



Religious Education

Intent, Implementation and Impact

Long Term Plans & Progression

EYFS, KS1 and KS2 – updated September 2024



At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, help every child flourish into a caring, confident and resilient young person who has a **love of learning** and:

Chooses the right way and takes **responsibility** for their own actions

Honest in everything they do and shows **compassion** for others

Achieves the best they can with the talents they have and develop their **wisdom**

Manners shown to everyone and treats everyone with **respect**

Perseveres when situations are difficult and shows **courage** when they are challenged

Safety and knowing how to keep safe on and offline to ensure that everyone is kept physically and emotionally safe. This shows the special relationship we have with each other, where as a **community**, we look after each other, keeping each other safe – **Koinonia**

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability.

Article 28

All children have the right to a good quality education.

Article 29

All children have the right to an education that helps to develop their talents and abilities.

Religious Education

Intent

Religious Education gives a broad understanding of Christianity, world faiths and non-religious beliefs. It is an academic subject, supporting problem solving and critical thinking skills and allowing young people to explore their own responses to life's challenges. At its best, Religious Education develops an understanding of diversity, empathy and community cohesion, enabling pupils to flourish as members of a diverse and global society.

A The Upper Nidderdale Primary Federation, we believe that it is important to enhance the study of Christianity and other world religions with visits to visit places of worship relevant to the faith being studied. In this way we can deepen learning and engage pupils fully to nurture tolerance and to broaden the experiences and perspectives of our pupils.

Religious Education

Intent – Visits to Places of Worship

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| | EYFS | Key Stage One | Lower Key Stage Two | Upper Key Stage Two |
|--------|-----------------------|--|---|--|
| Year A | St. Cuthbert's Church | St. Cuthbert's Church | Hindu Temple 36 Alexandra Rd Leeds LS6 1RF | Leeds Grand Mosque - 9 Woodsley Road, Leeds, LS6 1SN School visits and volunteers that visit schools. |
| Year B | | Etz Chaim Synagogue 411 Harrogate Road School visits by arrangement | St. Peter's Church Harrogate | Hannah McKercher (SACRE Humanists UK School Speaker) theonelifewehave@gmail.com |

Religious Education

Intent

Although a variety of religions and world views are explored, Christianity is the main religion studied in each year group. The content of our curriculum is taken from two sources:

- NYCC Agreed Syllabus for RE

Our fidelity to the above document ensures that our curriculum is coherent and enables pupils to progress through ordered and sequential learning, developing both knowledge and skills. We have established clear end points for each year group, and the new knowledge and skills being taught build towards these points.

“The scope of Religious Education (RE) is vast. Through RE, pupils encounter ancient and living traditions that have shaped the world. They explore foundational texts and the way that individuals and groups live in the world, as well as the values, beliefs and ideas that bind people together. Pupils consider deep questions that have inspired human thought throughout history, and that still challenge children and adults alike today. The knowledge that they gain stretches beyond oversimplifications .”

Ofsted - April 2024

Religious Education

The intent of our curriculum for RE aims to ensure that all pupils;

1) Know about and understand a range of religions and worldviews so they can;

- Describe, explain and analyse beliefs and practices, recognizing the diversity which exists within and between communities, and amongst individuals.
- Identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and world views.
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2) Express ideas and insights into the nature, significance and impact of religions and worldviews so they can;

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
- Appreciate and appraise varied dimensions of religion.

3) Gain and deploy the skills needed to engage seriously with religions and world views, so they can;

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- Enquire into what enables different individuals and communities to live together respectfully for the well-being of all.
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Religious Education – Ofsted Report April 2024

The Ofsted RE Report of April 2024 stated that some Religious Education curriculums were 'superficially broad.' It also reported that where schools tried to cover too many religions, pupils generally remembered very little.

Therefore, we have organised our curriculum to ensure deep knowledge and understanding of specific world religions over two years. This approach will enable children to build up deep, sequential knowledge about world religions.

| | |
|----------------------------|--|
| EYFS | Festivals form different religious |
| Key Stage One | Christianity and Judaism |
| Lower Key Stage Two | Christianity and Hinduism |
| Upper Key Stage Two | Christianity and Islam and Humanism |

Religious Education

Implementation:

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|---------------------------|---|
| Prior to Session 1 | Children complete a Essential Knowledge Check 1 (prior knowledge that needs to be in place in order to built on new learning as per the sequential knowledge grids) so that the teacher can plan how to close any knowledge gaps or address any misconceptions. |
| Session 1 | <p>Teaching gaps in knowledge and misconception (these will need to be revisited)</p> <p>Share the learning journey for new knowledge - the connections between prior knowledge an the new knowledge need to be made explicit to the children as you are building on prior knowledge - explain that they needed to know, in order to built into their schema.</p> <p>Share the big question and explain what will be learning to enable us to answer this. (Metacognition)</p> <p>Teach the first lesson with a stimulus (e.g. artefact, story, question, image) to inspire awe and wonder.</p> |
| Session 2 | <p>Recapping new vocabulary/connecting previous vocabulary.</p> <p>Verbal recalling of previous learning.</p> <p>Carefully plan the introduction to the new unit of learning - engaging and inspiring, awe and wonder (not just PowerPoints) Share the learning journey again - what are we learning today and why.</p> <p>Using CPD on Being a Great teacher - explicit modelling, questioning etc. Teacher modelling and work for children to show how far they have met the intended outcome.</p> |

Religious Education

Implementation:

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| Session 3 | <p>Teaching session 3 - Verbal retrieval - lesson matched to learning journey. Using day to day assessment to identify any gaps and misconceptions - adapt lesson for these.</p> <p>Teach session using explicit modelling, carefully planned question (vary using Blooms) Continue to develop vocabulary in context.</p> <p>Mini Knowledge Check 1 - True or False (4 questions)</p> <p>Lesson objectives taught - explicit modelling and discussion.</p> |
| Session 4 | <p>Teaching session 4 - Retrieval - Read and Retrieve (10 mins)</p> <p>Teach session using explicit modelling, carefully planned question (vary using Blooms) Continue to develop vocabulary in context.</p> <p>Lesson objectives taught - explicit modelling and discussion.</p> |

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Implementation:

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|-----------------------------|---|
| <p>Session 5</p> | <p>Teaching session 5 - Verbal retrieval - lesson matched to learning journey.</p> <p>Lesson objectives taught - explicit modelling and discussion.</p> <p>Building on substantive knowledge - disciplinary knowledge - Teach session using explicit modelling, carefully planned question (vary using Blooms) Continue to develop vocabulary in context.</p> |
| <p>Session 6</p> | <p>Teaching session 6 - Verbal retrieval - lesson matched to learning journey.</p> <p>Lesson objectives taught - explicit modelling and discussion.</p> <p>Building on substantive knowledge - disciplinary knowledge -</p> <p>Mini Knowledge Check 2 - Multiple Choice - adapting and personalising teaching to address misconceptions and gaps in learning.</p> |

Religious Education

Implementation:

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| <p>Session 7</p> | <p>Teaching session 7 - Retrieval - Read and Retrieve (10 mins)</p> <p>Lesson objectives taught - explicit modelling and discussion.</p> <p>Building on substantive knowledge - disciplinary knowledge</p> |
| <p>Session 8</p> | <p>Teaching session 8 - Verbal retrieval - lesson matched to learning journey.</p> <p>Lesson objectives taught - explicit modelling and discussion.</p> <p>Building on substantive knowledge - disciplinary knowledge</p> <p>Essential Knowledge Check 2 - Prior and New Knowledge Check - Teacher can act as scribe for a pupil.</p> |

Religious Education

Implementation:

Session
9

Teaching session 9 - Vocabulary Retrieval

Using information from the Essential Knowledge 2 - address gaps in knowledge and any misconceptions. Check Lesson objectives taught - explicit modelling and discussion.

Building on substantive knowledge - disciplinary knowledge - working scientifically.

Learning Log - Composite assessment tasks. These require pupils to draw on a range of subject knowledge (including different types of knowledge) to construct a more complex output.

Religious Education

Implementation:

Our curriculum has been designed to support pupils to learn about a limited number of religions in each key stage, but in greater detail.

The coverage for the first two terms is based on gaining and embedding substantive knowledge. The last term is for developing disciplinary knowledge, giving pupils the opportunity to question, hypothesise and wonder, using their substantive knowledge to support this.

Opportunities to connect prior and new knowledge are planned for, as well as opportunities to retrieve information to help to further embed this.

Marking and Feedback in Religious Education – Developing Spirituality

Marking and feedback in Religious Education should be used to enable pupils to further develop their spirituality. We believe that this offers further opportunities to pose challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human. The flowing sentence stems will be used to allow children to reflect on the content of their RE , as well as to demonstrate curiosity and open mindedness when exploring life's big questions.

**Today's lesson
helped me to
reflect on ...**

**Something that
really opened
my mind today
was...**

**Something that
made me
curious today ...**

**The most
important thing
that I learned
was ...**

**Something
that intrigued
me today ...**

Religious Education

Impact:

Our Religious Education Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- **A reflection on standards achieved against the planned outcomes;**
 - **A celebration of learning for each term which demonstrates progression across the school;**
- Tracking of gains in each retrieval;**
- **Pupil discussions about their learning;**

Religious Education

**Connected Substantive
& Disciplinary
Knowledge**

Religious Education - Three Core Concepts

| | |
|-------------------|--|
| Believing | Religious beliefs, teachings, sources; questions about meaning, purpose and truth. |
| Expressing | Religious and Spiritual forms of expression; questions about identity and diversity. |
| Living | Religious practises and ways of living; questions about values and commitments |

Religious Education – Substantive Knowledge

Believing

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- Identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning

Expressing

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- Appreciate and appraise varied dimensions of religion

Living

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives .

Religious Education – Disciplinary Knowledge

Disciplinary Knowledge in R.E. is the connections that the children make between religious teachings and how followers live their lives; explaining similarities and differences and offering their own suggestions about what they have been taught.

Disciplinary Knowledge is necessary in order that children will become critical thinkers and learners.

These skills are woven through the curriculum to help children learn and retain the relevant subject knowledge.

- Ask questions to explore concepts and ideas
- Access and interpret primary and secondary sources of information
- Make connections between what is already known and new knowledge
- Take part in discussions and debates using known information
- Describe, compare and contrast knowledge and understanding regarding beliefs and practices
- Form an opinion through analysis, empathising and interpreting
- Present information to others

Religious Education – Connected Knowledge (End Points)

| | End of EYFS | End of Key Stage One | End of Key Stage Two |
|---|---|--|---|
| <p>Know about and understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p> | <p>To know some similarities and differences between different religions and cultural communities, in this country, drawing on their experiences and what has been read in class.</p> | <p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;</p> | <p>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;</p> |
| <p>Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;</p> | <p>;</p> | <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;</p> | <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;</p> |

Religious Education – Connected Knowledge (End Points)

| | End of EYFS | End of Key Stage One | End of Key Stage Two |
|---|--|---|---|
| Know about and understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and way sof expressing meaning; | To know some similarities and differences between different religions and cultural communities, in this country, drawing on their experiences and what has been read in class. | Recognise some different symbol sand actions which express a community’s way of life, appreciating some similarities between communities; | Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning; |

Religious Education – Connected Knowledge (End Points)

| | End of EYFS | End of Key Stage One | End of Key Stage Two |
|--|---|---|---|
| <p>Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p> | <p>To know some similarities and differences between different religions and cultural communities, in this country, drawing on their experiences and what has been read in class.</p> | <p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make</p> | <p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;</p> |
| <p>Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;</p> | <p>;</p> | <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p> | <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives</p> |

Religious Education – Connected Knowledge (End Points)

| | End of EYFS | End of Key Stage One | End of Key Stage Two |
|---|-------------|--|--|
| <p>Gain & Deploy Skills C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</p> | | <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;</p> | <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;</p> |
| <p>Gain & Deploy Skills C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;</p> | | <p>Find out about and respond with ideas to examples of co-operation between people who are different</p> | <p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;</p> |

Religious Education – Connected Knowledge (End Points)

| | End of EYFS | End of Key Stage One | End of Key Stage Two |
|---|-------------|--|---|
| Gain & Deploy Skills C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives. | | Find out about questions of right and wrong and begin to express their ideas and opinions in response. | Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response |

Substantive Knowledge

- What are the different world religions.
- Know the sacred books from each religion.
- Know the places of worship for each religions.
- Know the festivals related to a variety of religions.
- Know what happens in religious festival and know their significance to each religion.
- What Muslims believe in.
- What Christians believe in.
- What Hindus believe in.
- What Jewish people believe in.

Disciplinary Knowledge

- Compare and contrast different world religions.
- Justify their own view in answer to a big question.
- Express insights into a big questions.
- Offer personal responses to challenging questions.
- Interpret a range of different views.
- Debate a controversial subject and justify own personal opinion.

Religious Education

**Sticky
Knowledge
(NYCC units)**

Sticky Knowledge

EYFS

- Talk about some religious stories.
- Know that the Bible is the sacred book for Christians
- Recall stories about Jesus.
- Recall stories from other religions
- Know that some religious people have places which are special to them.
- To enable to explain about the importance of religious festivals and how they are celebrated. (Christmas, Hanukah, Diwali, Chinese New Year, Easter, Holi

Sticky Knowledge – Judaism and Christianity

Key Stage One

Judaism

- The Torah is the sacred book for Jewish people.
- Jewish people worship in a synagogue.
- The Shabbat is the holy day for Jewish people.
- To know some of the traditions of how Shabbat is celebrated.
- To know how the mezuzah in the home reminds Jewish people about God.
- To know about important Jewish festivals, why and how they are celebrated (Hanukah, Passover)
- To be able to retell stories from the Jewish faith.

Christianity

- The Bible is the sacred book for Christians.
- Christians worship in a church.
- Sunday is the holy day for Christians - link to the creation story.
- To make links between what Jesus taught and what Christians believe and do.
- To know about important Christian festivals, why and how they are celebrated (Christmas, Easter)
- Give an account of what happens at a traditional Christian baptism.
- To be able to retell bible stories.

Linked knowledge - Disciplinary Knowledge

- Talk about special objects and symbols found in churches and synagogues and be able to say something about what they mean and how they are used.
- Talk about ways in which stories, objects, symbols and actions used in churches and synagogues show what people believe.
- Identify some similarities and differences between the celebrations studied.
- To be able to give examples of ways that believers express their identity and belonging within a faith.

Sticky Knowledge – Hinduism and Christianity

Lower Key Stage Two

| | |
|--|---|
| Hinduism | <ul style="list-style-type: none"> • Know that the Hindu holy book is The Vedas. • The Hindu place of worship is called a Mandir (temple). • Explain similarities and differences between Hindu worship and Christian worship. • Describe what happens in Hindu ceremonies of commitment. • Identify and name examples of what Hindus have and do in in their families and at mandir to show their faith. • Describe ways that Hindus express their faith through puja, aarti and bhajans. |
| Christianity | <ul style="list-style-type: none"> • Describe what Christians do to show their faith. • Recall and name some Bible stories that inspire Christians. • Make connections between stories in the Bible and what Christians believe. • Describe some ways Christians say God is like, with examples from the Bible. • Identify ways that Christians use the Bible everyday. • Describe how Christians celebrate Holy Week and Easter. • Identify the most important parts of Easter for Christians. • Give simple definitions of some key Christian terms (gospel, incarnation, salvations) and illustrate them with events from Holy Week. |
| Linked knowledge - Disciplinary Knowledge | <ul style="list-style-type: none"> • Can identify some similarities and differences between ideas about what God is like in different religions. • Can suggest why having a faith or belief in something can be hard. • Explain similarities and differences between how people pray. • Consider and evaluate the significance of prayer in the lives of people. • Discuss and present their own responses about the role of festivals in the life of Britain today. • Suggest how and why religious festivals are valuable to many people. |

Sticky Knowledge – Islam, Humanism and Christianity

Upper Key Stage Two

| | |
|---------------------|--|
| Islam | <ul style="list-style-type: none">• Outline Muslim beliefs about life after death.• Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.• Describe and reflect on the significance of the Holy Qur'an to Muslims.• Make connections between the key functions of the mosque and the belief of Muslims.• Describe the purpose of religious practices and rituals in a Muslims' daily life• Describe what Ummah is.• Explain the impact• Outline the challenges of being a Muslim in Britain today. of the practice of zakat and hajj on Muslims, locally in the UK and globally. |
| Christianity | <ul style="list-style-type: none">• Outline Jesus' teaching on how his followers should live.• Explain the impact of Jesus' example and teachings might have on Christians today.• Outline Christian religious beliefs about the afterlife.• Explain the links between the idea of grace, Christian belief in Jesus' death and resurrection as an expression of God's love and Christian forgiveness today. |
| Humanists | <ul style="list-style-type: none">• Outline Humanist beliefs about life after death.• Describe Humanist values.• Describe the ways in which Humanism is like a religion.• Describe where Humanists believe we come from.• Describe the Humanist code of living.• Describe what it means to be atheist.• Describe what it means to be agnostic. |

Sticky Knowledge – Islam, Humanism and Christianity

Upper Key Stage Two

Linked knowledge - Disciplinary Knowledge

- Present different views on why people believe in God or not, including their own ideas.
- Define the terms atheist and agnostic and give examples of statements that reflect these beliefs.
- Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples.
- Make connections between believers' feelings about places of worship in different traditions.
- Give examples of similarities and differences between Christian and Humanist values.
- Answer of themselves - Am I religious or not?

SEND
Adaptions
in
Religious
Education

SEND Adaptions for Religious Education

| Cognition and Learning | | Communication and Interaction | |
|--|---|---|---|
| Subject Challenges for SEND | SEND Provision | Subject Challenges for SEND | SEND Provision |
| <p>The ability to recall basic scientific information e.g. the five pillars of Islam.</p> <p>Understanding of subject specific vocabulary.</p> <p>Difficulty in producing accurate pieces of writing e.g. a text about a religious festival.</p> | <p>Pre-teach can be used to revisit key religious information as well as planned retrieval questions. The use of 'hooks' at the beginning of lessons informed by previous gap analysis should revisit objectives children are not secure with.</p> <p>Pre-teach subject specific vocabulary . Draw particular attention to subject specific vocabulary which could be viewed as abstract. E.g. spirituality, belief. Support the understanding of key vocabulary through definitions/visual aids.</p> <p>Use writing frames, 'fill in the blank' sentences, sentence starters, vocabulary mats, visuals to sequence etc. Children who have difficulties structuring their writing/who have difficulties with short term memory could use talking tins to 'hold their sentences' whilst they write at an individual word pace. Children can record work differently e.g. through the use of ICT (PowerPoints, Word documents, videos etc).</p> | <p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>Acquiring, comprehending and using abstract religious language.</p> <p>EAL pupils may find it difficult to access resources/learning.</p> | <p>Use stem sentences to provide subject specific language in a particular format - this will enable children to accurately communicate their thoughts and opinions.</p> <p>Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing their thoughts and opinions in an alternative way.</p> <p>Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.</p> <p>Use visuals to support children in using the correct scientific name for apparatus. Wigit Online can support with creating visuals.</p> <p>Use a reduced number of simple instructions which are supported by visuals. Appropriate modelling to aid understanding.</p> |

SEND Adaptions for Religious Education

| Sensory and Physical | | SEMH | |
|--|--|---|--|
| Subject Challenges for SEND | SEND Provision | Subject Challenges for SEND | SEND Provision |
| <p>Physical difficulties accessing specific environments during RE trips to places of worship.</p> <p>Children with a visual impairment may find it difficult to view text/images/religious artefacts.</p> | <p>Ensure that any environments visited during school trips are fully accessible for children with physical disabilities e.g. wheelchair accessible. Ensure that alternative transport arrangements are made for any children who have a physical disability which makes walking difficult. Above information should be identified on risk assessment prior to visit.</p> <p>Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team (saved in SEND files on T Share). Enlarge images to appropriate sizes to aid access. Use a visualiser to enlarge an artefact to ensure that children with visual impairments can observe religious artefacts.</p> | <p>The acceptance that others have different religious views and that they have a right to hold and express them. This can be particularly difficult for pupils with ASD.</p> <p>Difficulties with social skills may result in children finding group work challenging.</p> <p>Distress caused by exposure to unfamiliar environments during trips/fieldwork.</p> | <p>Use a multi-sensory approach to teaching religious concepts e.g. through drama and role play. This will make concepts unfamiliar to themselves less abstract. Trips to different places of worship/visitors from different faiths will similarly make unfamiliar concepts less abstract.</p> <p>Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time.</p> <p>Children to be prepared for change of environment via Social Stories, identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity.</p> |

**Fundamental
British Values
& SMSC in
Religious
Education**

RE → Fundamental British Values

Religious Education has a major role to play in developing the Fundamental British Values of Mutual Respect and Tolerance of those of Different Faiths and Beliefs or no faith.

We aim to teach children to understand their place in a culturally diverse society by giving them opportunities to experience such diversity.

Our RE curriculum ensures that children have a balanced understanding of different faiths and beliefs. A number of our curriculum subjects and topics celebrate different cultures, faiths and beliefs

Religious Education is an important tool against radicalization as part of the school's Prevent Duty because of the knowledge that pupils gain alongside developing tolerance and mutual respect.

RE → SMSC Links

Spiritual

- Experience wonder and joy through learning about and from stories, celebrations, rituals and difference world views.
- Ask and respond to questions about meaning and purpose.
- Explore spiritual practices such as worship and prayer, and consider the impact of these on believers and any relevance to their own life.
- Reflection on their own values and views, as well as those of others.

Moral

- Explore morality including rules, teachings and commands. Link this to the school Behaviour Policy and to CHAMPS.
- Investigate and explore religious perspectives and responses to evil and suffering in the world.
- Ask questions 'big questions' about religion
- Show tolerance and respect for other religions and other points of view.
- Valuing others

Social

- Explore the qualities which are valued by our school (CHAMPS) as well as the values of a civilised society.
- Ask questions about the social impact of religion.
- Take part in a number of religious festivals and worships practices.
- Experiential learning – pupils should have opportunities to embody for themselves expected behavioral norms, whether through class discussions, group work and ongoing behavior expectations through special events such as school visits and workshops.

Cultural

- Provide opportunities for children to explore their own culture as well as to explore Britain's rich diversity of religious, ethnic and geographical cultures.
- Learn about the UK saints, especially through theme days and celebrations.
- Engage with texts, artefacts and other sources from different cultures and religions.
- Show tolerance and respect for all religions, including those of no faith.

Long Term Planning Religious Education

RE → EYFS

Children in EYFS develop a knowledge of the world around them, exploring different ways of living including beliefs and festivals. They learn how to communicate about people places and religious symbols and artefacts. They develop an awareness of things and people that matter to them and link this to learning in Religious Education. They Use imagination and curiosity to develop their wonder of the world and ask questions about it. They explore how people show concern for each other and the world around them. Additionally, it is here they begin to learn about what is right, wrong and fair.

In EYFS, children will learn about what happens at festivals and why. They will also learn stories about festivals. To fully experience as much about other cultures as possible, provision in EYFS will be planned to enable children to learn as much as possible about festivals from a variety of religions such as Eid, Diwali, Chinese New Year, Christmas, Easter, Holi and Hanukah.

RE → Key Stage One

Throughout Key Stage 1, pupils explore Christianity and Judaism. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imagination. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

RE → Lower Key Stage Two

Throughout Lower Key Stage 2, pupils learn about Christianity and Hinduism, recognising the impact of religion and belief locally, nationally and globally. They begin to show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. They develop an understanding of the impact on individual believers and begin to explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. They learn how some religious people are guided by their religious leaders and encouraged to respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections whilst learning how diverse communities live together respectfully, sharing the same values and sense of responsibilities. Children discuss questions on matters that are important in the world, including choices about what is right and what is wrong.

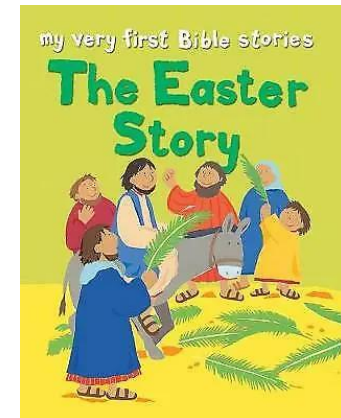
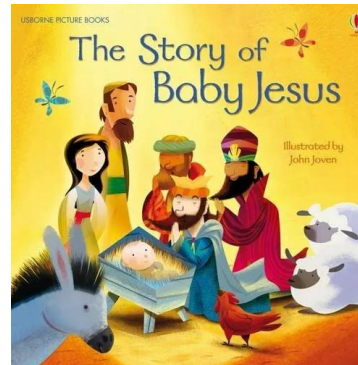
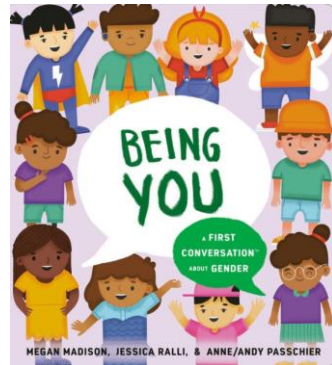
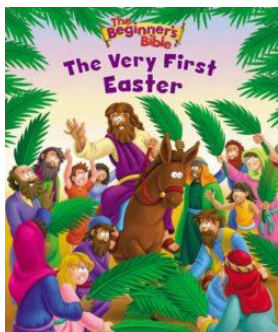
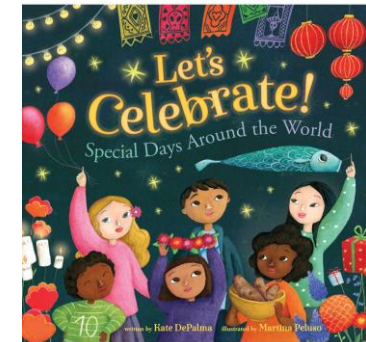
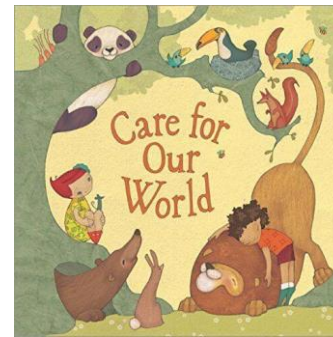
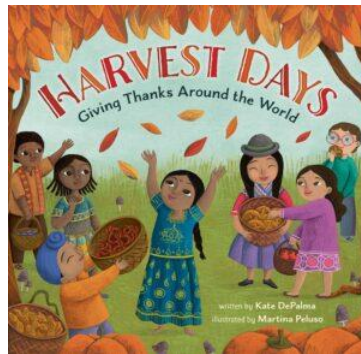
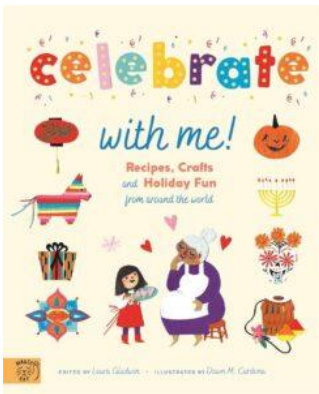
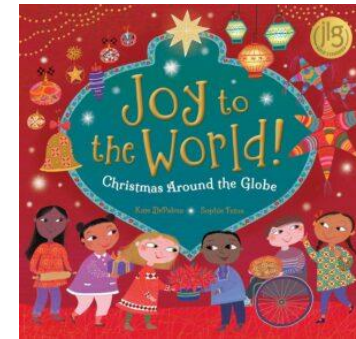
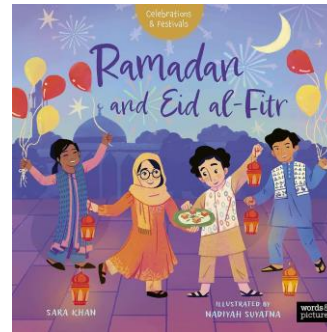
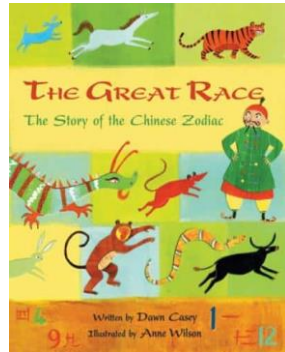
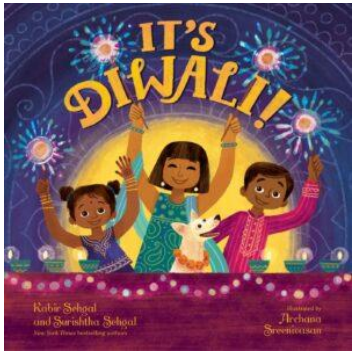
RE → Upper Key Stage Two

Upper Key Stage 2 pupils learn how to make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities. They learn how to show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers. Children are encouraged compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities and identify and describe similarities and differences between and within communities. Through enquiry and experience, children demonstrate worshippers' connection to prayer, faith and sacred spaces and show and express insights into the challenges of individual commitment, belonging and faith. They raise questions on guidance and leadership in their own and others' lives and are taught to present a range of views and answers to challenging questions about belonging, meaning and truth. Children are taught to explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. They use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief and evaluate & ask challenging questions applying their own & others' ideas about responsibility & what is right & wrong, considering possible effects of different moral choices

Long Term RE Planning EYFS

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|---|--|--|
| NYCC – Which stories are special and why? | NYCC – Which people are special and why? | NYCC – What places are special and why? | NYCC – What times are special and why? | NYCC – Being special: Where do we belong? | NYCC – What is special about our world? |

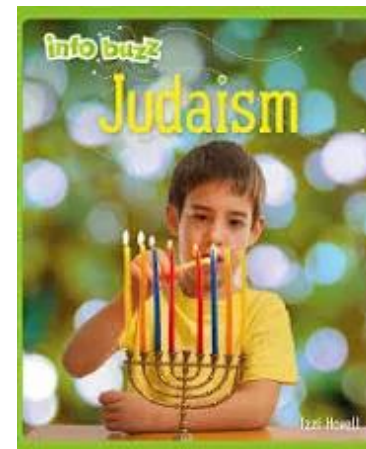
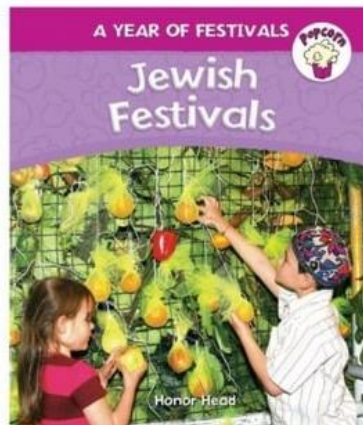
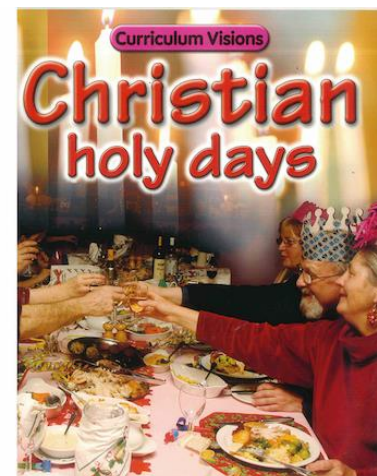
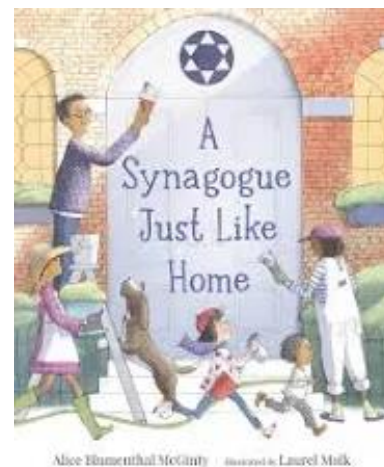
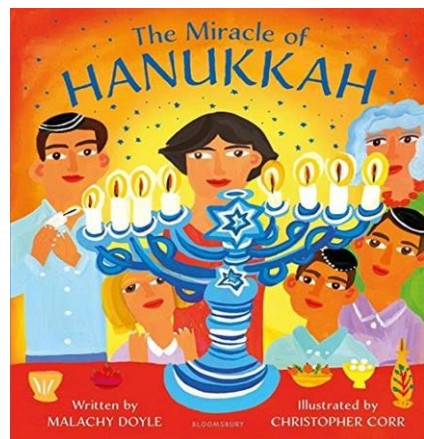
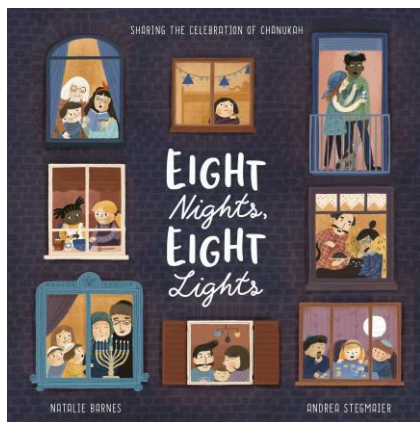
EYFS Books as a stimulus



Long Term RE Planning
Key Stage One
Christianity and Judaism

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|---|--|---|---------------------|--|--|
| 2024 - 2025 | NYCC -Who is Jewish and what do they believe? (Part 1) | What can we learn from sacred books? The Torah | NYCC -Who is Jewish and what do they believe? (Part 2) Build on prior knowledge | | NYCC - What makes some places sacred? Reinforce knowledge about Judaism and Christianity. | NYCC - How and why do we celebrate special and sacred times? Reinforce knowledge about Judaism and Christianity. |
| 2025 - 2026 | NYCC - Who is Christian and what do they believe? (Part 1) | What can we learn from sacred book? The Bible | NYCC - Who is Christian and what do they believe? (Part 2) Build on prior knowledge. | | NYCC - What does it mean to belong to a faith community? Reinforce knowledge about Judaism and Christianity. | NYCC - How should we care for others and the world and why does this matter? |

Long Term RE Planning Key Stage One Christianity and Judaism

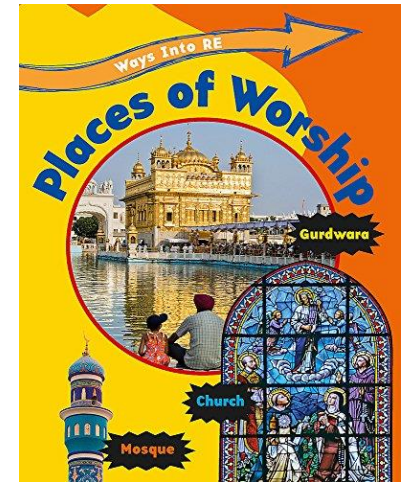
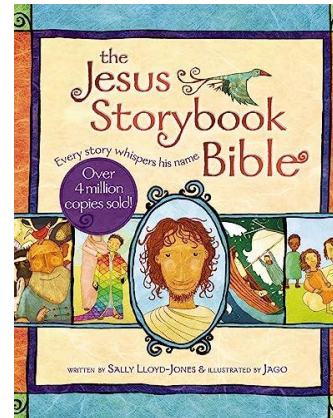
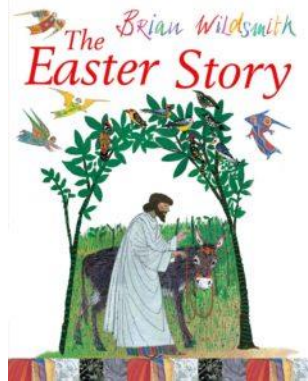
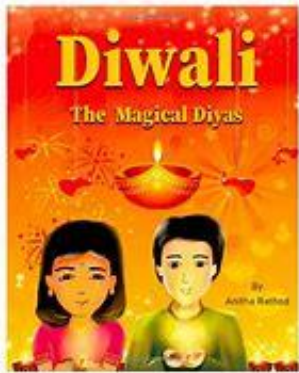
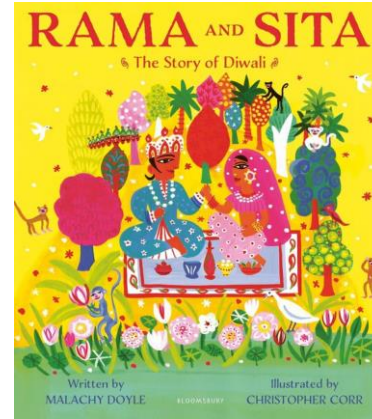
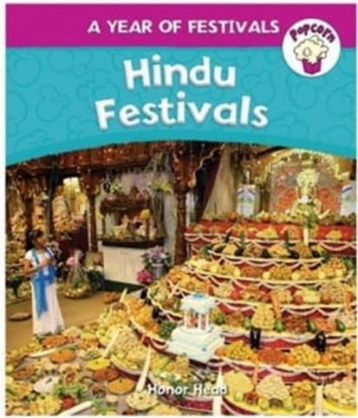


Long Term RE Planning
Lower Key Stage Two
Christianity and Hinduism

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|--|---|---|---------------------|---|---|
| 2024 - 2025 | NYCC –What does it mean to be a Christian today? (Build on KS1 work about Christianity) | | NYCC – Why is Jesus inspiring to some people? - Focus on Easter – the timeline and the symbols | | NYCC – Why do people pray? (Build on knowledge about Christianity and Hinduism) | NYCC - How do people from religious and non-religious communities celebrate key festivals? (Build on knowledge about Christianity and Hinduism) |
| 2025 - 2026 | NYCC –What do different people believe about God? (Focus on Christianity and Hinduism – build on previous knowledge) | NYCC –What does it mean to be a Hindu in Britain today? | NYCC –Why is the bible important for Christians today? (Build on KS1 work on the bible) | | What can we learn from religion about deciding what is right and wrong? (Build on knowledge about Christianity and Hinduism) | NYCC – Why do some people think that life is a journey and what significant experiences mark this? (build on knowledge about Christianity and Hinduism) |

Lower Key Stage Two Book as a stimulus

Christianity and Hinduism



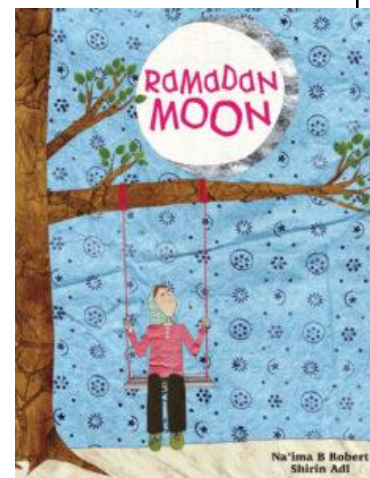
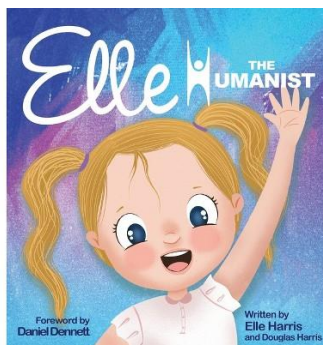
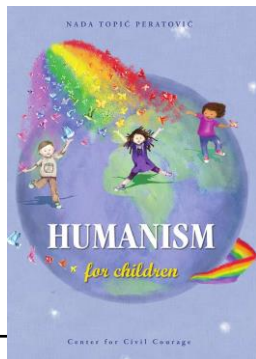
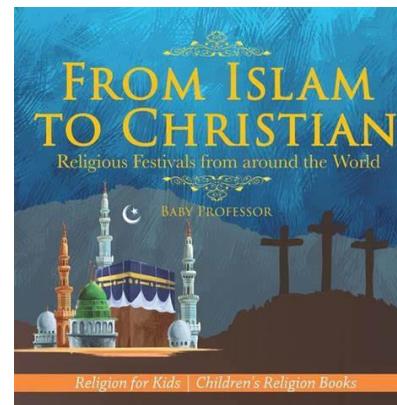
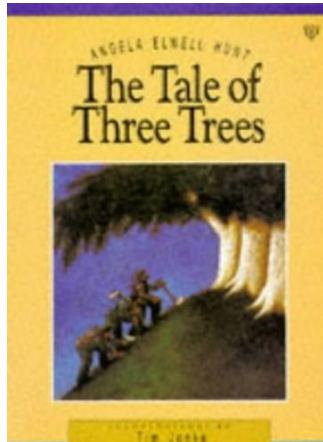
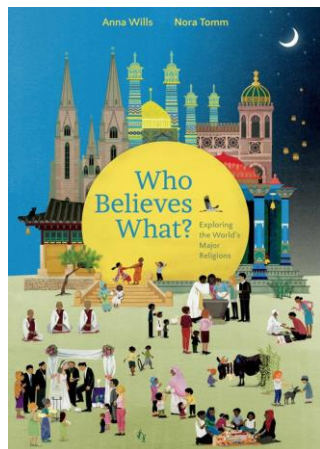
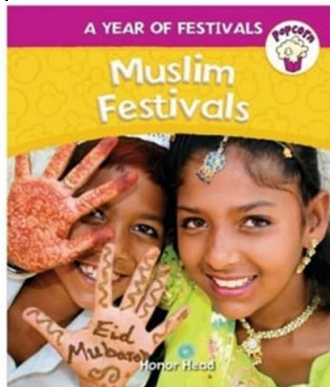
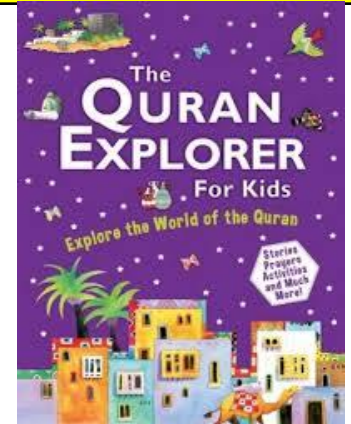
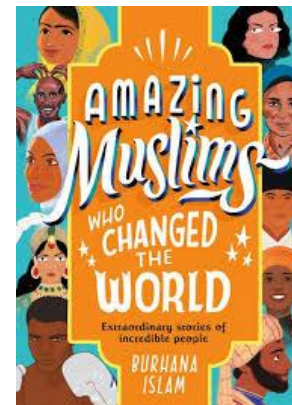
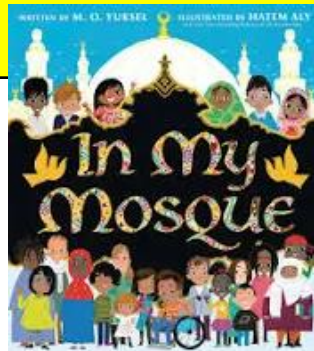
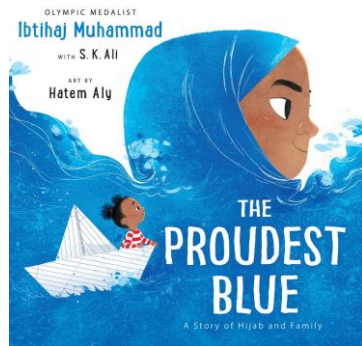
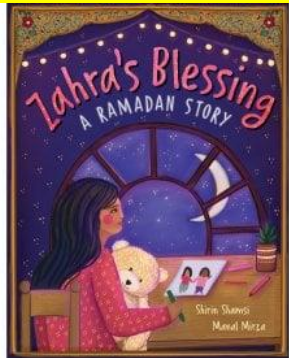
Long Term RE Planning
Upper Key Stage Two
Christianity and Islam
Christianity and Humanism

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|---|---|---|---|--|---------------------|
| 2024 - 2025 | <p>NYCC – Why do some people believe that God exists? (Build on previous knowledge about Christianity)</p> | <p>NYCC – What matters most to Christians and Humanists?</p> | <p>NYCC – What do religions say to us when life gets hard? (Build on Christian and Hindu beliefs from LKS2)</p> | <p>NYCC – What would Jesus do? (Can people live by the values of Jesus in the 21st century)</p> | <p>NYCC – What can be done to reduce racism? Can religion help? (Build on knowledge about Christianity and Islam)</p> | |
| 2025 - 2026 | <p>NYCC – What does it mean to be a Muslim in Britain?</p> | | <p>NYCC – Is it better to express your religion in art and architecture or in charity and generosity? (Compare Christianity and Islam – building on knowledge about Islam)</p> | | <p>NYCC - Green Religion? What do religious and non-religious worldviews teach about caring for the Earth? (Khalifa In Islam and stewardship in Christianity)</p> | |

Upper Key Stage Two – Books as a stimulus

Christianity and Islam

Christianity and Humanism



**Developing
Spirituality in
and out of
Religious
Education
lessons**

At The Upper Nidderdale Primary Federation, we provide a variety of opportunities to develop and promote children's spirituality as an ongoing, reflective journey. It teaches us about questioning understanding and relationships; relationships with ourselves, others and the world around us.

We believe that spirituality enables our pupils to be happy, flourish and live life to its fullest.

Children are provided with opportunities to develop four elements of spirituality across the curriculum at school. These elements are;




- Self**
- Others**
- World**
- Transcendence (beyond)**

Opportunities for spirituality development are established through the following task styles

- Windows - learn about life**
- Mirrors - learn about themselves**
- Doors - to live out our Christian Values in the wider world**

This progression document provides a summary of how spirituality develops in each of the above areas across school.

Opportunities for spirituality development are established through the following task styles

| <p>Windows - learn about life</p> | <p>Mirrors - Learn about themselves</p> | <p>Doors - to live out our Christian Values</p> |
|---|---|---|
|  |  |  |
| <p>Windows are for looking out onto the world and becoming aware of its wonders, both the 'wows' and 'ows'; things that are 'awe-full' and make us wonder and be grateful and things that are 'awful' and make us wonder and ask questions. The whole curriculum and life itself are full of opportunities to recognise this sensitively.</p> | <p>Mirrors are for looking into and reflecting, alone and together, to see things more clearly, for thinking and asking important questions learning from our own and each other's responses. In schools we must allow time for this for individual and group reflection and sharing of perspectives. Some subjects and times allow for this specifically, such as religious education and collective worship but in all subjects, there will be opportunities, unexpected or planned, when things just 'crop up'. Handled sensitively, it is possible to make the most of all these times, if there is ongoing deliberate and corporate staff and pupil support.</p> | <p>Doors are for looking through in order to then act or express this in some way in response; for moving on, making choices, and doing something creative, active and purposeful in response. This can simply be done through a change in attitude or behaviour or thinking. It can also be expressed powerfully through music or art or drama or dance and through some form of social action or specific acts of giving.</p> |

Spirituality Progression

Self

Spiritual Development Self - 1

Spiritual learners become increasingly aware of the concept of self - the inner person and the way that this shapes an individual perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Windows (Encounters) - Learning about life; providing openings for spiritual development through an exploration of identity and personal values.

| EYFS | KS1 | LKS2 | UKS2 |
|--|---|---|--|
| <ul style="list-style-type: none"> • Being special • Writing • RE - What people are special and why? • RE - What is special about our world? | <ul style="list-style-type: none"> • PSHE - All about Me • PSHE - Me and My Future • RE - How should we care for others and the world, and why does it matter? | <p>RE - Why do some people think that life is a journey and what significant experiences mark this?</p> <p>RE - What can we learn from religion about deciding what is right and wrong?</p> | <ul style="list-style-type: none"> • RE - What do religions say to us when life gets hard? • PSHE - Me and My Future • House captain roles • Community involvement |

Spiritual Development Self - 2

*Spiritual learners become increasingly aware of the concept of self - the inner person and the way that this shapes an individual perception of themselves as a unique human being.
Spiritual learners reflect on the relationship that they have with their sense of being a unique person.*

**Mirrors (Reflection) - Learning from life: Understanding an inner meaning of self and identity
- critical reasoning and big questions**

| EYFS | KS1 | LKS2 | UKS2 |
|---|---|---|--|
| <ul style="list-style-type: none"> • What makes me happy? • What things do I value? | <ul style="list-style-type: none"> • Who am I? • What is right and wrong? • How do I decide what is right and wrong? • Developing resilience • Considering my local area | <ul style="list-style-type: none"> • What are feelings? • Don't we deserve to be happy? • What do I deserve in life? • Who should I look up to? • Why? • What type of person do I want to be? • Is belief in something important? What rights do I have? | <ul style="list-style-type: none"> • Should you respect yourself over all other things? • Where does your identity come from? • Does more mean being happier? • Are the opinions of my friends important to me? • Are my beliefs important? • Are characteristics inherited or learnt? |

Spiritual Development Self - 3

*Spiritual learners become increasingly aware of the concept of self - the inner person and the way that this shapes an individual perception of themselves as a unique human being.
Spiritual learners reflect on the relationship that they have with their sense of being a unique person.*

Doors (Transformation) - Learning to live life: responding as a means of expressing an idea of self; developing a personal set of beliefs

| EYFS | KS1 | LKS2 | UKS2 |
|---|---|--|---|
| <ul style="list-style-type: none"> • A growing awareness of knowing what I like and what I don't like, both materially and in the way that I want to be treated. • Can say what I like and what I am good at. | <ul style="list-style-type: none"> • An evolving awareness of the concept of self as more than purely physical characteristics. • A growing realisation that being content with who you are is important for personal happiness. • Know how to apologise and to try again, • Begin to recognise mistakes and how to deal with them in appositive way. | <ul style="list-style-type: none"> • The awareness that the growing development of a personal identity is an important aspect of being human. • A growing realisation that an emphasis on self alone is not sufficient as a means of living out the self. • An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies. • Can set goals for my work and behaviour that will help me to progress. | <ul style="list-style-type: none"> • The awareness of the value of reflection to explore deeper responses to thought as that help to shape the 'inner self.' • An understanding that we express our personal values in the way that we approach our relationship with others and the world around us. • The ability to express an interpretation of this verbally. |

Spirituality Progression

Others

Spiritual Development Others - 1

Spiritual learners become increasingly more aware of the concept of others - a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

Windows (Encounter) - Learning about life; providing openings for spiritual development: recognising the values and worth of others.

| EYFS | KS1 | LKS2 | UKS2 |
|--|---|---|---|
| <ul style="list-style-type: none"> • PSHE - Getting on and Falling Out • RE - How can we care for our wonderful world? • RE - How can we help others when they need it? | <ul style="list-style-type: none"> • PSHE - Healthy Relationships • RE - How should we care for others and the world, and why does it matter? | <ul style="list-style-type: none"> • PSHE - Changes and next steps • RE - why are festivals important to religious communities? • RE - What can we learn from religion about deciding what is right and wrong? | <ul style="list-style-type: none"> • PSHE - Changes and next steps • RE - Is it better to express your beliefs in arts and architecture or in charity and generosity? |

Spiritual Development Others - 2

Spiritual learners become increasingly more aware of the concept of others - a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

Mirrors (Reflection) - Learning from Life: Understanding an awareness of the affect of others - a search for meaning, critical reasoning and big questions.

| EYFS | KS1 | LKS2 | UKS2 |
|---|--|---|--|
| <ul style="list-style-type: none"> • What makes a good friend? • Why are friends important? • What do I like in my friends? • How do my friends make me feel? • How do I look after my friends and family? | <ul style="list-style-type: none"> • Why do people bully others? How do I treat others? • Do I treat others in the same way? • Should I treat my friends differently to others? • Why do we fight and argue? • Should we always be loyal to our friends? • How can I demonstrate compassion? | <ul style="list-style-type: none"> • Why do people ignore others when they need help? • Is being a good friend easy? • Why do we sometimes hurt the feelings of our friends? • How sincerely can I care for those who may be in need? • Why should we care for them? • Will we ever live in a world without fighting? • What responsibility do I have for others? • How can I display our Christian values? | <ul style="list-style-type: none"> • Is it better to please oneself first; or others? • Why do people have to suffer? • What is pain? • Is there such a thing as a bad person? • What is worth striving for? • Why isn't life always fair? • Is being fair always the right thing to do? • Does more mean being happier? |

Spiritual Development Others - 3

Spiritual learners become increasingly more aware of the concept of others - a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

Doors (Transformation) - Learning to live Life; Responding as a means of expressing an idea of relationship with others' expressing innermost thoughts through words, art or actions.

| EYFS | KS1 | LKS2 | UKS2 |
|---|---|---|---|
| <ul style="list-style-type: none"> • Understanding that other people have their own views and opinions and may values different things to you. | <ul style="list-style-type: none"> • A growing appreciation that the views and opinions of others should be listened to with respect whether those views are similar to your own or different. | <ul style="list-style-type: none"> • Acknowledgment and respect for the rights of others to have their own deep thoughts that shape their inner self. • A developing ability to enter into discussions with others about their values and opinions. | <ul style="list-style-type: none"> • A growing empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful relationships. • A growing ability to express how understanding the value of others is an important part of building meaningful relationships. • Understanding the effects of unfairness in the world. |

Spirituality Progression

World & Beauty

Spiritual Development World and Beauty - 1

Spiritual learners become increasingly aware of the concept of a physical and creative world - a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity.

Spiritual learners explore their understanding of beauty and the affect this has on their perception of and relationship with the world.

Windows (Encounter) - Learning about life; providing openings for spiritual development; challenging experiences of beauty.

| EYFS | KS1 | LKS2 | UKS2 |
|--|---|--|--|
| <ul style="list-style-type: none"> • Opportunities to observe natural changes during the year e.g. decomposing pumpkins. • Collect and make a creation table of natural objects found outside . • Knowledge and Understanding of the World. | <ul style="list-style-type: none"> • Engagement with creation stories from Christian and other traditions. • Caring about our environment. • Have people spoiled a good earth? | <ul style="list-style-type: none"> • Exploring diversity within the created world environments. | <ul style="list-style-type: none"> • How have we made God's world ugly? • What can we do? • Plan and design spiritual spaces. |

Spiritual Development World and Beauty - 2

Spiritual learners become increasingly aware of the concept of a physical and creative world - a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity.

Spiritual learners explore their understanding of beauty and the affect this has on their perception of and relationship with the world.

Mirrors (Reflection) - Learning from life; Reflecting on experiences of beauty - a search for meaning, critical reasoning and big questions.

| EYFS | KS1 | LKS2 | UKS2 |
|---|---|---|---|
| <ul style="list-style-type: none"> • Actively encourage play in all weathers. • What types of weather do you like most? • Why? • What is your favourite colour? Why? • What sounds do you like to listen to? • What makes you afraid? • What is your favourite time of the day/year? | <ul style="list-style-type: none"> • Do different colours have different moods? • What is the most beautiful thing in the world? • Why should I care about animal and plants? • How/why does the weather affect our mood? | <ul style="list-style-type: none"> • How do we know we've found all the colours in the world? • What season do you feel most reflects your personality? • What is the difference between hearing and listening? • Should we try to tame nature? • What does it mean that beauty is in the eye of the beholder? • What would it be like without seasons? | <ul style="list-style-type: none"> • What is a perfect world? • Why is there ugliness in the world? • Can you love something that is ugly? • Why do you like certain types of music? • What response do you get when you look at a piece of art? • Is beauty something that you can learn , or do you just have to feel it? • What is the point of being creative? |

Spiritual Development World and Beauty - 3

Spiritual learners become increasingly aware of the concept of a physical and creative world - a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity.

Spiritual learners explore their understanding of beauty and the affect this has on their perception of and relationship with the world.

**Doors (Transformation) - Learning to live life; Responding as a means of expressing an idea of the meaning of beauty; expressing innermost thoughts through words, art or actions.
Being moved emotionally by beauty.**

| EYFS | KS1 | LKS2 | UKS2 |
|--|---|---|--|
| <ul style="list-style-type: none"> • Have an instant response to something wonderful/exciting and awesome happening. • Describe feelings • Respond to sensory feelings and able to show it. | <ul style="list-style-type: none"> • Give a verbal response that explains a reaction to something wonderful/exciting or awesome. • Be seen to respond to a stimulus and begin to explain in simple terms verbally or through body language. | <ul style="list-style-type: none"> • Be able to understand and give meaning to something wonderful/exciting or awesome. • Be able to verbalise their sensory responses and begin to explore their reactions to stimuli. • A growing confidence to explore concepts orally. | <ul style="list-style-type: none"> • Be able to explain/give an emotional response to stimuli and begin to articulate this from a personal perspective. • Be able to display shades of meaning when verbalising sensory responses and understand and interpret their reaction. • A developing appreciation that some things don't have answers. |

Spirituality Progression

Beyond

Spiritual Development Beyond - 1

Spiritual learners become increasingly aware of the concept of beyond - a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

Windows (Encounter) - Learning about life; providing openings for spiritual development; a growing appreciation of the intangible - truth, love

| EYFS | KS1 | LKS2 | UKS2 |
|---|--|---|--|
| <ul style="list-style-type: none"> • Becoming aware of worship through collective worship in school and participating in this. | <ul style="list-style-type: none"> • Visiting local churches, exploring the sense of worship - the touch, colour, smell, sound and stillness. | <ul style="list-style-type: none"> • Exploring children's stories that deal with death Heaven by Nicola Allen, Badgers parting Gifts by Susan Varley, Goodbye Mog • Exploring symbolism • Visiting different places of worship | <ul style="list-style-type: none"> • Creating spiritual pictures to express God. • Reflecting on life rituals. • Visit places of worship. |

Spiritual Development Beyond - 2

Spiritual learners become increasingly aware of the concept of beyond - a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

Mirrors (Reflection) - Learning from life; Reflecting on beyond; A search for meaning, critical reasoning and big questions.

| EYFS | KS1 | LKS2 | UKS2 |
|---|---|--|---|
| <ul style="list-style-type: none"> • What are stars for? • Why do we have rainbows? • How big is the sky? • What is the smallest thing that there is? • What are people different? • What does God look like? | <ul style="list-style-type: none"> • Where is God? • What might heaven be like? • Is there such a thing as an angel? • If you can't see something, is it still real? • What is true happiness? • When have you experienced moments of awe and wonder? | <ul style="list-style-type: none"> • What is the purpose of earth? • Is God alive now? • Why is there illness? • Why do we have destructive things, like earthquakes, have to happen? • Which is stronger - love or hate? • Is it good that scientists can't explain everything? • Why are there religions? • What is beyond the universe? | <ul style="list-style-type: none"> • Do we come back after death as a different being? • Is there life after death? • Where do our spirits go when we are dead? • Do we have a soul? • If so, why happens to it after death? • Why do we love? • What lasts forever? • What is unknowable? • What else is there to discover? • How do we know what we don't know? • What is worth dying for? |

Spiritual Development Beyond - 3

Spiritual learners become increasingly aware of the concept of beyond - a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

Doors (Transformation) - Learning to live life; responding as a means of expressing the need to understand the purpose of life.

| EYFS | KS1 | LKS2 | UKS2 |
|--|---|--|---|
| <ul style="list-style-type: none">• Have the confidence to ask questions that have no answers. | <ul style="list-style-type: none">• Have a sense of enjoyment in devising and discussing questions that have no answer.• Use of imagination to interpret responses to big questions. | <ul style="list-style-type: none">• Understand what big questions are.• Be able to explain imaginative responses to questions of meaning. | <ul style="list-style-type: none">• Can generate big questions.• Begin to express through a personal vocabulary responses to questions of meaning.• Begin to be able to use critical reasoning in responding to a big question. |