

Barnacre Road Primary School



Religious Education and World Views Curriculum Statement

At Barnacre Road Primary School, our vision is to provide for our children a broad and balanced curriculum which is ambitious for all learners. We aim to ensure that children leave our school equipped with the knowledge, skills, cultural capital and qualities to succeed in the next stage of their education and to make a positive contribution to their local community and society as a whole.

We believe that it is our duty to make learning fun, engaging, memorable, accessible and ambitious for all children, instilling in them a love of learning.

We take seriously our duty to teach children about the fundamental British Values of mutual respect and tolerance, democracy, the rule of law and individual liberty. These values are woven through our curriculum so that our learners leave us prepared for life in modern Britain.

Religious Education and World Views (RE) at Barnacre Road: Our Intent

Our RE curriculum aims to develop deep thinkers who are open-minded about religion and worldviews. We aim to ensure that our RE curriculum is relevant to pupils, reflecting and preparing them for life in modern Britain. Through the scheme, children will secure a deep understanding of concepts in order to be able to make connections, ask and respond to challenging questions, learn to respect and appreciate worldviews that are different to their own and consider their personal preconceptions, responses and views.

At Barnacre Road, we follow the Kapow scheme of work for Religious Education in years one to six. Kapow Primary's RE scheme of work enables pupils to build their conceptual knowledge through studying religions and worldviews locally, nationally and globally in our progressive curriculum, enabling them to make links and connections between worldviews, develop disciplinary skills and build on their understanding of their positionality in relation to their learning.

By revisiting key 'big questions' and building on prior knowledge, pupils will learn about how religion and worldviews are lived experiences across the world, consider the impact of worldviews on society and have opportunities to consider their personal worldviews. Kapow Primary's RE scheme of work enables pupils to meet the government guidance, which states that RE must reflect that 'the religious traditions in Great Britain are, in the main, Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

Religious Education in the EYFS

In the Early Years Foundation Stage, Religious Education is delivered to pupils within the 'Understanding the World' part of the EYFS Curriculum. By the end of reception, children will learn to:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

More information on Religious Education and Worldviews in EYFS can be found in our EYFS Curriculum and associated policies.

Knowledge in our Religious Education Curriculum

Reflecting the findings of the Ofsted Research review series: religious education (May 2021), our scheme has the following three strands running through it:

- ✓ Substantive knowledge (conceptual and worldviews related).
- ✓ Disciplinary knowledge.
- ✓ Personal knowledge.

These strands are interwoven across all units to create lessons that build children's conceptual knowledge and understanding of religion and worldviews (substantive knowledge) and use a range of disciplinary lenses. Children will also be equipped to explore and express their preconceptions, personal worldviews and positionality (personal knowledge) through varied and engaging learning experiences. The Kapow Primary Religion and worldviews scheme follows the spiral curriculum model, where units and lessons are carefully sequenced so that previous conceptual knowledge is returned to and built upon. Children progress by developing and deepening their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of contexts.

Children begin to develop their awareness of religion and worldviews in Key stage 1, focusing on conceptual knowledge through the study of a limited range of religions and worldviews represented in the UK, including Christianity

This learning in key stage one supports children in building knowledge they can refer to throughout their learning in Key stage two while encountering a greater range of religions and worldviews and considering further the diverse nature of religious and non-religious lived experience.

Key Concepts within our RE Curriculum

Each unit includes overarching 'big questions' which will be revisited throughout key stage one, lower key stage two and upper key Stage two, allowing children to apply the breadth and depth of their learning across various concepts.

These 'big questions' are:

Why are we here?

Why do worldviews change?

What is religion?

How can worldviews be expressed?

How do worldviews affect our daily lives?

How can we live together in harmony if we have different worldviews?

	Autumn	Spring	Summer
Nursery	Throughout the year, children will learn to/about: The differences between people (and positive attitudes to these) Celebrations around the world		
Reception	<ul style="list-style-type: none">• What makes us special?• What are special times?	<ul style="list-style-type: none">• Why are some places special?• What makes the world special?	<ul style="list-style-type: none">• Why are some things special?• Why are some stories special?
Year 1	<ul style="list-style-type: none">• How did the World begin?• What do some people believe God looks like?	<ul style="list-style-type: none">• What is God's job?• Why should we care for the world?	<ul style="list-style-type: none">• How do we know that new babies are special?• Why should we care for others?
Year 2	<ul style="list-style-type: none">• Why do we need to give thanks?• What do candles mean to people?	<ul style="list-style-type: none">• How do we know some people have a special connection to God?• What is a Prophet?	<ul style="list-style-type: none">• How do some people talk to God?• Where do some people talk to God?
Year 3	<ul style="list-style-type: none">• What makes us human?• Where do our morals come from?	<ul style="list-style-type: none">• Is scripture central to religion?• What happens if we do wrong?	<ul style="list-style-type: none">• Why is water symbolic?• Why is fire used ceremonially?
Year 4	<ul style="list-style-type: none">• Are all religions equal?• What makes some texts sacred?	<ul style="list-style-type: none">• Just how important are our beliefs?• Who was Jesus really?	<ul style="list-style-type: none">• Why is the Bible the best-selling book of all time?• Does the language of scripture matter?
Year 5	<ul style="list-style-type: none">• Why do people have to stand up	<ul style="list-style-type: none">• What happens when we die? (Part 1-	<ul style="list-style-type: none">• Who should get to be in charge?

	<p>for what they believe in?</p> <ul style="list-style-type: none"> • Why doesn't Christianity always look the same? 	<p>Abrahamic and non-religious perspectives and the importance of funerals)</p> <ul style="list-style-type: none"> • What happens when we die? (Part 2- reincarnation and karma) 	<ul style="list-style-type: none"> • Why are some places in the world significant to believers?
Year 6	<ul style="list-style-type: none"> • Why does religion look different around the world? (Part 1- Building on comparisons about the origins of the Abrahamic religions, children discover how some religious practices are observed). • Why does religion look different around the world (part 2- children discover the diversity within the Buddhist, Hindu and Sikh worldviews). 	<ul style="list-style-type: none"> • Why is it better to be there in person? • Why is there suffering? (Part 1- Interpreting and exploring different sources of wisdom and beliefs about why there is suffering in the world). 	<ul style="list-style-type: none"> • Why is there suffering? (Part 2- children look at alternative ideas about and responses to suffering through scripture, quotes and images). • What place does religion have in our world today?

Our progression document (appendix 1) details the precise knowledge taught in each unit of work.

Implementation

In the EYFS, Religious Education is taught through a combination of discrete teacher-led lessons, through provision and small group activities.

From year one onwards, Religious Education is taught as a discrete subject discipline for approximately one hour per week. Teachers follow the progression guidance from the Kapow Scheme of work to plan what will be taught in what order.

Our Religious Education curriculum has been designed to be a spiral curriculum. This means that essential knowledge and skills are revisited in new contexts with a higher degree of complexity, allowing pupils to revise and add to their existing knowledge. Teachers are familiar with the whole school progression document and revisit prior learning at the beginning of, and regularly throughout, units of work.

A more specific, focused enquiry question frames the learning across each unit. Both the 'big questions' and the focused enquiry question will allow children to explore the content they are studying, make comparisons and links within and across religions and worldviews, and explore their personal views. Lessons are designed to be varied, engaging and hands-on, allowing children to learn and record their thoughts, answers and ideas in various ways. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of diverse religions and worldviews.

Knowledge organisers are provided to children for each unit of work. These include key knowledge and vocabulary as well as links to prior learning. These are shared with parents via our school website.

Written work is completed in Religious Education exercise books. Practical work is photographed and stored on children's SeeSaw profiles.

Children with Special Educational Needs and Disabilities

Our Religious Education curriculum is inclusive and ambitious for all learners and we expect that all children should be successful, regardless of any special educational need. All learners are given full access to the RE curriculum. Class teachers will adapt teaching inputs and provide additional support through scaffolding for any child who requires support. Strategies to support children with Special Educational Needs or Disabilities might include adaptation of resources, adult support, pre-teaching of vocabulary or content and alternative ways of recording understanding. Class teachers are supported by our SENDCo, Mrs Mellor, in meeting the needs of all learners.

More Able Children

Teachers may identify children as more able in RE, either through end of unit summative assessments or through questioning, discussion and formative assessments. We seek to plan for specific questioning opportunities which require higher order thinking skills. Children who are considered more able in RE may:

- Understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore situations.
- Communicate effectively using both the written and spoken word.
- Have a wide-ranging general knowledge about the world

Impact

The expected impact of our curriculum is that children will:

The expected impact of following the Kapow Primary Religion and worldviews scheme of work is that children will:

- Know and understand religious concepts relating to beliefs, practices, community and belonging, and wisdom and guidance.
- Develop an understanding of the influence of organised and personal worldviews on individuals, communities, countries and globally.
- Understand some of the ways religions and worldviews are studied (disciplinary knowledge).
- Develop understanding of their relationship with the content studied, being able to talk about their assumptions and preconceptions (personal knowledge).
- Build secure vocabulary which allows them to talk confidently and fluently about their learning.
- Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying and expressing.
- Talk about the similarities and differences between their own and others beliefs with respect and open mindedness.
- Understand the lived experiences of religious and non-religious worldviews to be diverse within and between people and communities.
- Develop an understanding of the ways in which personal and organised worldviews may develop and change across time and place.

The Impact of our curriculum is constantly monitored by class teachers through formative and summative assessments. Our scheme of work includes guidance for teachers in assessing pupils against learning objectives. Teachers use lesson starters (recaps) to identify gaps in children's knowledge and subsequently plan opportunities to close any identified gaps.

At the end of each unit of work, assessment quizzes are undertaken and 'knowledge catchers' are completed in order for children to demonstrate what they have learned and remembered. At the end of each unit of work, children are assessed based on their performance in lessons and summative assessment quizzes and recorded on the school's internal tracking system as working below the expected standard, working at the expected standard or exceeding the expected standard. Assessments are moderated in staff teams annually.

Standards of teaching and learning in Religious Education are monitored by the subject leader, curriculum leader (deputy headteacher) and the headteacher, as well as the SENDCo who will monitor Geography provision for children with Special Educational Needs and Disabilities. Monitoring may include: pupil interviews, work scrutiny and lesson observations.

Appendix One. Progression in our Religious Education Curriculum

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Respectful R&W (1 lesson)	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for others?</u>
		Christian, Jewish, Hindu (plus option to include locally represented worldview)	Christian, Hindu, Muslim	Jewish, Zoroastrianist, Muslim, Hindu, Christian	Jewish, Muslim, Hindu, Jain, Humanist	Muslim, Hindu, Christian, Humanist (plus option to include locally represented worldview)	Christian, Jewish, Muslim, Bahá'í (plus option to include locally represented worldview)
<u>Why do we need to give thanks?</u>		<u>What do candles mean to people?</u>	<u>How do we know some people have a special connection to God?</u>	<u>What is a prophet?</u>	<u>How do some people talk to God?</u>	<u>Where do some people talk to God?</u>	
Year 2		Hindu, Christian, Humanist	Christian, Hindu, Jewish (plus option to include locally represented worldview)	Sikh, Muslim, Christian, Jewish, Hindu	Christian, Muslim, Jewish, Sikh	Muslim, Jewish, Hindu	Hindu, Alevi, Muslim, Sikh (plus option to include locally represented worldview)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Respectful R&W (1 lesson)	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	<u>Is scripture central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially?</u>
		Hindu, Christian, Buddhist, Humanist	Christian/Jewish, Buddhist, Muslim, Hindu, Humanist	Jewish, Muslim, Christian, (plus option to include locally represented worldview)	Hindu, Muslim, Humanist, Christian, Jewish	Christian, Sikh, Muslim, Shinto (plus option to include locally represented worldview)	Hindu/Sikh, Zoroastrianist (plus option to include locally represented worldview)
Year 4		<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</u>
		Bahá'í, Sikh, Hindu,	Sikh, Hindu, Buddhist (plus option to include locally represented worldview)	Sikh, Muslim, Jewish, Hindu, Christian	Christian, Jewish, Muslim	Christian	Christian, Muslim, Jewish
Year 5		<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</u>
		Christian Muslim, Sikh	Christian	Jewish, Christian, Muslim Humanist	Hindu, Buddhist (plus option to include locally represented worldview)	Muslim, Sikh	Christian, Jewish, Buddhist
Year 6		<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</u>
		Jewish, Muslim, Christian (plus option to include locally represented worldview)	Hindu, Sikh, Buddhist, Jain (plus option to include locally represented worldview)	Muslim, Jewish, Christian, Humanist (plus option to include locally represented worldview)	Jewish, Christian, Zoroastrianist	Shinto, Buddhist, Sikh Humanist (plus option to include locally represented worldview)	Interfaith Student choice

Year 1

Autumn 1	<u>Respectful R&W</u> (1 lesson)	Autumn 2	<u>What do some people believe God looks like?</u> (6 lessons)
	By discussing whether they believe or do not believe certain statements to be true, children learn what believing in something means. The 'wonder box' is introduced as a way of sharing challenging questions.		Looking at Islamic art, Hindu avatars and images of the Christmas story, children explore how different people understand God on Earth. They consider these representations when creating their own artwork and talk about why putting ideas about God into words and pictures is challenging.
Spring 1	<u>How did the world begin?</u> (5 lessons)	Spring 2	<u>Why should we care for the world?</u> (6 lessons)
	Exploring a range of creation stories in imaginative ways, children present their own ideas about creators and creation using art and language. They consider how creation stories help some people to understand what God is like.		Building on their understanding of creation stories, children study quotes and religious stories about the relationship between humans and nature. They investigate why different people believe it is important to care for Earth.
Summer 1	<u>What is God's job?</u> (6 lessons)	Summer 2	<u>Why should we care for others?</u> (6 lessons)
	Investigating the roles of God through stories and sacred texts, children examine the actions of God and what this means to some different people.		Listening to stories from the Christian and Muslim worldviews and considering what these stories say about caring for others and how they impact people's lives. Children recognise the different ways people can show they care, and use toy money and role play to explore charitable giving.
Summer 1	<u>How do we know that new babies are special?</u> (6 lessons)	Summer 2	<u>Why should we care for others?</u> (6 lessons)
	Finding out about different ceremonies to welcome home a new baby through quotes, videos and pictures. Children explore some of the symbolism in these ceremonies and look for connections between the ways people from different worldviews celebrate a new baby.		Listening to stories from the Christian and Muslim worldviews and considering what these stories say about caring for others and how they impact people's lives. Children recognise the different ways people can show they care, and use toy money and role play to explore charitable giving.

Year 2

Autumn 1	<u>Respectful R&W</u> (1 lesson)	Autumn 2	<u>What do candles mean to people?</u> (6 lessons)
	Exploring big questions relating to Religion and worldviews, children experience agreeing and disagreeing and come up with a class set of guidelines for showing respect in R&W lessons.		By investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and stories, focusing on candles. They use natural resources to create advent wreaths and explore different hanukiah to develop their understanding of the symbolism of candles during Hanukkah.
	<u>Why do we need to give thanks?</u> (5 lessons)		
	Using a range of sources including survey data, children learn the beliefs around using offerings to show gratitude. They get hands on with artefacts used during puja and write their own lyrics for a song of thanks.		
Spring 1	<u>How do we know some people have a special connection to God?</u> (6 lessons)	Spring 2	<u>What is a prophet?</u> (6 lessons)
	Building on their understanding of how people perceive God on Earth, children listen to stories from diverse perspectives about the early lives of significant religious figures. They explore how we recognise that some individuals have a special connection to God by searching for clues in religious stories and comprehending the symbolism within them.		Asking questions about the religious stories they read, children find out more about significant people like Abraham, Jonah, Moses, Jesus, Muhammad and Guru Nanak. They look for clues in religious stories and art to understand their characteristics and the promises they shared with humanity. By investigating different perspectives and drawing connections, children create their own definition of a prophet.
Summer 1	<u>How do some people talk to God?</u> (6 lessons)	Summer 2	Where do some people talk to God? (6 lessons)
	Thinking about the importance of communication in relationships, children look at the different ways people pray and why they think this is important. They explore the objects that some people use during prayer and consider how the whole body is sometimes used in prayer.		Building on their learning about prayer and worship, children look at buildings within their local area and beyond. Through investigating they find out what the features of the buildings might show about people's beliefs about god. Children design their own place of worship based on their learning.

Year 3

Autumn 1	<u>Respectful R&W</u> (1 lesson)	Autumn 2	<u>Where do we get our morals from?</u> (6 lessons)
	Thinking about what religions and worldviews are, children will look at optical illusions and explore the lens that they and others look at the world through.		Reflecting on why people make choices about how to live a good life, children consider their views on what is right and wrong. They investigate how some Jewish people use a tallit to help them remember guidance and explore objects that others may use in a similar way. Children write their own moral code mini-book inspired by their learning in this unit.
Spring 1	<u>What makes us human?</u> (5 lessons)	Spring 2	<u>What happens if we do wrong?</u> (6 lessons)
	Exploring ideas about spirituality, inner self and the soul, children interpret and use art to express beliefs about the soul and inner self and design a book cover and blurb for a book called 'What makes us human?'		Developing their previous learning about the role of god and moral guidance, children explore the meaning of consequences to different people. They design and play snakes and ladders style games to explore beliefs about reincarnation.
Summer 1	<u>Is scripture central to religion?</u> (6 lessons)	Summer 2	<u>Why is fire used ceremonially?</u> (6 lessons)
	Building on their learning about guidance in religious texts, children investigate how scripture is used and treated by different people. Using virtual or real-life visits to places of worship, they act as detectives to find evidence of place of scripture.		Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance. They design an eternal flame to commemorate a particular person or event and create artwork inspired by the symbolic use of fire.
	<u>Why is water symbolic?</u> (6 lessons)		
	Looking at the many ways water is used in rituals and ceremonies, children experience the symbolic use of water and learn about the historical connections water has in some religions. From this, they create poetry to express ideas about the symbolism of water.		

Year 4

Autumn 1	<u>Respectful R&W</u> (1 lesson)	Autumn 2	<u>What makes some texts sacred?</u> (6 lessons)
	Thinking about what religions and worldviews are and exploring the ways the world can be seen. Children debate statements on discussion cards and create guidelines about how have healthy and respectful discussions.		Building on enquiry about the place of scripture in year 3, children look at different ways scriptures are used and what this shows about the value placed on them. They experience how the Guru Granth Sahib is treated like royalty and analyse information collaboratively.
Spring 1	<u>Are all religions equal?</u> (5 lessons)	Spring 2	<u>Who was Jesus really?</u> (6 lessons)
	Exploring the origins of religions, children explore geographical and historical links and connections between some religions. They investigate Sikh and Bahá'í beliefs and practices that reflect unity and equality to plan a promotional video, poster or slide show for World Religion Day.		Using texts to find out about the historical figure of Jesus, children consider his place in Jewish, Christian and Muslim teaching and how he is seen by different communities. They learn about the social and religious environment of Jesus' era and how this impacted the way he was viewed.
Summer 1	<u>Just how important are our beliefs?</u> (6 lessons)	Summer 2	<u>Does the language of scripture matter?</u> (6 lessons)
	Finding out how people show commitment to their beliefs, children ask questions about why people choose to demonstrate the importance of their beliefs in certain ways. They use photographs, personal responses and information texts to explore ceremonies of commitment, diet, charity and clothing.		Building on learning about the importance and place of scripture, children find out about the different languages scriptures are used in and what this reveals about different beliefs. They try their hands at Islamic calligraphy and retell the story of Martin Luther in a comic strip.
	<u>Why is the Bible the bestselling book of all time?</u> (6 lessons)		
	Using historical skills and knowledge, children explore how the Christian Bible that exists today developed. They look at the different types of writing within the Bible and when it was written. Pupils find out how some Christians use their Bibles and present their ideas as marketers of the Bible.		

Year 5

Autumn 1	<u>Respectful R&W</u> (1 lesson)	Autumn 2	<u>Why doesn't Christianity always look the same?</u> (6 lessons)
	<p>Learning the terms atheist, agnostic and theist, children consider the similarities and differences between religious and non-religious worldviews and interview their peers.</p>		<p>Thinking first as geographers and historians, children explore the spread of Christian beliefs worldwide. Through looking at artwork, history, case studies and first-hand accounts, they will investigate why, when their fundamental beliefs are the same, Christian worship looks so different in the UK and across the world. They will create freeze frames and breaking news articles as people from the past.</p>
Spring 1	<u>Why do people have to stand up for what they believe in?</u> (5 lessons)	Spring 2	<u>What happens when we die? Part 2</u> (6 lessons)
	<p>Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs. They use debate and critical analysis activities to discuss controversial issues.</p>		<p>Continuing to investigate concepts relating to death, children learn the meaning of reincarnation and enlightenment and compare these ideas with those studied in part 1. They create a visual representation of enlightenment, incorporating their own beliefs and those of different worldviews.</p>
Summer 1	<u>What happens when we die? Part 1</u> (6 lessons)	Summer 2	<u>Why are some places in the world significant to believers?</u> (6 lessons)
	<p>Interpreting different sources of wisdom and beliefs about what happens when we die, children find out what different people from Abrahamic and non-religious perspectives do to mark someone's death. They explore how this is linked with beliefs about the afterlife through scripture, poems and readings and consider the concepts of heaven and hell through art.</p>		<p>Using maps, pictures and texts, children investigate why some places are significant to some religions. They explore why this has sometimes caused wars and what places can tell us about beliefs and culture. Acting as historians, they use virtual visits to explore primary sources and what these can tell us about the past.</p>
	<u>Who should get to be in charge?</u> (6 lessons)		
	<p>Exploring the different ways religious leadership and authority are determined, children find out what happens when people don't agree. They examine evidence, use debating techniques and develop their knowledge of democracy, bloodline and being 'chosen' to think critically about the issues raised.</p>		

Year 6

Autumn 1	<u>Respectful R&W</u> (1 lesson)	Autumn 2	<u>Why does religion look different around the world? Part 2</u> (6 lessons)
	Exploring the way different religions describe their god(s), children learn about words stemming from the prefix 'omni' and create designs to remember these.		Building on their learning in part 1, children consider how interpretation can change how people practise their religion and worldview. They think about the influence culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions. After exploring why there are different Buddhist schools, they compare a range of practices by experiencing some of them in the classroom.
Spring 1	<u>Why does religion look different around the world? Part 1</u> (5 lessons)	Spring 2	<u>Why is there suffering? Part 1</u> (6 sessions)
	Building on comparisons about the origins of the Abrahamic religions, children discover how some religious practices are observed. They consider how culture, tradition, migration and interpretation can affect how someone practices their religion.		Discussing suffering, sin and free will, children find out what people from different worldviews think about this challenging question. Through analysing stories and texts, they explore why some people turn to God in times of suffering whereas others take it as evidence that God does not exist.
Summer 1	<u>Why is it better to be there in person?</u> (6 lessons)	Summer 2	What place does religion have in our world today? (6 lessons)
	Thinking back to previous learning about prayer and worship, children find out about significant journeys and pilgrimages and why visiting a particular place is so important to some people. They investigate the challenges of pilgrimage experiences and consider whether it is better to visit a place in person.		Reflecting on all their learning in Religions and worldviews, children use a range of sources and skills to investigate the enquiry questions. Working in small groups or individually, they present their ideas and evidence to the class.
	<u>Why is there suffering? Part 2</u> (6 lessons)		
	Developing their understanding of suffering, children look at alternative ideas about and responses to suffering through texts and stories. They consider how people might respond to suffering and how their reaction is influenced by their worldview.		

