



'Belief is truth held in the mind; faith is a fire in the heart.'

- Joseph Fort Newton

Intent

At St Thomas a Becket Primary School, Religious Education is taught as Religion and Worldviews (RW), in line with the Wiltshire Agreed Syllabus (2025–2030). Our curriculum is designed to enable pupils to understand how worldviews shape human experience, including their own, through the study of both religious and non-religious traditions. We aim to develop pupils' religious literacy so they can engage thoughtfully, respectfully and critically with the diverse beliefs and practices they encounter locally, nationally and globally. Through an enquiry-based curriculum, pupils explore significant questions about belief, identity, belonging and meaning, enabling them to understand what people believe, how they live, and why it matters.

Our curriculum is rooted in the Wiltshire Agreed Syllabus' five key themes:

- Views on the existence and nature of God
- Origins of the universe and responsibility for the environment
- The nature of humanity (belief, belonging, community and spirituality)
- The journey of life (rites of passage and the afterlife)
- Global issues (ethics, justice, equality, forgiveness and reconciliation)

Through these themes, pupils encounter a range of religious and non-religious worldviews, including Christianity (as the majority tradition), alongside Islam, Judaism, Buddhism, Santana Dharma and Humanism, fulfilling the statutory expectations of the agreed syllabus. Our curriculum is carefully sequenced to provide substantive, disciplinary and personal knowledge, enabling pupils to:

- Know and understand key beliefs, teachings and practices
- Think critically and philosophically about big questions of meaning and truth
- Recognise how beliefs are lived out in the lives of individuals and communities

To support this, pupils are explicitly taught to think through three disciplinary lenses:

Theo the Theologian – exploring what people believe

Sophie the Philosopher – asking deep questions and evaluating ideas

Livvy the Sociologist – understanding how people live and express their beliefs.

This reflects the Wiltshire expectation that pupils learn through the disciplines of theology, philosophy and the social sciences, ensuring a balanced and rigorous curriculum.

Through this approach, we aim to:

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- Provoke challenging questions about meaning, truth, God, reality and morality
- Develop deep knowledge and understanding of Christianity and other worldviews
- Enable pupils to explore their own identity and sense of belonging
- Foster respect for others and challenge prejudice
- Encourage reflection on responsibility, justice, compassion and contribution to society

Ultimately, our intent is to enable all pupils to flourish as thoughtful, informed and respectful individuals, capable of engaging with a complex and diverse world.

Implementation

Our Religion and Worldviews curriculum is implemented through a carefully sequenced, enquiry-based approach using the Emmanuel Project, which we have adapted and mapped to meet the requirements of the Wiltshire Agreed Syllabus 2025–2030. The Emmanuel Project provides a strong theological foundation, which we have enhanced by explicitly mapping each unit to the Wiltshire five key themes and framing learning through the three disciplinary lenses of theology, philosophy and social sciences. This ensures that pupils develop a balanced understanding of what people believe, how they live and how they think.

Learning is structured around big enquiry questions, which drive each unit and are designed to encourage curiosity, reflection and critical thinking. These enquiries are carefully mapped to the Wiltshire themes, ensuring that pupils revisit key ideas such as belief in God, belonging, ethics, the nature of humanity, and life's big questions in a progressive and increasingly sophisticated way. This creates a spiral curriculum, where knowledge is built cumulatively over time and pupils are supported to make connections across different worldviews and areas of study.

Each unit follows a clear enquiry cycle, in line with the Wiltshire approach, enabling pupils to engage with their own experiences, investigate key knowledge, evaluate different viewpoints, express their ideas and review their understanding. Through this process, pupils not only acquire substantive knowledge but also develop the ability to think critically and articulate their understanding confidently.

Teaching is explicitly structured using three disciplinary lenses, introduced through the characters Theo the Theologian, Sophie the Philosopher and Livvy the Sociologist. These characters help pupils to understand how they are learning and enable them to approach each enquiry from different perspectives. Pupils are supported to explore beliefs, teachings and sacred texts through theology, to ask and respond to big questions through philosophy, and to investigate lived religion and practice through the social sciences. This reflects the Wiltshire Agreed Syllabus expectation that pupils learn through a multidisciplinary approach, developing disciplinary as well as substantive knowledge.

The Emmanuel Project units provide the core content for teaching, ensuring that pupils encounter key stories, concepts and beliefs across Christianity and other principal worldviews. These units are enriched through discussion, questioning, storytelling, drama, debate and reflection, enabling pupils to engage deeply with the material. Teachers adapt the units where necessary to ensure that they reflect the Wiltshire emphasis on diversity, lived experience and the use of accurate and respectful language when describing different communities.

Pupils learn about a range of religious and non-religious worldviews, including Christianity, Islam, Judaism, Buddhism, Santana Dharma and Humanism. The curriculum ensures that Christianity is studied in depth and constitutes at least 50% of curriculum time, while also providing meaningful encounters with other worldviews, in line with the statutory expectations of the agreed syllabus. Learning highlights both shared ideas and diversity within traditions, helping pupils to avoid overgeneralisation and develop a nuanced understanding of belief.

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Teaching approaches are varied and inclusive, enabling all pupils to access the curriculum. Lessons may include whole-class teaching alongside opportunities for small group and individual reflection, allowing pupils to explore ideas collaboratively and independently. Pupils are encouraged to ask questions, engage in dialogue and consider multiple perspectives, developing respect for others while forming and expressing their own views.

The curriculum is further enriched through visits to places of worship, engagement with visitors from different worldviews and participation in whole-school events and themed days. These experiences support pupils in understanding religion and worldviews as lived and dynamic, rather than purely theoretical. Opportunities are also provided for pupils to explore ethical and global issues, supporting them in considering how beliefs influence actions and how they themselves might contribute positively to their communities and the wider world.

Religious Education is given dedicated curriculum time in line with the Wiltshire Agreed Syllabus expectations, ensuring sufficient depth of study. While some units may be taught in blocks, care is taken to ensure that learning is revisited and built upon across the year, enabling pupils to retain and apply their knowledge over time.

Assessment is ongoing and formative, focusing on whether pupils have secured the intended knowledge and can apply it through discussion, written responses and reflective tasks. Assessment approaches are informed by Wiltshire guidance and focus on pupils' development of substantive, disciplinary and personal knowledge, rather than generic skill progression. Through this carefully structured approach, the curriculum ensures that pupils develop secure knowledge, disciplinary understanding and the ability to engage thoughtfully with the complex and diverse world around them.

Resources

Resource	Location
The Emmanuel Project	RE Folder on Teacher Drive
Assessment Materials	Teacher Drive: SUBJECT LEAD - RE Insight – Record of objectives covered and individual pupil attainment
CPD	Teacher drive: RE Leader folder Information from RE courses in RE Leaders folder
Artefacts	Collective Worship table in individual classrooms Many resources available to borrow from WSLR

Disciplinary knowledge

	EY	Y1	Y2	Y3	Y4	Y5	Y6
Theology (Text or Narrative)	This element of the scheme enables pupils to engage directly with sources of authority across different religions. These include religious texts and stories from prophets or important figures. • What difference does this text or story make to an individual's life? • What does it tell us about religious belief? • What does it tell us about being human?						

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	What is the truth contained within?
Philosophy (Community Practice)	Both Community practice and Living explore the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on societies, communities and on individuals. It balances the theology and sources of a belief with the outworking of this faith in practice today. With community practice, often there is emphasis on what happens in the religious community, particularly focused around places of worship. In Living, it is the response of the individual. In short, perhaps these sections could be understood as the difference between learning about Christianity and Christians, or Islam and Muslims.
Human sciences (Living)	

Substantive Conceptual Knowledge (Revisited over time)

Worldviews Covered:

KS1	Christianity	Judaism	Islam			
KS2	Christianity	Judaism	Islam	Santana Dharma (formerly known as Hinduism)	Buddhism	Humanism

Key Concepts

1. Theology – Believing
2. Philosophy – Thinking
3. Social Sciences - Living

1. Christianity

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6

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Substantive Knowledge	Explain that the Bible is a special book for Christians.	Tell stories from the . Bible and explain that a parable is a special story Jesus told.	Recognise that the meaning of Jesus' name was Saviour and retell parts of the Easter story.	Use a Bible to find chapter and verse where Jesus helps, saves or heals.	Describe how the Bible explains sin.	Articulate teachings from the Gospels and explain how these are good news for Christians.	Describe some of the miracles and actions of Jesus which led to questions about his humanity and divinity
Theology (Believing)	Recall details from a range of stories in the Bible including the story of creation, nativity and Easter story. Explain that God is a VIP to Christians, the creator of all and that Jesus was a special baby. Listen to some of the stories of Jesus such as the Good Samaritan or the Lost Coin.	Remember the parable of the Lost sheep and begin to explain what it means to Christians. Recall that Jesus taught people how to pray in a special prayer called The Lord's Prayer. Describe how the Holy Spirit arrived at Pentecost as told in the Bible.		Tell the story of the prodigal son and explain what it means to a Christian. Explain that Jesus is the King of God's Kingdom and describe what this Kingdom might look like.	Explain what the Great commission is and how the Holy Spirit strengthens Christians.	Use the Bible to explore who Jesus said he was.	
Philosophy (Thinking)	Recall that Christians celebrate at Harvest and Christmas which is Jesus' birthday.	Remember some of the events which happen at a baby's baptism.	Remember the importance of advent.	Explain the role of confession for some Christians around the world.	Give examples of different worship songs and what they celebrate about God	Explain how Jesus' divinity is recognised in different ways	Explain and give examples of how Christians believe through

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	Know that Christians say thank you to God for our wonderful world. Know that Christians say prayers to God.	Know Christians worship God by singing. Remember that Christians celebrate the Holy Spirit and birthday of the church at Pentecost.	Know that Christians say special words at Church and recall some of these.	Describe what the Lords Prayer teaches about the Kingdom of God	and Jesus as Saviour of the world. Describe how Pentecost is celebrated and acknowledged in church.	including in buildings, doctrines and creed. Explain what the Holy communion service means to Christians.	Jesus, God understands what it is like to be human.
Social Sciences (Living)	Remember that Christians help other people like Jesus did. Explain that Christians believe we should care for the world. Know that Christians sing songs about how special Jesus was and give presents as a reminder that Jesus was the best present ever.	Know Christians welcome everyone into God's family. Know Christians pray together at church.	Know Christians like to help others e.g. Helping the homeless That Easter eggs are a symbol for remembering Jesus Know God works within a Christian to grow Fruit of the spirit..	Explain why Christians wear crosses. Describe why charity work is important to Christians as a way of growing God's kingdom.	Recall some of the marks of mission.	Give examples of where the Bible talks about living thankfully. Explain how Jesus was Good news for some and bad news for others.	Articulate how hope is important for Christians

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Vocabulary	God Celebration Nativity Prayer Cross Easter Vicar Precious Special Church	Baptism Christening Christian Parable Lord's Prayer	Advent Bible Resurrection Good Friday	Reconciliation Salvation Army	Sin Passover Pentecost	Lectern Herod Gospel Passover Eucharist Holy Communion	Divine Incarnate Hallelujah Creed
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2. Judaism

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Substantive Knowledge Theology (Believing)		Know that Jewish stories contain examples of Good deeds. Remember all, or parts of, the story of Ruth. Say at the end of the creation story God rested.	Retell the story of Jonah and begin to talk about its possible meanings. Remember that the Torah is the most important book for Jewish people given by God. It was written down by a great leader called Moses. Recall some of the stories of Moses e.g. 10 commandments or his birth			Describe a part of the Exodus story Describe what Jewish people might learn from the stories of Noah or Abraham about a covenant with God. Explain what the burning bush story in Exodus teaches about holiness.	
Philosophy (Thinking)		Know that Jewish people welcome babies into their community. Know that Jewish families have a day of rest every week. That at the start of Shabbat, a special meal, candles are lit and blessings said.	Describe that for Jewish people new year is about saying sorry and making changes. Say that the Torah is kept in a synagogue or in a special ark. Know the Torah contains rules.			Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending..	

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Social Sciences (Living)		Know that Jewish people care for their world. Describe what some Jewish people wear when they pray. Describe what happens in a synagogue at Yom Kippur.	Remember that a mezuzah contains important words for Jewish people (the Shema). Demonstrate how a mezuzah is used by Jewish people.		Explain what happens at Shavuot. Give examples of what the Torah says about living a holy life	
Vocabulary		Jewish Mitzvah Synagogue	Torah Tikkun Olan		Shabbat Bar Mitzvah Bat Mitzvah	

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3. Islam

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Substantive Knowledge			Recognise that the names 'Allah' and 'Muhammad' are important to Muslims.	Explain that Muslims respond to the call for prayer.	Describe the Shahadah and know all Muslims everywhere recite the same words.	Describe ways Muslims show respect towards the Qur'an and give reasons for this.	Explain how the Kaaba or 'cube' reminds Muslims that there is only one God.
Theology (Believing)			Suggest why the words of the Bismillah are important to Muslims. Tell a story about Muhammad and say what it teaches a Muslim about compassion. Recall some different names of Allah e.g. the doer of good, the generous, which show what a Muslim believes about God.	Describe what a Muslim might learn from the story of Bilal and the first call to prayer. Describe Muslim belief in one God, the most important being in the universe, who they believe they should obey in every way. He is Allahu Akbar or 'God most great'	Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life.	Retell the story of how the Qur'an was revealed to Muhammad.	

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Philosophy (Thinking)			Use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan.	Describe some things Muslims do when they get ready for prayer and how the physical actions show submission to Allah. Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design.	Know that a mosque in a Muslim place of worship.	Describe some practices and experiences of Muslim children at a madrassah. Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others.	Recall the Five Pillars of Islam and how the practice of each pillar makes a Muslim feel they belong to the 'ummah.'
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Social Sciences (Living)			Recall how Muslims prepare for and celebrate Eid-ul-Fitr.	Explain that saying the Bismillah reminds Muslims that Allah is involved in everything.	Recall ways some Muslims celebrate Muhammad's birthday.	Show how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means. Make links that show how Muslim belief and practices come from the teachings of the Qur'an or from the Sunnah of the Prophet.	Explain some key Muslim teachings about Tawheed or the one-ness of Allah. Describe the impact of Hajj on a Muslim.
Vocabulary			Muslim Allah Islam Qur'an	Bismallah Adhan Prophet	Mosque Arabic	Kaaba Ummah	Hajj Tawhid

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4. Hinduism (Sanatana Dharma)

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Substantive Knowledge				Begin to describe what Hindus might learn from one of the stories of the Panchatantra about living the right way.	Describe what a Hindu might learn from the story of Rama and Sita.	Understand that some Hindus read from the Gita every day for guidance, comfort and advice.	Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts.
Text/Narrative							
Theology (Believing)				Explain that Hindus are encouraged to perform acts of selfless kindness.	Describe some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali. Attempt to explain why Hindu children are encouraged to 'Be as Rama' or 'as Sita.'	Express the importance role of devotion or those who follow the Bhakti pathway.	Explain the different ways Hindus explain their ideas of God.
Philosophy (Thinking)						Explain how belief in the Hindu God differs from that of monotheistic religions.	Give examples of how Hindus express beliefs and feelings about Krishna.
Social Sciences (Living)				Know that even Hindu children must learn to take responsibility for gathering good karma			List how belief in Brahman affects a Hindu's diet and their attitude to animals.

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Vocabulary			Karma Moksha Reincarnation Soul	Dharma Diwali	Namaste deities	Brahman Atman
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5. Buddhism

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Substantive Knowledge						Retell the story of Buddha's enlightenment. Explain how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment. Explain Buddhist teachings including reference to the four noble truths.	
Theology (Believing)							
Philosophy (Thinking)						Use the right religious words to describe different practices of Buddhists in search of enlightenment on the Eightfold Path. Describe the Eightfold Path as techniques for overcoming suffering.	
Social Sciences (Living)						Describe the use and importance of stillness and meditation. Evaluate the role of the Buddhist community.	

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Vocabulary					Buddha Enlightenment Eightfold path Dharma wheel Four noble truths Meditation	
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6. Humanism

	EY	Y1	Y2	Y3	Y4	Y5	Y6
Substantive Knowledge							Know what is important to those with non-religious worldviews who call themselves Humanists.
Theology (Believing)							Explain the importance of reason, respect and the scientific principals which lay behind this worldview. Describe thought of famous Humanists past and present. Discuss the ceremonies and celebrations of Humanists and what these look like and mean to those who

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					live their life in this way today.
Philosophy (Thinking)					Ask questions about what the meaning and purpose of life is for a human being and debate whether happiness should be considered a right for all.
Social Sciences (Living)					Discuss the ceremonies and celebrations of Humanists and what these look like and mean to those who live their life in this way today.
Vocabulary					Humanist Agnostic Atheist Secularist

Theology (Believing)

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6

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Christianity (Bible)	Explain that the Bible is a special book for Christians. Recall details from a range of stories in the Bible including the story of creation, nativity and Easter story. Explain that God is a VIP to Christians, the creator of all and that Jesus was a special baby. Listen to some of the stories of Jesus such as the Good Samaritan or the Lost Coin.	Tell stories from the Bible and explain that a parable is a special story Jesus told. Remember the parable of the Lost sheep and begin to explain what it means to Christians. Recall that Jesus taught people how to pray in a special prayer called The Lord's Prayer. Describe how the Holy Spirit arrived at Pentecost as told in the Bible.	Recognise that the meaning of Jesus' name was Saviour and retell parts of the Easter story.	Use a Bible to find chapter and verse where Jesus helps, saves or heals. Tell the story of the prodigal son and explain what it means to a Christian. Explain that Jesus is the King of God's Kingdom and describe what this Kingdom might look like.	Describe how the Bible explains sin. Explain what the Great commission is and how the Holy Spirit strengthens Christians.	Articulate teachings from the Gospels and explain how these are good news for Christians.	Use the Bible to explore who Jesus said he was Describe some of the miracles and actions of Jesus which led to questions about his humanity and divinity
Judaism		Know that Jewish stories contain examples of Good deeds.	Retell the story of Jonah and begin to talk	Describe a part of the Exodus story			

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		Remember all, or parts of, the story of Ruth. Say at the end of the creation story God rested.	about its possible meanings. Remember that the Torah is the most important book for Jewish people given by God. It was written down by a great leader called Moses. Recall some of the stories of Moses e.g. 10 commandments or his birth	Describe what Jewish people might learn from the stories of Noah or Abraham about a covenant with God. Explain what the burning bush story in Exodus teaches about holiness.			
Islam			Recognise that the names 'Allah' and 'Muhammad' are important to Muslims. Suggest why the words of the Bismillah are important to Muslims. Tell a story about Muhammad and say what it teaches a Muslim about compassion. Recall some different names of Allah e.g. the	Explain that Muslims respond to the call for prayer. Describe what a Muslim might learn from the story of Bilal and the first call to prayer. Describe Muslim belief in one God, the most important being in the universe, who they believe they should obey in every way. He is Allahu Akbar or 'God most great' Describe the Shahadah and know all Muslims	Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life.	Describe ways Muslims show respect towards the Qur'an and give reasons for this. Retell the story of how the Qur'an was revealed to Muhammad.	Explain how the Kaaba or 'cube' reminds Muslims that there is only one God.

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			doer of good, the generous, which show what a Muslim believes about God.	everywhere recite the same words.			
Santana Dharma (Hinduism)				Begin to describe what Hindus might learn from one of the stories of the Panchatantra about living the right way.	Describe what a Hindu might learn from the story of Rama and Sita.	Understand that some Hindus read from the Gita every day for guidance, comfort and advice.	Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts.
Buddhism						Retell the story of Buddha's enlightenment. Explain how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment Explain Buddhist teachings including reference to the four noble truths. Show how Buddhists express their belief that the Buddha is a refuge and guide by referring to the story of Angulimala..	
Humanism							Know what is important to those

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					with non-religious worldviews who call themselves Humanists. Explain the importance of reason, respect and the scientific principals which lay behind this worldview.
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Philosophy (Thinking)

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Christianity (Church and Community)	Recall that Christians celebrate at Harvest and Christmas which is Jesus' birthday. Know that Christians say thank you to God for our wonderful world. Know that Christians say prayers to God.	Remember some of the events which happen at a baby's baptism. Know Christians worship God by singing. Remember that Christians celebrate the Holy Spirit and birthday of the church at Pentecost.	Remember the importance of advent. Know that Christians say special words at Church and recall some of these.	Explain the role of confession for some Christians around the world. Describe what The Lord's Prayer teaches about the Kingdom of God.	Give examples of different worship songs and what they celebrate about God and Jesus as Saviour of the world. Describe how Pentecost is celebrated and acknowledged in church.	Explain how Jesus' divinity is recognised in different ways including in buildings, doctrines and creed. Explain what the Holy communion service means to Christians.	Explain and give examples of how Christians believe through Jesus, God understands what it is like to be human.

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Judaism		Know that Jewish people welcome babies into their community. Know that Jewish families have a day of rest every week. That at the start of Shabbat, a special meal, candles are lit and blessings said.	Describe that for Jewish people new year is about saying sorry and making changes. Say that the Torah is kept in a synagogue or in a special ark. Know the Torah contains rules.	Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations. Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending.			
Islam			Use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan.	Describe some things Muslims do when they get ready for prayer and how the physical actions show submission to Allah.	Know that a mosque is a Muslim place of worship. Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design.	Describe some practices and experiences of Muslim children at a madrassah.	Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others. Recall the Five Pillars of Islam and how the practice of each pillar makes a Muslim feel they belong to the 'ummah.'
Santana Dharma (Hinduism)				Explain that Hindus are encouraged to perform acts of selfless kindness.	Attempt to explain why Hindu children are encouraged to 'Be as Rama' or 'as Sita.'	Express the importance role of devotion or	

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				Describe some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali.	those who follow the Bhakti pathway. Explain the different ways Hindus explain their ideas of God.	
Buddhism					Use the right religious words to describe different practices of Buddhists in search of enlightenment on the Eightfold Path. Describe the Eightfold Path as techniques for overcoming suffering. Explain how the Buddha's teachings (dharma) help Buddhists journey along the path.	
Humanism						Describe thought of famous Humanists past and present.

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					Ask questions about what the meaning and purpose of life is for a human being and debate whether happiness should be considered a right for all.
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Social Sciences (Living)

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Christianity (Christian Life)	Remember that Christians help other people like Jesus did. Explain that Christians believe we should care for the world. Know that Christians sing songs about how special Jesus was and give presents as a reminder that Jesus was the best present ever.	Know Christians welcome everyone into God's family. Know Christians pray together at church.	Know Christians like to help others e.g. Helping the homeless That Easter eggs are a symbol for remembering Jesus Know God works within a Christian to grow Fruit of the spirit.	Explain why Christians wear crosses.	Describe why charity work is important to Christians as a way of growing God's kingdom. Recall some of the marks of mission.	Give examples of where the Bible talks about living thankfully. Explain how Jesus was Good news for some and bad news for others.	Articulate how hope is important for Christians
Judaism		Know that Jewish people care for their world.	Remember that a mezuzah contains important words for Jewish people (the Shema).	Explain what happens at Shavuot. Give examples of what the Torah			

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		Describe what some Jewish people wear when they pray. Describe what happens in a synagogue at Yom Kippur.	Demonstrate how a mezuzah is used by Jewish people.	says about living a holy life			
Islam			Recall how Muslims prepare for and celebrate Eid-ul-Fitr.	Explain that saying the Bismillah reminds Muslims that Allah is involved in everything.	Recall ways some Muslims celebrate Muhammad's birthday.	Show how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means. Make links that show how Muslim belief and practices come from the teachings of the Qur'an or from the Sunnah of the Prophet.	Explain some key Muslim teachings about Tawheed or the one-ness of Allah. Describe the impact of Hajj on a Muslim.
Santana Dharma (Hinduism)				Know that even Hindu children must learn to take responsibility for gathering good karma.		Explain how belief in the Hindu God differs from that of monotheistic religions.	List how belief in Brahman affects a Hindu's diet and their attitude to animals. Give examples of how Hindus express beliefs and feelings about Krishna.
Buddhism						Describe the use and importance of stillness and meditation. Evaluate the role of the Buddhist community.	

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				Use the right religious words to describe the practices and experiences of Buddhists belonging to the Sangha, both lay and monastic. Explain how members of the Sangha support each other at the festival of Wesak.	
Humanism					Discuss the ceremonies and celebrations of Humanists and what these look like and mean to those who live their life in this way today.