



R.E. Curriculum Intent Statement

The principal aim of RE in Lincolnshire is to help pupils develop knowledge, insight, skills and understanding about a wide range of religions and worldviews, enabling them to play a full part in a diverse society. The syllabus reflects a worldviews approach which explores the ways in which people make sense of the world and the impact this has on their daily life. It aims to explore the diversity between and within religions, requiring pupils to consider the key concepts underpinning religions and worldviews, alongside the lived experiences of people. The syllabus has been written to account specifically for the context of Lincolnshire, acknowledging that challenge that many schools face within the county in terms of lack of diversity in race and religion. This can make it difficult for pupils to understand a religion or worldview of which they have no first-hand experience.

Intent:

Our R.E. curriculum is designed so that our learners:

- develop thinking skills which enable them, over time, to navigate an increasingly complex world
- understand how as well as what to learn through disciplinary and substantive knowledge
- understand that diversity exists between and within religions and worldviews
- know and understand about non-religious and secular perspectives
- reflect upon, and respond to, the ways in which local, national and world events are linked to beliefs, communities, identities, expressions of faith and conflicting interpretations.
- understand the impact religions and worldviews have on people's lived experiences.
 - receive a balanced and inclusive approach to teaching and learning about religion and belief.
 - receive high-quality RE which reflects the diversity of religious beliefs and practices.
 - follow a curriculum that is inclusive, informative, engaging and which fosters a deeper understanding and respect for different faiths and worldviews.
 - experience visits and visitors in order to bring depth to learning about different religions and worldviews.

Implementation:

At Sutton on Sea Community Primary School, we use the Lincolnshire County Council agreed syllabus for Religious Education, 2025-30.



The syllabus is the result of close collaboration with members of Lincolnshire SACRE, primary and secondary school teachers and headteachers, a range of faith communities as well as local and national experts in the field.

Our R.E. curriculum is taught:

- Progressively so that it begins in the Early Years, where the children's awareness of world religions and worldviews is developed to support their knowledge and understanding of the world. This early understanding is then developed throughout the school where children broaden and deepen their knowledge and understanding of world religions and worldviews, considering how religions exemplify aspects of wider questions that are explored. Progression strands are mapped out within the syllabus for teachers from Reception to the end of Key Stage 2 to ensure progression. They are based on key concepts common to all religions and inform the learning objectives, learning outcomes and assessment.
- Through recommended allocation of time to the subject as follows:

Reception: delivered flexibly according to the statutory requirements of the EYFS Framework and to help meet the early learning goals (ELG).

Key Stage 1: 36 hours per year

Key Stage 2: 45 hours per year

- Through fulfilling the requirement of the Education Reform Act 1988. It is written to 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking into account the teachings and practices of the other principal religions represented in Great Britain.'
- Through units of study for each year which all include medium-term plans covering one term or more. For each year, we follow the guidance which is provided through the syllabus, about which religions and worldviews (RWs) must be covered, i.e. which religions and worldviews are compulsory, ensuring that Christianity and the other principal religions represented in Great Britain are taught. In addition to Christianity, teachers are provided with choices regarding other compulsory RWs.
- Thematically – we follow the themes set out by the syllabus for each year, along with the key learning questions for each unit. Teachers may change the order in which the themes are taught during the year and may take a flexible approach towards *how* the content is taught. Content for our R.E. curriculum is set out on our long term curriculum maps for each class and teacher complete medium and short term plans which show how they have decided to deliver the curriculum.
- Through including different types of knowledge:



In its 2021 'Research Review series: religious education',²⁷ Ofsted sets out three main types of knowledge:

- ❖ Substantive knowledge
- ❖ Disciplinary knowledge
- ❖ Personal knowledge

Teaching includes all three types of knowledge and these are clearly set out in the syllabus. Learning is led by disciplinary knowledge, which allows the pupils to focus upon **how** they are going to learn. This then leads to the substantive knowledge that pupils need to know and understand, i.e. **what** they need to know. In practice, the two types of knowledge are integrated, i.e. the 'what' should be taught alongside the 'how.' Personal knowledge allows pupils to reflect upon what they have learnt.

Impact:

The impact of our R.E. curriculum will be assessed in the following ways:

- against the key questions at the beginning of each term or terms
- against the learning outcomes set out in the unit plans, which are based on the progression strands
- against outcomes evidenced through things such as interviews with pupils, scrutiny of pupils' work, double page end of unit summaries in books and assessment tasks.

The impact of the R.E. curriculum at Sutton-on-Sea Primary can be seen through:

- Our children understanding that diversity exists between and within religions and worldviews.
- Our children knowing and understanding about non-religious and secular perspectives.
- Our children reflecting upon, and responding to, the ways in which local, national and world events are linked to beliefs, communities, identities, expressions of faith and conflicting interpretations.
- Understand the impact religions and worldviews have on peoples' lived experiences.
- Our children meeting the expectations for the end of each key stage as outlined in the National Curriculum and Lincolnshire Syllabus for Religious Education 2025-30, by developing their knowledge and skills through our curriculum.



Links to Research

Publication	Selected Recommendations	How are we applying these to our Curriculum?
<i>Ofsted Deep and Meaningful: The religious education subject report 2024</i>	1. Clarify statutory expectations The government should urgently update guidance for schools about what R.E. should legally include and at which stages. 2. Strengthen curriculum design Schools should establish a distinct, rigorous R.E. curriculum at all key stages, one that builds progressively upon prior learning. 3. Deepen learning rather than broadening superficially Prioritise depth over breadth – covering too many religions superficially leads to poor retention whereas focussed study supports deeper learning. 4. Improve timetabling and sequencing R.E. should be scheduled regularly, minimising gaps between lessons to improve retention. Learning should be cumulative, allowing pupils to build upon what they already know as knowledge increases. 5. Enhance teacher development and subject knowledge All R.E. teachers need adequate subject specific training and professional development to deepen both pedagogical and content knowledge. In essence, the 2024 report calls for greater clarity, curriculum rigor, deeper engagement, consistent delivery and improved teacher training to move R.E. from token inclusion to a subject that truly equips pupils to understand belief and worldview in a complex society.	The creation of the new Lincolnshire Syllabus for Religious Education 2025-30 has been informed by the outcomes of this research report. Within the report it is acknowledged that many changes have taken place since the previous syllabus was written and views about the assessment and curriculum have evolved. Each of the key recommendations from the report are addressed as follows: • The syllabus references the legal background to the teaching of R.E. and clearly sets out the statutory content in line with the Education Reform Act 1988. The syllabus clearly sets out which religions are compulsory from Reception – Year 6. • The Lincolnshire Syllabus for Religious Education 2025-30 is a distinct curriculum which builds progressively upon prior learning from Reception through to Year 6. • The syllabus ensures that school secure continuity across all years when choosing the additional religions to be covered. Christianity is taught and then focus on a small number of other religions and worldviews ensures breadth and depth in learning. Although teachers will be covering more than one RW over a year, they may make professional judgements about placing an emphasis on some more than others, taking care to ensure that legal requirements are met. • We follow the recommendations for timetabling R.E. as set out in the syllabus for each phase in school. R.E. is timetabled and taught regularly and planning ensures that previous learning is revisited in every lesson, providing context for new learning to be placed within. • Lincolnshire County Council provide opportunities for CPD for teachers and also networking across schools to develop pedagogical and content knowledge.



		By following the syllabus, we can ensure as a school that we are meeting the recommendations from the OFSTED subject report and review documents. Within the syllabus, teachers are also signposted towards the following research documents: <i>Ofsted research review series: Religious Education, 2021</i> <i>Religious Education Council: Developing a Religion and Worldviews Approach in Religious Education in England, 2024</i> <i>Religious education Council: National Content Standard for RE in England, 2023</i> <i>The Church of England Education Office. Religious Education in Church of England Schools, A Statement of Entitlement, 2019</i> <i>Woodhead, L. The rise of 'no religion' in Britain: The emergence of a new cultural majority, 2016</i>
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How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in R.E. builds.

In EYFS, R.E. is not a statutory subject like it is in KS1 and KS2. However, it still plays an important role in children's early development, especially under the Personal, Social and Emotional Development (PSED), Understanding the World (UTW) and Communication and Language (CLL) areas of learning. R.E. fits into the EYFS curriculum for those areas in the following ways:

For UTW, children are encouraged to:

- Learn about different cultures and communities.
- Talk about family customs, traditions and celebrations (Christmas, Eid, Diwali, Hanukkah, Chinese New Year).



- Explore similarities between themselves and others.
- Understand that people have different beliefs and that is okay.

For PSED, R.E. supports:

- Developing respect for others.
- Learning about kindness, fairness and empathy.
- Understanding the importance of belonging, community and family.

For Communication and Language, R.E. helps develop:

- Listening and responding to stories from religious traditions.
- Talking about feelings and experiences.
- Using new vocabulary (celebration, festival, prayer etc.)

Pupils will be assessed at the end of EYFS against the Early Learning Goals (ELG). R.E. has links to various elements of the ELG but has particular relevance in Understanding the World, subsection 'ELG: People, Culture and Communities,' where, children at the expected level of development will: *'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.'*

Child-led learning plays a large part in the Early Years curriculum, and rightly so. Supporting children in following and exploring their own interests allows for a greater depth of learning and understanding and much higher levels of well-being and involvement.

Practical examples of R.E. in EYFS include:

- Reading simple stories from different world religions.
- Celebrating festivals from different religions
- Role playing
- Inviting visitors from different communities
- Visiting different religious buildings
- Looking at religious objects

The children will have the opportunity to display their knowledge through their play on a regular basis.



In our school, we have opted to follow the EYFS curriculum from the Lincolnshire Syllabus for Religious Education 2025-30. This will ensure adult lead R.E. lessons weekly which will provide the foundations for learning in R.E. as they move into Key Stage 1.

EYFS R.E. Curriculum		
SPECIAL AND SACRED		
Religions taught: Christianity, Hinduism		
Other religions are taught as and when appropriate based on teacher judgement and as directed by the unit.		
Autumn	Spring	Summer
Which people, stories and events are special to me?	What do I know about Easter and Holi?	Why are some places and objects special and sacred?
Who is special to me and why? Families, friends, community. Special events Advent and Christmas. Why these are special for Christians. Why Christians think that Jesus was a special baby: the Nativity story. How the Nativity story is celebrated in school. New life: How Christians might celebrate the birth of a baby. Diwali Why Rama and Sita are special to Hindus. How Diwali is celebrated in school.	Easter How we can see Easter around us. Signs and symbols. What Christians remember at Easter The Easter story and what it means to Christians. Holi The stories of Krishna, Holika and Prahlad. How Hindus celebrate Holi.	The idea of special and sacred What makes something special. What makes objects, clothes and places special. Why some of these things are considered sacred. What we can see in a church and a mandir. Visit * to a church and mandir: Important objects, pictures and symbols. *or through virtual tours, video clips, images, etc.



Key Stage 1 R.E. Curriculum Overview

Year 1/2		
	Cycle A	Cycle B
Autumn	What do stories from religious traditions teach about God? (Yr 1 topic) What can we learn from other stories? (Year 1 topic)	How are stories and celebrations linked? (Yr 1 topic)
	Why this, why now? Previous learning: what pupils know and remember. Reception What is meant by special and sacred. Why Jesus was a special baby. Diwali, Easter, Holi. New learning objectives Pupils should know and understand: • how stories form part of beliefs and help people understand the world • what some narratives from sacred texts teach people about God and the way they should lead their lives • why some stories are considered to be special and/or sacred • how stories can mean different things to different people • how 'truth' may have different meanings	Why this, why now? Previous learning linked to this unit: what pupils know and remember Reception Christmas: why Jesus is special to Christians. What can be learnt from different celebrations. • The importance of stories and narratives. New learning objectives Pupils should know and understand: • how stories of all kinds give communities a shared identity • ways in which festivals and celebrations bring people together and make them feel they belong • how stories reflect religious beliefs and concepts, e.g. Christmas and incarnation • how stories inform actions and rituals during festivals, e.g. lighting candles at Hanukkah
Spring	What do creation stories teach people about God and human nature? (Yr 1 topic)	What do people learn from stories and festivals? (Yr 1 topic)
	Why this, why now? Previous learning linked to this unit: what pupils know and remember Reception	Why this, why now? Previous learning linked to this unit: what pupils know and remember Reception



	Importance and significance of stories Year 1 How stories contribute to a sense of belonging and strengthen shared beliefs. Ideas about God (story of Moses and parables of Jesus). New learning objectives Pupils should know and understand: • how stories form part of key religious beliefs, e.g. the origin of sin • what stories teach about God, e.g. Creator of the world • how stories can mean different things to different people • why people have different views about how the world began	Special and sacred stories Christmas Easter Hanukkah Holi Year 1 Autumn 2 The link between stories and festivals. New learning objectives Pupils should know and understand: • how stories give communities a shared identity through festivals such as Easter and Passover • how stories about key festivals link to religious beliefs and concepts, e.g. resurrection, freedom • how stories can bring meaning to the idea of 'sacred' and 'holy' • how stories play a part in what happens at Easter and Passover
Summer	What are sacred texts and why do they matter? (Year 2 topic)	What do we mean by religion and worldviews? (Yr 2 topic)
	Why this, why now? Previous learning: What pupils know and remember Year 1 What religious traditions teach about God. Stories and celebrations. Creation stories. Linked to this unit Reception Bible stories: the Nativity, Easter; Hindu stories: Rama and Sita, Holika and Prahlad. Year 1	What beliefs, values and practices are important in religions worldviews? (Yr 2 topic) Why this, why now? Previous learning linked to this unit: what pupils know and remember Reception Importance of Jesus. Year 1 What Bible stories teach about God. Year 2 • Autumn term: Sacred texts. New learning objectives Pupils should know and understand:



Special and sacred stories; texts from the Torah and New Testament; the narratives behind Christmas, Easter, Hanukkah and Passover; creation stories.

New learning objectives

Pupils should know and understand:

- what is meant by revelation
- how sacred scriptures are different to other kinds of books
- how sacred scriptures are used in worship and ceremonies to bring communities together
- how and why people show respect for sacred scriptures.

- what is meant by 'religion' and 'worldview'
- the distinctive beliefs of people from Abrahamic and Dharmic traditions
- how RWs connect with each other
- how diversity within religions is expressed through different groups

Lower Key Stage 2 R.E. Curriculum Overview

	Year 3/4	
	Cycle A	Cycle B
Autumn	Year 3: WHY COMMUNITIES MATTER Autumn What does pilgrimage mean to individuals and communities?	Year 4: COMMITMENT, PROMISES AND MEANING Autumn How do people welcome new life into the world? How do people show their commitment to a religion?
	Why this, why now? Previous learning: what pupils know and remember year 2? Sacred texts. Religions and worldviews. Previous learning linked to this unit Reception Idea of sacred and special.	Why this, why now? Previous learning: what pupils know and remember. Year 3 What pilgrimage means to individuals and communities. Which RW communities can be found in the neighbourhood. Previous learning linked to this unit Reception Why babies are special. Year 2



	Year 1 How people come together for celebrations and festivals. Year 2 • Sacred texts, key beliefs of Abrahamic and Dharmic traditions. Play the rhythmic pattern and sing the tune accurately and in time. New learning objectives Pupils should know and understand: • how going on a pilgrimage can strengthen the identity of individuals and communities • how pilgrimage reflects key beliefs, e.g. Makkah and the 5 Pillars of Islam • what actions and rituals people carry out during pilgrimages • what people experience during pilgrimages and how this might be life changing • why the experience of pilgrimage may have a different meaning for different people.	Sacred texts. Beliefs. Year 3 • Communities and belonging. New Learning objectives Pupils should know and understand: • how different ceremonies, clothing and symbols contribute to people's sense of belonging and identity • what promises tell us about what people believe and how they may be strengthened by the presence of the community • which rituals and actions characterise ceremonies • how 'sacred and holy' are key components of religious ceremonies, e.g. promises made to God • how commitment ceremonies may have different meanings for different people
Spring	Year 3: WHY COMMUNITIES MATTER Spring Which RWs communities can we find in our neighbourhood? Why this, why now? Previous learning linked to this unit: what pupils know and remember. Reception Visit to a church or mandir Year 1 Communities and celebrations. Year 2 • Religions and Worldviews. New learning objectives Pupils should know and understand: • what it means to be part of a community • which RWs are represented in the class, the school and Lincolnshire • how RWs contribute to the wider community • how communities in Lincolnshire express their beliefs and values in everyday life and at special times	Year 4: COMMITMENT, PROMISES AND MEANING Spring How do people celebrate marriage? Why this, why now? Previous learning linked to this topic: what pupils know and remember. Year 2 Beliefs and worldviews Year 3 Community and belonging Year 4, autumn term Idea of commitment New Learning objectives Pupils should know and understand: • how marriage is linked to belonging • how promises made during a wedding ceremony reflect belief and are strengthened by the presence of the community • the meaning of rituals and symbols which characterise marriage ceremonies • how the sacred is a key component of wedding ceremonies, e.g. promises made to God



	how to research historical events associated with communities – how communities change over time	how marriage may have different meanings for different people
Summer	Year 3: WHY COMMUNITIES MATTER Summer 1 School designed unit TBC See Appendix 3	Year 4: COMMITMENT, PROMISES AND MEANING Summer What do people believe about the afterlife? How is this expressed in funeral practices?
	Why this, why now? TBC	Why this, why now? Previous learning linked to this topic: what pupils know and remember. Year 2 Spring and summer term: worldviews and beliefs. Year 3 The role of communities Year 4 - Autumn and spring terms: birth, commitment and marriage ceremonies: part of the journey of life. New learning objectives Pupils should know and understand: - how ritual plays a part in funeral ceremonies and how this brings people together - what RWs teach about life after death - how people interpret the meaning of life and death - what is meant by immortality

Upper Key Stage 2 R.E. Curriculum Overview

	Year 4/5
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	Cycle A	Cycle B
Autumn	Year 4: COMMITMENT, PROMISES AND MEANING Autumn How do people welcome new life into the world? How do people show their commitment to a religion?	Year 5: EXPRESSION, EXPERIENCE AND THE SENSES Autumn How do people express their beliefs through worship and caring for others? How do people use their senses in worship?
	Why this, why now? Why this, why now? Previous learning: what pupils know and remember. Year 3 What pilgrimage means to individuals and communities. Which RW communities can be found in the neighbourhood. Previous learning linked to this unit Reception Why babies are special. Year 2 Sacred texts. Beliefs. Year 3 - Communities and belonging. New Learning objectives Pupils should know and understand: - how different ceremonies, clothing and symbols contribute to people's sense of belonging and identity - what promises tell us about what people believe and how they may be strengthened by the presence of the community - which rituals and actions characterise ceremonies - how 'sacred and holy' are key components of religious ceremonies, e.g. promises made to God - how commitment ceremonies may have different meanings for different people	Why this, why now? Previous learning: what pupils know and remember. Year 4 Commitment ceremonies, beliefs about the afterlife. Previous learning linked to this unit Reception and year 1 Idea of sacred and special. Year 2 Sacred texts, key beliefs of Abrahamic and Dharmic traditions: links to expression, e.g. how the Guru Granth Sahib is used in worship. Year 3 How communities express beliefs and a sense of belonging through pilgrimage and within their communities. Year 4 How communities express commitment to their beliefs. New learning objectives Pupils should know and understand: - how people express their faith through worship, both individual and collectively - how sensory and emotional responses form part of worship and religious experience - the ways in which objects, symbols, words, music, art and literature enhance worship - what people from different Abrahamic and different Dharmic traditions mean by prayer and meditation - how people express their faith by caring for others



Spring	Year 4: COMMITMENT, PROMISES AND MEANING Spring How do people celebrate marriage? Why this, why now? Previous learning linked to this topic: what pupils know and remember. Year 2 Beliefs and worldviews Year 3 Community and belonging Year 4, autumn term Idea of commitment New Learning objectives Pupils should know and understand: • how marriage is linked to belonging • how promises made during a wedding ceremony reflect belief and are strengthened by the presence of the community • the meaning of rituals and symbols which characterise marriage ceremonies • how the sacred is a key component of wedding ceremonies, e.g. promises made to God • how marriage may have different meanings for different people	Year 5: EXPRESSION, EXPERIENCE AND THE SENSES Spring What do we mean by religious and spiritual experiences? Why this, why now? Previous learning linked to this unit: what pupils know and remember. Reception Idea of sacred and special. Experiences of festivals. Year 1 Story of Moses and the burning bush. Mystery of incarnation, creation, salvation. Year 2 • Concept of revelation, worldviews, beliefs. Year 3 Religious and spiritual experiences during pilgrimages. Year 4 What people experience during certain commitment ceremonies. Year 5 Autumn term • Experience of worship New learning objectives Pupils should know and understand: • what is meant by unexplained encounters or experiences within RWs • how these experiences can be interpreted in different ways • the definition of a miracle
Summer	Year 4: COMMITMENT, PROMISES AND MEANING Summer What do people believe about the afterlife? How is this expressed in funeral practices?	Year 5: EXPRESSION, EXPERIENCE AND THE SENSES Summer School designed unit TBC See Appendix 3



	Why this, why now? Why this, why now? Previous learning linked to this topic: what pupils know and remember. Year 2 Spring and summer term: worldviews and beliefs. Year 3 The role of communities Year 4 - Autumn and spring terms: birth, commitment and marriage ceremonies: part of the journey of life. New learning objectives Pupils should know and understand: - how ritual plays a part in funeral ceremonies and how this brings people together - what RWs teach about life after death - how people interpret the meaning of life and death - what is meant by immortality	Why this, why now? TBC
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Year 6	
Cycle A Autumn/Spring	Cycle B Autumn/Spring
Year 6: BIG QUESTIONS: WHAT DO PEOPLE BELIEVE? Autumn and Spring How do people know who or what to believe? What do people believe about the existence of God? What do people believe about good, evil and suffering? How do people choose between right and wrong? What do people believe about caring for the world and others? What do people believe about peace?	YEAR 6: BIG QUESTIONS: WHAT DO PEOPLE BELIEVE? Autumn and Spring How do people know who or what to believe? What do people believe about the existence of God? What do people believe about good, evil and suffering? How do people choose between right and wrong? What do people believe about caring for the world and others? What do people believe about peace?



Why this, why now?

Previous learning: what pupils know and remember

Year 5.

How do people express their beliefs through worship and caring for others?

What is meant by religious or spiritual experiences?

Linked to this topic

Reception

What Christians believe about Christmas and what Hindus believe about Diwali.

Year 1

Beliefs about God, human nature, good and evil.

Year 2

Beliefs, values and practices in RWs.

Year 4

Beliefs about the afterlife.

Year 5

Why people believe they should care for others

New learning objectives

Pupils should know and understand:

- how different types of authority determine people's beliefs and actions and why some are trusted more than others
- how people's values are reflected in the lives of religious and non- religious inspirational people
- what religious and philosophical thinkers say about the existence of God
- how beliefs about the existence of God are open to interpretation
- how people decide what is good or bad, right or wrong
- what people believe about the environment and peace

Why this, why now?

Previous learning: what pupils know and remember

Year 5.

How do people express their beliefs through worship and caring for others?

What is meant by religious or spiritual experiences?

Linked to this topic

Reception

What Christians believe about Christmas and what Hindus believe about Diwali.

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Beliefs about God, human nature, good and evil.

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Cycle A Summer

YEAR 6: BIG QUESTIONS: WHAT DO PEOPLE BELIEVE?
Summer
Consolidation of learning.
What is my religion or worldview?

Cycle B Summer

YEAR 6: BIG QUESTIONS: WHAT DO PEOPLE BELIEVE?
Summer
Consolidation of learning.
What is my religion or worldview?

**Why this, why now?**

This draws on disciplinary and substantive knowledge from Reception to this term. The focus is very much on personal knowledge and positionality. The main learning objective is to consider what has been learnt about RWs and to come up with a personal statement.

Ask pupils to think about the Progression Strands and concepts and discuss the following questions with each other. How might pupils frame their worldviews in term of A, B, C and D?

Strand A: Belonging, Identity and Community

What communities do I belong to?
What makes them different?
Are these the same as when in was in Reception?
What makes me 'me'?

Strand B: Beliefs, Influences and Values

What are my key beliefs?
Do I believe /not believe something now that I didn't when I was younger?
How big a part does religion play in my life?
Are my beliefs likely to change as I get older?
Who influences me the most and how has this changed since Reception?
Where do my values come from? Are they the same as those of my family? My friends?

Strand C

How do I express the things I believe in?
Have I ever had a spiritual or religious experience?
What is special to me?
What is sacred or holy to me?

Strand D: Truth, interpretation and Meaning

How do I know what is true?
How do I know how to make moral choices?
What would I consider to be the meaning of life?

Pupils should produce statements about their present worldview, linked to the four Progression Strands.

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Strand C

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