me. • I can express whether an understanding of the concept of belonging is important to me and why I think it might be important to others. • I can describe simple examples of how responses to the concept of belonging relates to my own life and the lives of others.	• I can describe clearly, in simple terms, the meaning of the concept of special. • I can begin to express ideas about the benefits of belonging within the story of The Lost Sheep/A Belonging Tree. • I can retell the key parts of Christianity and special. • I can begin to identify why Parables are important for Christians. • I can compare similarities and differences with my views on special and Christians. • I can express my view on the importance/value of special. • I can identify the importance of special to the world around me. • I can express whether an understanding of the concept of special is important to me and why I think it might be important to others. • I can describe simple examples of how responses to the concept of special relates to my own life and the lives of others.
Spring	• I can describe clearly, in simple terms, the meaning of the concept of sacred. • I can begin to express ideas about the benefits of sacred for Hindus and Christians. • I can retell the key parts of the Hindu faith and Christianity with the concept of sacred. • I can begin to identify why sacred places are important for Hindus and Christians. • I can compare similarities and differences with my views on sacred with Hindus and Christians. • I can express my view on the importance/value of sacred. • I can identify the importance of sacred to the world around me. • I can express whether an understanding of the concept of sacred is important to me and why I think it might be important to others. • I can describe simple examples of how responses to the concept	• I can describe clearly, in simple terms, the meaning of the concept of sacrifice. • I can begin to express ideas about the benefits of sacrifice for Christians. • I can retell the key parts of Christianity with the concept of sacrifice. • I can begin to identify why sacrifice is important for Christians. • I can compare similarities and differences with my views on sacrifice and Christians. • I can express my view on the importance/value of sacrifice. • I can identify the importance of sacrifice to the world around me. • I can express whether an understanding of the concept of sacrifice is important to me and why I think it might be important to others. • I can describe simple examples of how responses to the concept of sacrifice relates to my own life and the lives of others.

RE Curriculum Led by: Gurpreet Ghai

	of sacred relates to my own life and the lives of others.	
Summer	- I can describe clearly, in simple terms, the meaning of the concept of holy. - I can begin to express ideas about the benefits of holy within Christianity and the Hindu faith. - I can retell the key parts of Christianity and the Hindu faith in relation to holy. - I can begin to identify why Krishna/Jesus are important for Hindus/Christians. - I can compare similarities and differences with my views on holy and those of the Christian or Hindu faith. - I can express my view on the importance/value of holy. - I can identify the importance of holy to the world around me. - I can express whether an understanding of the concept of holy is important to me and why I think it might be important to others. - I can describe simple examples of how responses to the concept of holy relates to my own life and the lives of others.	- I can describe clearly, in simple terms, the meaning of the concept of community. - I can begin to express ideas about the benefits of community within Christianity. - I can retell the key parts of Christian beliefs in relation to community. - I can begin to identify why community is important for Christians. - I can compare similarities and differences with my views on community with Christians. - I can express my view on the importance/value of community. - I can identify the importance of community to the world around me. - I can express whether an understanding of the concept of community is important to me and why I think it might be important to others. - I can describe simple examples of how responses to the concept of community relates to my own life and the lives of others.
Year 4		
Autumn	- I can describe clearly, in simple terms, the meaning of the concept of community. - I can begin to express ideas about the benefits of community in the Buddhist faith. - I can explain what the Buddhist Sangha is. - I can begin to identify why community is important for those of the Buddhist faith. - I can compare similarities and differences with my views on community and those of the Buddhist faith. - I can express my view on the importance/value of community. - I can identify the importance of community in the world around me. - I can express whether an understanding of the concept of community is important to me and why I think it might be important to others.	- I can describe clearly, in simple terms, the meaning of the concept of love. - I can begin to express ideas about the benefits of love. - I can retell the key parts of Christianity and love. - I can begin to identify why love is important for Christians. - I can compare similarities and differences with my views on love and Christians. - I can express my view on the importance/value of love. - I can identify the importance of love to the world around me. - I can express whether an understanding of the concept of love is important to me and why I think it might be important to others. - I can describe simple examples of how responses to the concept of love relates to my own life and the lives of others.

RE Curriculum Led by: Gurpreet Ghai

	I can describe simple examples of how responses to the concept of community relates to my own life and the lives of others.	
Spring	- I can describe clearly, in simple terms, the meaning of the concept of ritual. - I can begin to express ideas about the benefits of ritual for Christians. - I can retell the key parts of Christianity with the concept of ritual. - I can begin to identify why rituals are important for Christians. - I can compare similarities and differences with my views on ritual and Christians. - I can express my view on the importance/value of ritual. - I can identify the importance of ritual to the world around me. - I can express whether an understanding of the concept of ritual is important to me and why I think it might be important to others. - I can describe simple examples of how responses to the concept of ritual relates to my own life and the lives of others.	- I can describe clearly, in simple terms, the meaning of the concept of messages. - I can begin to express ideas about the benefits of messages for Christians. - I can retell the key parts of Christianity with the concept of messages. - I can begin to identify why messages are important for Christians. - I can compare similarities and differences with my views on messages and Christians. - I can express my view on the importance/value of messages. - I can identify the importance of messages to the world around me. - I can express whether an understanding of the concept of messages is important to me and why I think it might be important to others. - I can describe simple examples of how responses to the concept of messages relates to my own life and the lives of others.
Summer	- I can describe clearly, in simple terms, the meaning of the concept of wisdom. - I can begin to express ideas about the benefits of wisdom within the Buddhist faith. - I can retell the key parts of the Buddhist faith in relation to wisdom. - I can begin to identify why Buddha is important for Buddhists. - I can compare similarities and differences with my views on wisdom and those of the Buddhist faith. - I can express my view on the importance/value of wisdom. - I can identify the importance of wisdom to the world around me. - I can express whether an understanding of the concept of wisdom is important to me and why I think it might be important to others.	- I can describe clearly, in simple terms, the meaning of the concept of justice. - I can begin to express ideas about the benefits of justice within the Buddhist faith and Christianity. - I can retell the key parts of the Buddhist and Christian beliefs in relation to justice. - I can begin to identify why justice is important for the Buddhist and Christians. - I can compare similarities and differences with my views on justice with Buddhists and Christians. - I can express my view on the importance/value of justice. - I can identify the importance of justice to the world around me. - I can express whether an understanding of the concept of justice is important to me and why I think it might be important to others.

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	I can describe simple examples of how responses to the concept of wisdom relates to my own life and the lives of others.	I can describe simple examples of how responses to the concept of justice relates to my own life and the lives of others.
Year 5		
Autumn	- I can describe clearly, in simple terms, the meaning of the concept of symbols. - I can begin to express ideas about the benefits of symbols in the Sikhi faith and Christianity. - I can explain what the Khanda, Ik Onkar and the Cross is. - I can begin to identify why symbols are important for those of the Sikhi faith and Christianity. - I can compare similarities and differences with my views on symbols and those of the Sikhi faith and Christianity. - I can express my view on the importance/value of symbols. - I can identify the importance of symbols in the world around me. - I can express whether an understanding of the concept of symbols is important to me and why I think it might be important to others. - I can describe simple examples of how responses to the concept of symbols relates to my own life and the lives of others.	- I can describe clearly, in simple terms, the meaning of the concept of celebration. - I can begin to express ideas about the benefits of celebration. - I can retell the key parts of the Sikhi faith and celebration. - I can begin to identify why celebration is important for Sikhs. - I can compare similarities and differences with my views on love and Sikhs. - I can express my view on the importance/value of celebration. - I can identify the importance of celebration to the world around me. - I can express whether an understanding of the concept of celebration is important to me and why I think it might be important to others. - I can describe simple examples of how responses to the concept of celebration relates to my own life and the lives of others.
Spring	- I can describe clearly, in simple terms, the meaning of the concept of sacred and living sacred texts. - I can begin to express ideas about the benefits of sacred and living sacred texts for Hindus. - I can retell the key parts of Hindu faith with the concept of sacred and living sacred texts. - I can begin to identify why sacred and living sacred texts are important for Hindus. - I can compare similarities and differences with my views on sacred and living sacred texts and Hindus. - I can express my view on the importance/value of sacred and living sacred texts. - I can identify the importance of sacred and living sacred texts to the world around me.	- I can describe clearly, in simple terms, the meaning of the concept of faith. - I can begin to express ideas about the benefit of faith for Christians. - I can retell the key parts of Christianity with the concept of faith. - I can begin to identify why faith is important for Christians. - I can compare similarities and differences with my views on faith and Christians. - I can express my view on the importance/value of faith. - I can identify the importance of faith to the world around me. - I can express whether an understanding of the concept of faith is important to me and why I think it might be important to others. - I can describe simple examples of how responses to the concept of faith relates to my own life and the lives of others.

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	- I can express whether an understanding of the concept of sacred and living sacred texts is important to me and why I think it might be important to others. - I can describe simple examples of how responses to the concept of sacred and living sacred texts relates to my own life and the lives of others.	
Summer	- I can describe clearly, in simple terms, the meaning of the concept of pilgrimage. - I can begin to express ideas about the benefits of pilgrimage within Christianity. - I can retell the key parts of Christianity in relation to pilgrimage. - I can begin to identify why pilgrimage is important for Christians. - I can compare similarities and differences with my views on pilgrimage and Christianity. - I can express my view on the importance/value of pilgrimage. - I can identify the importance of pilgrimage to the world around me. - I can express whether an understanding of the concept of pilgrimage is important to me and why I think it might be important to others. - I can describe simple examples of how responses to the concept of pilgrimage relates to my own life and the lives of others.	- I can describe clearly, in simple terms, the meaning of the concept of power. - I can begin to express ideas about the benefits of power within the Hindu faith and Christianity. - I can retell the key parts of the Hindu and Christian beliefs in relation to justice. - I can begin to identify why power is important for the Hindus and Christians. - I can compare similarities and differences with my views on power with Hindu faith and Christians. - I can express my view on the importance/value of power. - I can identify the importance of power to the world around me. - I can express whether an understanding of the concept of power is important to me and why I think it might be important to others. - I can describe simple examples of how responses to the concept of power relates to my own life and the lives of others.

Year 6		
Autumn	- I can describe clearly, in simple terms, the meaning of the concept of belonging. - I can begin to express ideas about the benefits of belonging in Islam. - I can explain what the Ummah is. - I can begin to identify why belonging is important in Islam. - I can compare similarities and differences with my views on belonging and those of the Islamic faith. - I can express my view on the importance/value of belonging.	- I can describe clearly, in simple terms, the meaning of the concept of prophecy. - I can begin to express ideas about the benefits of prophecy. - I can retell the key parts of Christianity and prophecy. - I can begin to identify why prophecy is important for Christians. - I can compare similarities and differences with my views on prophecy and Christians. - I can express my view on the importance/value of prophecy. - I can identify the importance of prophecy to the world around me.

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	• I can identify the importance of belonging in the world around me. • I can express whether an understanding of the concept of belonging is important to me and why I think it might be important to others. • I can describe simple examples of how responses to the concept of belonging relates to my own life and the lives of others.	• I can express whether an understanding of the concept of prophecy is important to me and why I think it might be important to others. • I can describe simple examples of how responses to the concept of prophecy relates to my own life and the lives of others.
Spring	• I can describe clearly, in simple terms, the meaning of the concept of sacred and sacred places. • I can begin to express ideas about the benefits of sacred and sacred places texts for Muslims. • I can retell the key parts of Islam with the concept of sacred and sacred places. • I can begin to identify why sacred and sacred places are important for Islam. • I can compare similarities and differences with my views on sacred and sacred places and Muslims. • I can express my view on the importance/value of sacred and sacred places. • I can identify the importance of sacred and sacred places to the world around me. • I can express whether an understanding of the concept of sacred and sacred places is important to me and why I think it might be important to others. • I can describe simple examples of how responses to the concept of sacred and sacred places relates to my own life and the lives of others.	• I can describe clearly, in simple terms, the meaning of the concept of sacrifice. • I can begin to express ideas about the benefit of sacrifice for Christians. • I can retell the key parts of Christianity with the concept of sacrifice. • I can begin to identify why sacrifice is important for Christians. • I can compare similarities and differences with my views on sacrifice and Christians. • I can express my view on the importance/value of sacrifice. • I can identify the importance of sacrifice to the world around me. • I can express whether an understanding of the concept of sacrifice is important to me and why I think it might be important to others. • I can describe simple examples of how responses to the concept of sacrifice relates to my own life and the lives of others.
Summer	• I can describe clearly, in simple terms, the meaning of the concept of justice. • I can begin to express ideas about the benefits of wisdom within the Humanist approach and Christianity. • I can retell the key parts of the Christianity in relation to justice. • I can begin to identify why Jesus and justice is important for Christians. • I can compare similarities and differences with my views on wisdom and those of the Humanist approach and Christianity.	• I can describe clearly, in simple terms, the meaning of the concept of stewardship. • I can begin to express ideas about the benefits of stewardship within the Humanist approach. • I can retell the key parts of Humanist beliefs in relation to stewardship. • I can begin to identify why stewardship is important for Humanists.

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- I can express my view on the importance/value of justice.
- I can identify the importance of justice to the world around me.
- I can express whether an understanding of the concept of justice is important to me and why I think it might be important to others.
- I can describe simple examples of how responses to the concept of justice relates to my own life and the lives of others.

- I can compare similarities and differences with my views on stewardship and those of the Humanist approach.
- I can express my view on the importance/value of stewardship.
- I can identify the importance of stewardship to the world around me.
- I can express whether an understanding of the concept of stewardship is important to me and why I think it might be important to others.
- I can describe simple examples of how responses to the concept of stewardship relates to my own life and the lives of others.