

Big Ideas & Units									
	Big Ideas	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
P	Religion as Philosophy		How might people in Gloucestershire show they belong together?		Choices: Do we need rules to live by?		Natural world: what does dharma teach about attitudes to the planet?	Humanists: How can you lead a happy and meaningful life?	Ethics: What values might people live by?
			What stories are important in our school community / local area and why?					Buddhists: who was the Buddha and what does he mean for Buddhists?	
S S	Religion as Social Sciences		What special times do people celebrate and why might these times be very important?	New life: how is a new child welcomed?	Festivals: How do they celebrate the natural world?	Festivals: How do ancient stories influence modern celebrations?	Sikhs: how does Guru Nanak inspire Sikhs today?	Muslims: What are the joys and challenges of being Muslim in Britain?	Sikhs: What does Khalsa mean to Sikhs today?
			Which places are special for people living in Gloucestershire and why?	Communities: what does it mean to belong?		Pesach: How do Jews remember God's covenant?	Pilgrimage: why might some people visit Jerusalem, Karbala or Makkah?		Pilgrimage: why are people still drawn to ancient places?
				Caring: how do stories inspire actions?		Rites of Passage: How do communities mark growing up?			Worldviews: how is our country and community changing?

				Places of worship: what makes them sacred?					
T	Religion as Theology		Why is Christmas special to Christians?	Jesus: why is he so important to Christians?	The Bible: what does it say about God's promises?	Muslims: how does prayer and fasting help Muslims find harmony?	Jesus: How does his treatment of outcasts speak to Christians today?	Jews: how does remembering maintain Jewish identity?	Hindus: how do Hindus see Brahman?
			Why is God so important to Christians?	Stories: how do different people find deeper meanings?	Hindus: what do Hindu stories teach about life and the world? The world: how do different people explain how it started?	Holy Week: what do the stories say and what is their meaning?	Prophet Muhammad: how does he inspire Muslims today?	Jesus: how did he speak truth to power?	The Church: Has there always been diversity?
					The world: how do different people explain how it started?	Spirituality: How do music and dance express beliefs?	Spirituality: how is art used in religions and beliefs?	Forgiveness: Is reconciliation possible?	
					Prayer: Is it possible to speak to God?				

EYFS Curriculum: Religious Education

The curriculum for RE aims to ensure that all pupils:

- Understand how religious and non-religious worldviews influence people's lives
- Engage with religious and non-religious worldviews in thoughtful and scholarly ways
- Know themselves, and others, and their personal worldviews better

RE in the Early Years Foundation Stage In line with the DfE's 2024 EYFS Profile schools are to plan RE which, through purposeful play and a mix of adult-led and child-initiated activity, provides these opportunities for pupils.

Prime area: Communication and Language. RE enables children to:

- Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews
- Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts
- Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field
- Become comfortable using a rich range of vocabulary and language structures in relation to RE content.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems. Prime area: Personal, Social and Emotional Development. RE enables children to:
 - Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others
 - Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story
 - Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably
 - Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

Prime area: Physical Development.

RE enables children to:

- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play Specific area: Literacy. RE enables children to:
 - Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief
 - Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.
 - Build their skills in RE-related word reading, recognising religious words and discovering new vocabulary in relation to religion and worldviews
 - Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

Specific area: Mathematics.

RE enables children to:

- Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content
- Look for patterns and relationships and spot connections, sorting and ordering objects simply.

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.
- Extend their knowledge and familiarity with words that support understanding of religion and belief
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

Specific area: Expressive Arts and Design.

RE enables children to:

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.

Religious Education concepts can be broken into substantive and disciplinary categories.

Substantive Knowledge in RE refers to the content, facts, beliefs, practices, and traditions of different religions and worldviews. It's the "what" of religious understanding.

Disciplinary Knowledge in RE refers to the methods, approaches, and tools used to study, interpret, and understand religion. It's the "how" of religious understanding, focusing on the academic and critical skills involved.

- **Authority and influence:** This can be **both substantive and disciplinary**.
 - **Substantive:** Understanding *who* holds authority in a particular religion (e.g., the Pope in Catholicism, an Imam in Islam) and *what* their influence is.
 - **Disciplinary:** Analyzing *how* authority is established, maintained, and challenged within religious traditions, and *how* it influences individuals and communities. This involves critical thinking about power structures and their impact.
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- **Continuity, change and diversity:** This is primarily **disciplinary**, though it draws on substantive knowledge.
 - **Disciplinary:** These are analytical lenses through which to study religions. You use these concepts to examine how religions have evolved over time (change), what aspects have remained constant (continuity), and the variations within and between traditions (diversity). You need substantive knowledge of specific religions to apply these lenses, but the concepts themselves are tools for analysis.
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- **Expressing belief:** This is primarily **substantive**.
 - **Substantive:** This refers to the various ways people show or articulate their beliefs – through rituals, practices, art, music, narratives, creeds, etc. It's about understanding the specific manifestations of belief.
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- **Meaning and purpose:** This is primarily **substantive**.
 - **Substantive:** This relates to the core tenets of a religion regarding the big questions of life – why we are here, what is the point, what happens after death. It's about understanding the answers provided by different belief systems.
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- **Nature of religion and belief:** This is primarily **disciplinary**.
 - **Disciplinary:** This involves asking fundamental questions about what religion *is*, how it functions, what its characteristics are, and how belief systems operate. It's about the academic study of religion itself, rather than the specific details of a single religion.
- **Values and morality:** This is primarily **substantive**.

- **Substantive:** This refers to the ethical frameworks, moral codes, and principles that derive from religious teachings and influence adherents' behaviour. It's about understanding *what* specific values and moral guidelines are held within different religions.

Substantive:

- Expressing belief
- Meaning and purpose
- Values and morality

Disciplinary:

- Continuity, change and diversity
- Nature of religion and belief

Both Substantive and Disciplinary:

- Authority and influence

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive & Disciplinary Knowledge Progression							
Expressing belief	F1. Why is God so important to Christians?	Stories: how do different people find deeper meanings?	Festivals: How do they celebrate the natural world?	Pesach: How do Jews remember God's covenant?	Spirituality: how is art used in religions and beliefs?	Forgiveness: Is reconciliation possible?	Hindus: how do Hindus see Brahman?
	F2. Why is Christmas special to Christians?	Explore the idea that stories in religious	Investigate how Christians	Investigate the concept of covenant through an in-depth study of Pesach (Passover).		Investigate the profound concepts	Investigate ideas of the divine within Hindu dharma.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive & Disciplinary Knowledge Progression							
	<p>F3. How might people in Gloucestershire show they belong together?</p> <p>F4. What special times do people celebrate and why might these times be very important?, F5. Which places are special for people living in Gloucestershire and why?</p> <p>F6. What stories are important in our school community/ local area and why?</p>	<p>and non-religious traditions often hold deeper meanings.</p> <p>Examine stories from Christianity, Islam, and Humanism.</p> <p>Interpret these stories to identify their hidden or profound messages.</p>	<p>celebrate the natural world.</p> <p>Investigate how Jews celebrate the natural world.</p> <p>Understand similarities and differences in how these traditions celebrate the natural world globally.</p> <p>Examine the concept of stewardship in Christianity.</p> <p>Examine the Jewish concept of <i>tikkun olam</i> (repairing the world).</p>	<p>Revisit the story of Abraham before learning the Exodus narrative.</p> <p>Understand the significance of Pesach as the most important Jewish festival, noting what aspects have changed and what have remained consistent over time.</p> <p>Spirituality: How do music and dance express beliefs?</p> <p>Examine the role of music and dance within Christian, Muslim, and Hindu worldviews.</p> <p>Investigate the concept of spirituality, identifying connections and significant differences between these worldviews.</p> <p>Consider the role of silence within various worldviews.</p>	<p>Build upon the understanding of spirituality.</p> <p>Examine how various worldviews utilize art to express their beliefs.</p> <p>Connect Islamic teachings on images to the development of calligraphy.</p> <p>Investigate different Christian attitudes towards images.</p>	<p>of forgiveness and reconciliation.</p> <p>Focus on the Christian tradition's approach to forgiveness and reconciliation.</p> <p>Analyze case studies from Coventry and South Africa to illustrate how Christian teachings have inspired individuals to undertake the challenging work of reconciliation.</p>	<p>Utilize the story of Svetaketu to understand the concept of Brahman as immanent in all things.</p> <p>Examine deities and mandirs to recognize that Hindu dharma is pluralistic and that the divine can be perceived in multiple ways.</p>
<p>Meaning and purpose</p>	<p>F1. Why is God so important to Christians?,</p> <p>F2. Why is Christmas special to Christians?,</p>		<p>Hindus: what do Hindu stories teach about life and the world?</p> <p>Explore the concept of pilgrimage through two case studies:</p>	<p>Rites of Passage: How do communities mark growing up?</p> <p>Study the concept of rites of passage,</p>			<p>Sikhs: What does Khalsa mean to Sikhs today?</p> <p>Learn about the Sikh community in the UK today.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive & Disciplinary Knowledge Progression							
	<p>F4. What special times do people celebrate and why might these times be very important?,</p> <p>F5. Which places are special for people living in Gloucestershire and why?</p>		<p>Hajj and the Christian tradition of pilgrimage to Lourdes.</p> <p>Examine the key features of these journeys.</p> <p>Reflect on the idea of pilgrimage as a spiritual journey.</p> <p>The world: how do different people explain how it started?</p> <p>Explore different explanations for the origin of the world. Learn the creation stories common to Christians.</p> <p>Learn the creation stories common to Jews.</p> <p>Learn the creation stories common to Muslims.</p> <p>Understand how Humanists explain the origin of the universe.</p>	<p>focusing on coming-of-age rituals observed by some Christians, Hindus, and Jews.</p> <p>Observe how these ancient rituals have adapted over time and may have different interpretations.</p>			<p>Learn about the reasons for the presence of a Sikh community in the UK, and its historical contributions, as well as its contributions in terms of service and charity.</p> <p>Analyze how Amrit and the 5 Ks remain important to Sikh identity, and how there is a diversity of practices within the community.</p>
Values and morality	F3. How might people in Gloucestershire show they belong together?	<p>Caring: how do stories inspire actions?</p> <p>Examine the concept of 'care'</p>	<p>Choices: Do we need rules to live by?</p> <p>Consider the philosophical question: "Do we</p>	<p>Muslims: how does prayer and fasting help Muslims find harmony?</p> <p>Conduct a deep study of Islam</p>	<p>Jesus: How does his treatment of outcasts speak to Christians today?</p> <p>Build an understanding of the</p>	<p>Jesus: how did he speak truth to power?</p> <p>Focus on four key stories from the Gospels where</p>	<p>Ethics: What values might people live by?</p> <p>Consider the idea of values from a</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive & Disciplinary Knowledge Progression							
		<p>through the lens of Christianity and Islam.</p> <p>Investigate two foundational stories (one from Christianity, one from Islam) that exemplify care.</p> <p>Analyze how Christians and Muslims interpret these stories to inspire acts of care in contemporary society.</p>	<p>need rules to live by?</p> <p>Examine how many Jews and Christians answer this question through the Ten Commandments.</p> <p>Explore how Dharma offers an alternative framework for living.</p> <p>Investigate Humanist ideas related to living by rules.</p>	<p>through the concept of harmony.</p> <p>Understand that, for Muslims, Allah has created a world designed to be in harmony.</p> <p>Recognize prayer and fasting as key pillars that enable a Muslim to achieve harmony with God.</p>	<p>historical context of Jesus.</p> <p>Analyze key stories, focusing on how Jesus associated with those on the margins of society.</p> <p>Study how contemporary Christians live out this teaching through their actions.</p>	<p>Jesus directly challenged his society.</p> <p>Understand how his questioning of wealth and religious observance caused opposition at the time.</p> <p>Investigate how these ideas influence Christian living today.</p>	<p>philosophical perspective.</p> <p>Examine how Christians, Muslims, and Humanists construct values and codes for living, noting similarities and differences.</p> <p>Investigate Aristotle's idea of the golden mean and reflect on personal values.</p>
Continuity, change and diversity	F2. Why is Christmas special to Christians?,	New life: how is a new child welcomed?	<i>Year 1 continued...</i>	Festivals: How do ancient stories	Pilgrimage: why might some people visit Jerusalem,	Muslims: What are the joys and challenges of	Pilgrimage: why are people still

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive & Disciplinary Knowledge Progression							
	<p>F4. What special times do people celebrate and why might these times be very important?,</p> <p>F6. What stories are important in our school community/ local area and why?</p>	<p>Examine how Christian families welcome a new baby.</p> <p>Examine how Humanist families welcome a new baby.</p> <p>Make connections between the idea of 'welcome' and 'dedication'.</p> <p>Compare religious and non-religious ceremonies for welcoming a new baby.</p> <p>Identify similarities and differences between these welcoming ceremonies.</p>	<p>Places of worship: what makes them sacred?</p> <p>Investigate the similarities and differences between churches, synagogues, and mosques.</p> <p>Explore the diversity of forms within Christian churches.</p> <p>Explore the diversity of forms within Jewish synagogues.</p> <p>Explore the diversity of forms within Islamic mosques.</p> <p>Recognize the diversity within religious buildings, both within and between different worldviews.</p>	<p>influence modern celebrations?</p> <p>Investigate two festivals: Diwali and Christmas.</p> <p>Make links between the concept of dharma and the celebrations at Diwali.</p> <p>Investigate how Diwali is changing in recent times.</p> <p>Analyze how Christmas has changed in its meaning in the UK today.</p>	<p>Karbala or Makkah?</p> <p>Analyze why Jerusalem is a sacred place for many Jews, Christians, and Muslims.</p> <p>Explain what the experience of visiting sacred places might mean.</p> <p>Investigate case studies of Makkah and the Shi'a shrine of Karbala to deepen the understanding of diversity in Islam.</p>	<p>being Muslim in Britain?</p> <p>Examine contemporary Muslim life in Britain.</p> <p>Analyze the history of the Muslim community in Britain, recognizing that this relationship spans centuries.</p> <p>Learn that Islam in the UK is diverse and multifaceted, but also experiences prejudice.</p>	<p>drawn to ancient places?</p> <p>Revisit the idea of pilgrimage.</p> <p>Investigate case studies of the sites of Iona, the Ganges, and Glastonbury.</p> <p>Learn that there has been a Christian or Hindu presence at these sites for centuries.</p> <p>Note how there is both continuity and change in the practices at these sites.</p> <p>Worldviews: how is our country and community changing?</p> <p>Examine the current place of religion in the UK today.</p> <p>Understand national census data on religious affiliation and make global comparisons.</p> <p>Investigate the religious landscape of their own local area.</p> <p>Compile a report detailing religious trends in their locality, analyzing similarities and differences to the broader UK.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive & Disciplinary Knowledge Progression							
Nature of religion and belief	F1. Why is God so important to Christians?, F2. Why is Christmas special to Christians?, F5. Which places are special for people living in Gloucestershire and why?, F6. What stories are important in our school community/ local area and why?	Communities: what does it mean to belong? Explore the concept of belonging to a religious community through case studies of Jewish and Christian families. Identify diverse ways Jewish families observe Shabbat.	Prayer: Is it possible to speak to God? Understand how the Lord's Prayer provides a template for many Christians. Recognize the diversity in Christian prayer practices. Examine how prayer functions in Islam. Consider Humanist responses to prayer.	Holy Week: what do the stories say and what is their meaning? Learn the narrative of Jesus' death and resurrection. Explore various Christian perspectives on the significance of these events. Examine diverse interpretations among Christians through specific examples.	Natural world: what does dharma teach about attitudes to the planet? Understand the concept of dharma as seen by Hindus and Sikhs. Discover, through stories and examples, how dharma describes the world as one family. Learn how the connection between people and nature has encouraged action for positive change.	Jews: how does remembering maintain Jewish identity? Study three Jewish festivals: Rosh Hashanah, Purim, and Chanukah, along with their associated stories. Connect the stories of Esther and Judas Maccabee to the ongoing survival of Jewish people. Examine the diversity within the celebration of these festivals.	The Church: Has there always been diversity? Gain an overview of the history of the Christian church after Jesus. Learn how and why the Christian church now includes different denominations. Examine, through case studies, the diverse forms of Christianity present today.
		Jesus: why is he so important to Christians?	The Bible: what does it say about God's promises?		Sikhs: how does Guru Nanak inspire Sikhs today?	Buddhists: who was the Buddha and what does he mean for Buddhists?	
Authority and influence	F3. How might people in Gloucestershire show they belong together?						

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive & Disciplinary Knowledge Progression							
		<p>Understand the centrality of Jesus for most Christians.</p> <p>Explain the term 'incarnation' in relation to Jesus as God's son.</p> <p>Identify diverse artistic portrayals of Jesus' birth.</p> <p>Explore how the story of Jesus' birth inspires acts of charity.</p>	<p>Begin to explore the idea of covenant</p> <p>Learn the story of Abraham as an example of covenant.</p> <p>Examine other key stories in the Torah and Old Testament that illustrate promises between God and humans.</p>		<p>Be introduced to the Sikh worldview through a depth study of Guru Nanak.</p> <p>Understand the role of a Guru as a teacher.</p> <p>Understand, through stories of his life, how Guru Nanak remains an inspiration to Sikhs today.</p> <p>Prophet Muhammad: how does he inspire Muslims today?</p> <p>Deepen understanding of Islam through a study of the Prophet Muhammad.</p> <p>Examine the context in which he grew up and how his message challenged the society around him.</p> <p>Explore how, for many Muslims, he is an inspiring role model today.</p>	<p>Be introduced to Buddhism.</p> <p>Focus on the significance of the figure of Siddhartha Buddha.</p> <p>Examine stories of his life before considering his meaning for devotees today.</p> <p>Learn about the key concepts of dhamma and impermanence.</p>	

Units overview						
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R	F3. How might people in Gloucestershire show they belong together?	F2. Why is Christmas special to Christians? UC	F1. Why is God so important to Christians? UC	F4. What special times do people celebrate and why might these times be very important?	F6. What stories are important in our school community/ local area and why?	F5. Which places are special for people living in Gloucestershire and why?
	<i>Glos agreed syllabus</i>	<i>Glos agreed syllabus</i> <i>+Diwali?</i>	<i>Glos agreed syllabus</i>	<i>Glos agreed syllabus</i>	<i>Glos agreed syllabus</i>	<i>Glos agreed syllabus</i>
1	Places of worship: what makes them sacred?	Jesus: why is he so important to Christians?	Communities: what does it mean to belong?	Caring: how do stories inspire actions?	Stories: how do different people find deeper meanings?	New life: how is a new child welcomed?
	3.Belonging to a mosque 4.How mosques differ 1.Belonging to a church 2.How churches differ 5.Belonging to an Orthodox synagogue 6.How synagogues differ <i>(Note: focus on Islam first as this connects with the vast majority of children's identify)</i>	1.The story of Christmas 2.Christmas: deeper meanings 3.Christmas: deeper meanings through art 4.Christingle and its meaning 5.Different ways of celebrating Christmas in the UK 6.Christmas: different ways of celebrating Christmas around the world	1.The idea of belonging 2.Shabbat in a Jewish home 3.Shabbat at the synagogue 4.Holy Communion in a Christian church 5.Belonging to a house church 6.Belonging to an interfaith community	4.The story of Muhammad and The Hungry Stranger 5.The Hungry Stranger: Muslim caring today 6.How faith can inspire others to care 1.Thought experiment: the idea of care 2.The story of the Good Samaritan 3.The Good Samaritan: Christian caring today <i>(Note: focus on Islam first as this connects with the vast majority of children's identify)</i>	1.Stories and deeper meanings 2.The story of the Lost Son 3.The Parable of the Lost Son: hidden meanings 4.Muslim stories: the Crying Camel 5.Muslim stories: The Ants 6.The story of the Starfish Thrower	1.Welcoming new life 2.Christian baptism of a baby 3.Christians dedicate a child to God 4.Humanists celebrate new life 5.Welcoming a foster child into the family 6.Welcoming a new family member with or without God
2	The Bible: what does it say about God's promises?	Festivals: How do they celebrate the natural world?	Hindus: what do Hindu stories teach about life and the world?	Choices: Do we need rules to live by?	The world: how do different people explain how it started?	Prayer: Is it possible to speak to God?
	1.Shared stories 2.Noah and the Rainbow 3.The calling of Abraham 4.The story of Abraham and Sarah	1.Harvest festival in UK 2.Harvest festival around the world 3.The Jewish festival of Sukkot	1.The story of the Blind Men and the Elephant 2.The Blind Men and the Elephant: deeper meanings	1.The Ten Commandments 2.The Ten Commandments:	1.The idea of beginnings 2.Creation: deeper meanings	1.Defining prayer 2.The Lord's prayer 3.Different Christian prayers

	<ul style="list-style-type: none"> 5.The story of Joseph 6.Jesus: waiting for a promise to be fulfilled 	<ul style="list-style-type: none"> 4.The festival of trees 5.The story of Holi 6.The celebration of Holi 	<ul style="list-style-type: none"> 3.The story of the mouth of Krishna 4.The mouth of Krishna: deeper meanings 5.The story of waiting for God 6.The story of waiting for God: deeper meanings 	<ul style="list-style-type: none"> Jewish and Christian perspectives 3.Dharma: Ganesha's race around the world 4.Case study: Dharma in action 5.The Fox and the Stork: Humanist perspectives 6.Creating rules to live by 	<ul style="list-style-type: none"> 3.Muslim ideas about creation 4.Humanists and how the world started 5.Different ideas about origins of the world 6.Stewardship and care of the world 	<ul style="list-style-type: none"> 4.Prayer in Islam 5.Humanist and non religious reflection 6.Prayer and reflection: the value today
3	<p>Muslims: how does prayer and fasting help Muslims find harmony?</p>	<p>Festivals: How do ancient stories influence modern celebrations?</p>	<p>Pesach: How do Jews remember God's covenant?</p>	<p>Holy Week: what do the stories say and what is their meaning?</p>	<p>Rites of Passage: How do communities mark growing up?</p>	<p>Spirituality: How do music and dance express beliefs?</p>
	<ul style="list-style-type: none"> 1.Allah and harmony 2.The Shahadah: harmony through faith 3.Salat: finding harmony through daily prayer 4.Mosque: finding harmony through praying together 5.Sawm: finding harmony through fasting 6.Ramadan and harmony 	<ul style="list-style-type: none"> 1.The story of Rama and Sita 2.The Ramayana: deeper meanings 3.Diwali in India and the UK 4.Learning from data about Christmas in the UK 5.The changing nature of Christmas in the UK 6.Celebrating seasons: Winter solstice 	<ul style="list-style-type: none"> 1.Abraham and the promise to the Jewish people 2.Moses and the Exodus 3.The significance of Moses to different Jews 4.The story of Pesach 5.Pesach in a Jewish family 6.Pesach: adapting to life in Britain today 	<ul style="list-style-type: none"> 1.Celebrating Holy Week: a case study 2.The Last Supper: different Christian interpretations 3.Maundy Thursday: other events 4.Good Friday: different Christian commemorations 5.The resurrection: different Gospel accounts 6.Holy Week: significance to different Christians 	<ul style="list-style-type: none"> 1.Rites of Passage 2.Responsibility and identity 3.Bat Mitzvah and Bar Mitzvah 4.Confirmation 5.Believers' Baptism 6.Hindu rites of passage 	<ul style="list-style-type: none"> 1.Spirituality and music 2.Christian hymns with words and music 3.Inspiration through music in Sikhi 4.Different Muslim attitudes to music 5.Dance and worship 6.Silence and stillness
4	<p>Sikhs: how does Guru Nanak inspire Sikhs today?</p>	<p>Natural world: what does dharma teach about attitudes to the planet?</p>	<p>Jesus: How does his treatment of outcasts speak to Christians today?</p>	<p>Prophet Muhammad: how does he inspire Muslims today?</p>	<p>Pilgrimage: why might some people visit Jerusalem, Karbala or Makkah?</p>	<p>Spirituality: how is art used in religions and beliefs?</p>
	<ul style="list-style-type: none"> 1.Guru Nanak 2.Guru Nanak's teachings on equality and acceptance 	<ul style="list-style-type: none"> 1.Hindu stories of creation 2.The world as one family 3.Vandana Shiva: Dharma in action 4.Sikh stories of creation 	<ul style="list-style-type: none"> 1.Jesus and Zacchaeus 2.Interpreting the calling of Zacchaeus today 3.Jesus and the lepers 	<ul style="list-style-type: none"> 1.The childhood of Prophet Muhammad 2.The early life of Prophet Muhammad 	<ul style="list-style-type: none"> 1.The idea of pilgrimage 2.Hajj: a sacred duty for Muslims 3.Hajj: the impact on believers 	<ul style="list-style-type: none"> 1.Symbols instead of words 2.Calligraphy and its importance to Muslims

	<p>3.Guru Nanak's teachings on serving others</p> <p>4.Guru Nanak's teachings on being honest and living a good life</p> <p>5.Sikh beliefs in God</p> <p>6.The legacy of Guru Nanak</p>	<p>5.Sikh caring for the world in action</p> <p>6.Dharma and the climate crisis today</p>	<p>4.Interpreting Jesus and the lepers today</p> <p>5.Jesus and the woman at the well</p> <p>6.Interpreting the woman at the well</p>	<p>3.Prophet Muhammad's challenges</p> <p>4.Prophet Muhammad the leader</p> <p>5.The words of Prophet Muhammad today</p> <p>6.Prophet Muhammad and care for the world</p>	<p>4.Karbala: a Shi'a place of pilgrimage</p> <p>5.Jerusalem: the site of the Jewish temple</p> <p>6.Jerusalem: a place of Christian pilgrimage</p>	<p>3.Poetry and expressing feelings</p> <p>4.How Christians use art to tell stories</p> <p>5.How Christians use art to show faith</p> <p>6.Design an artwork to express beliefs</p>
5	<p>Jews: how does remembering maintain Jewish identity?</p>	<p>Jesus: how did he speak truth to power?</p>	<p>Forgiveness: Is reconciliation possible?</p>	<p>Muslims: What are the joys and challenges of being Muslim in Britain?</p>	<p>Humanists: How can you lead a happy and meaningful life?</p>	<p>Buddhists: who was the Buddha and what does he mean for Buddhists?</p>
	<p>1.Rosh Hashanah: diverse Jewish celebrations</p> <p>2.Rosh Hashanah and Yom Kippur</p> <p>3.The story of Esther and Haman</p> <p>4.How Jews mark Purim today</p> <p>5.The story of Hanukkah</p> <p>6.Hanukkah and Jewish identity today</p>	<p>1.Christians speaking truth to power</p> <p>2.Jesus and the Rich Young Ruler</p> <p>3.Jesus and the religious zealots</p> <p>4.Jesus and feeding the 5000</p> <p>5.Jesus before Pilate</p> <p>6.The challenge to power for Christians today</p>	<p>1.The story of Coventry Cathedral</p> <p>2.Jesus' teaching about forgiveness</p> <p>3.Coventry Cathedral and reconciliation today</p> <p>4.Reconciliation: the story of South Africa</p> <p>5.Reconciliation: the work of Desmond Tutu</p> <p>6.Quakers: creating a fairer and more peaceful world</p>	<p>1.Muslims in Britain today</p> <p>2.Diversity in the Muslim community today</p> <p>3.Belonging to a Muslim family</p> <p>4.Dress and modesty for Muslims today</p> <p>5.Charity and generosity</p> <p>6.Contributions and challenges</p>	<p>1.Non-religious beliefs: introduction</p> <p>2.Humanism: the main beliefs</p> <p>3.Humanism: 'One life to live.'</p> <p>4.Humanism: deciding right from wrong</p> <p>5.Sentientism and the value of all life</p> <p>6.The influence of humanism today</p>	<p>1.The idea of a Buddha</p> <p>2.Siddhartha: early life</p> <p>3.Siddhartha: craving and suffering</p> <p>4.Siddhartha: enlightenment and impermanence</p> <p>5.Buddha for Buddhists today</p> <p>6.Buddha: meditation</p>
6	<p>Hindus: how do Hindus see Brahman?</p>	<p>Sikhs: What does Khalsa mean to Sikhs today?</p>	<p>Pilgrimage: why are people still drawn to ancient places?</p>	<p>The Church: Has there always been diversity?</p>	<p>Ethics: What values might people live by?</p>	<p>Worldviews: how is our country and community changing?</p>
	<p>1.Brahman: The story of Svetaketu</p>	<p>1.Sikhs: the story of a British community</p>	<p>1.Iona: a historic Christian pilgrimage</p>	<p>1.The Day of Pentecost and the 'birth' of the Church.</p>	<p>1.Thought experiment: rules and codes for living.</p>	<p>1.The concept of a worldview.</p>

	<p>2.Brahman: the role of deities 3.Puja: different Hindu expressions 4.Murtis and how they are used in puja 5.Dharma: living the Hindu life 6.Karma, samsara and moksha</p>	<p>2.The story of the first Khalsa 3.Perspectives on taking Amrit 4.Kesh, Kanga, Kachera: living as a Sikh 5.Kara: serving as a Sikh 6.Living as a Sikh in Britain today</p>	<p>2.Iona: a contemporary Christian pilgrimage 3.The River Ganges: a sacred Hindu pilgrimage site 4.Kumbh Mela: a Hindu place of pilgrimage 5.Glastonbury: a historical site for Christians 6.Glastonbury: a contemporary spiritual place</p>	<p>2.The early Christian church. 3.Schism: Orthodox and Catholic. 4.Reformation: Catholics and Protestants. 5.Ecumenism between Catholics and Protestants. 6.Comparing Quakers and Pentecostals.</p>	<p>2.Christian values. 3.Islamic values. 4.Humanist values. 5.Philosophical contribution to values. 6.Creating a code for living</p>	<p>2.The census and worldviews in the UK. 3.The global context of worldviews. 4.Changing context and worldviews in the UK. 5.Investigating worldviews in our community. 6.Investigating worldviews in our community - report</p>
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