

Wrawby St Mary's CE Primary School 2025-26

	Class 1 (R/Y1)	Class 2 (Y2/3)	Class 3 (Y4/5)	Class 4 (Y5/6)
The Big Question	EYFS What makes me special? Y1 What Is My View of the World?	What is a human being? (Part 1)	What is religion? What is spirituality?	Does creativity matter in religious worldviews? (Music)
Lyfta Link				
Enquiry Questions	<ul style="list-style-type: none"> Who am I? What are my likes and dislikes? What is special about me? What is a church? Who worships in a church? Who is in my family? What would I like to be when I grow up? What is Diwali? 	<ul style="list-style-type: none"> What is a human being? Who am I? Being human: the Bible Being human: Orthodox Being human: Methodist What is a human being—Christian worldviews 	<ul style="list-style-type: none"> What is religion? What is Spirituality? Christian Spirituality Jewish Spirituality Sikh Spirituality Non-Religious Spirituality My Spirituality 	<ul style="list-style-type: none"> What makes humans human? Music and religious worldviews Music in Christian worldviews Music in Muslim worldviews Music in Jewish worldviews Music in Sikh worldviews Does creativity matter in religious worldviews?
Substantive knowledge	<ul style="list-style-type: none"> A worldview is a way of being in and understanding the world. Everyone has a worldview - no-one stands nowhere. Our worldviews are influenced by context. Some people share their worldview with others. Christians' special place is a church. Respect for God is shown in a church. Diwali is the Hindu festival of light. 	<ul style="list-style-type: none"> The Bible is a key source of authority for Christians. The book of Genesis contains a story about why the world exists and what human beings are. Many Christians believe that humans are made in the image of God. Many Christians believe that humans have a special place and responsibility in the world 	<ul style="list-style-type: none"> Everyone has (or occupies) a worldview, whether they are religious or not. Worldview describes the way in which a person encounters, interprets, understands and engages with the world. Worldviews can change over time and are affected by context; they can be organised (e.g. Christianity, Humanism, Sikhi) or individual. There are different ways in which we can understand the words religion and spirituality. 	<ul style="list-style-type: none"> Religious worldviews have stories and texts that talk about the origins of the universe; these are often called creation stories. Human beings are able to express their beliefs, values, ways of living and thoughts through creativity. Some religious people express themselves through music. Some religious people feel that music can be a distraction from worshipping God.
Disciplinary knowledge	<ul style="list-style-type: none"> know what it is to be human know a little around social sciences through the characters: Theo the Theologian, Livvy the social scientist and Sophie the Philosopher 	<ul style="list-style-type: none"> know what it is to be human know how to discuss ideas around the social sciences through the characters: Theo the Theologian, Livvy the social scientist and Sophie the Philosopher 	<ul style="list-style-type: none"> know a definition of spirituality that the school uses (Ows, Wows and Nows) know how to discuss the social sciences through the characters: Theo the Theologian, Livvy the social scientist and Sophie the Philosopher 	<ul style="list-style-type: none"> know how to define what it is to be human know how to discuss the social sciences through the characters: Theo the Theologian, Livvy the social scientist and Sophie the Philosopher
Vocabulary	Special, Unique, Christian, worldview, empathy, Hindu, Diwali	Human, unique, creation, Image of God, purpose, God, Orthodox, Methodist	Faith, religion, worldview, spirituality, Celtic, Iroquois, nature, saint, community, covenant, refuge, Waheguru	Creation, communication, creativity, genre, Adhan, Hallel, Haram, belonging, identity, Klezmer, Kirtan, Shabad
Why this/why now?	Before learning about worldviews around them, the children analyse themselves in terms of how they are special and unique. Then, using their learning from previous units, pupils now look inwards at their own worldview. They consider how context has shaped the things they believe and value. They explore how context has influenced how they live their own lives. They are introduced to the distinction between individual and organised worldviews, recognising examples of these from previous learning.	Building on learning from EYFS (and, where relevant, KS1), pupils explore more deeply how people's beliefs are shaped by key sources of authority. They do this by interpreting key Christian sources of authority.	Having engaged with both religious individuals and groups of people in previous units of study, this unit addresses a core question for the study of religion and worldviews: what is religion? Using questions and skills drawn from the human/social sciences, it considers various ways in which 'religion' can be defined and introduces the separate, but linked, concept of spirituality.	In this unit, pupils build on learning from KS1 by engaging in hermeneutical interpretation of religious narratives about the origins of the universe. They apply this learning to the diverse ways in which religious people express - or do not express - their creativity through music.
	Class 1 (R/Y1)	Class 2 (Y2/3)	Class 3 (Y4/5)	Class 4 (Y5/6)
The Big Question	EYFS Who is special to different people? Y1 Who is God to Christians and why does God matter to them?	What is a human being? (Part 2)	Are all homes spiritual places?	Does creativity matter in religious worldviews? (Art)
Lyfta Link			<u>Special places</u>	
Enquiry Questions	<ul style="list-style-type: none"> Who is special to me? What does being Christian mean? (introducing Sam) 	<ul style="list-style-type: none"> Being Human Being human: the Qur'an Being human: Muslim worldviews 	<ul style="list-style-type: none"> Sacred Pathways Spirituality in Christian homes 	<ul style="list-style-type: none"> How do humans make meaning? Art and Christian worldviews Art and Jewish worldviews

	<ul style="list-style-type: none"> • What does the word God mean to Sam? • What is the Bible? • How are Christians stewards of the world? (read the creation story) 	<ul style="list-style-type: none"> • Being human: the Guru Granth Sahib • Being human: Sikh worldviews • What is a human being? 	<ul style="list-style-type: none"> • Spirituality in Catholic homes • Spirituality in Jewish homes • Spirituality in Hindu homes • Spirituality in our homes 	<ul style="list-style-type: none"> • Art and Muslim worldviews • Art and Hindu worldviews • Art and Non-religious worldviews • Does creativity matter?
Substantive knowledge	<ul style="list-style-type: none"> • Special people may include my friends and my family • Christians believe in one God who created the world • The Bible is a key source of authority for Christians • The Bible is a collection of books written at different times and in response to different situations • Different Christians live out their beliefs differently 	<ul style="list-style-type: none"> • There are certain characteristics that human beings share and ways in which they are different • It is important to read important stories to understand more about what people believe • Muslim Worldviews: The Prophet Muhammad and the Qur'an are important sources of authority for Muslims The Qur'an contains teachings about why the world exists and what human beings are Muslims believe that humans were created to submit to God (Allah), to be in harmony with creation and to be Khalifa • Sikh Worldviews: Sikhi is a religious worldview that is rooted in a belief in Waheguru (one Eternal Guru) The Gurus, including the Guru Granth Sahib, are important sources of authority for Sikhs Sikhs believe that all humans are equal 	<ul style="list-style-type: none"> • Both religious and non-religious people can be spiritual • Spirituality can be expressed in a number of different ways • The way in which a person expresses their spirituality is affected by context 	<ul style="list-style-type: none"> • Human beings are able to express their beliefs, values, ways of living and thoughts through creativity • Some religious people express themselves through art • Some religious people believe that God and important people in their worldviews should not be depicted visually • Some non-religious people express themselves through art
Disciplinary knowledge	<ul style="list-style-type: none"> • Theology • Human / Social Sciences 	<ul style="list-style-type: none"> • Theology • Philosophy 	<ul style="list-style-type: none"> • Human / Social Sciences 	<ul style="list-style-type: none"> • Theology • Human / Social Sciences • Philosophy
Vocabulary	Bible, Christian, Church, Creation, Cross, God, Stewardship, Heaven	Allah, Equality, Guru, Guru Granth Sahib, Harmony, Human, Khalifa, Prophet Muhammad, Qur'an, Sikh, Waheguru	Church, Dharma, Kosher, Mandir, Meditation, Mezuzah, Murti, Prayer, Religion, Sacred, Shabbat, Shrine, Spirituality, Worldview	Ancient, Atheist, Calligraphy, Creation, Creativity, Empire, Hasidic, Humanist, Incarnation, Jesus, Non-Religious, Purpose
Why this/why now?	Moving on from considering how they are special and unique, the pupils start to consider how their friends and family are important to them. Pupils have the opportunity to build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God. They also deepen their understanding of how context influences the ways in which Christian express their beliefs.	Building on learning from EYFS (and, where relevant, KS1) and the previous term, pupils interpret key sources of authority to understand better Muslim and Sikh beliefs about human beings.	In this unit, pupils explore the concept of spirituality in more depth, considering ways in which individuals and groups express their spirituality at home. Using skills from the human and social sciences, pupils explore what it looks like to 'be spiritual' for both religious and non-religious people.	Building on learning from the previous term, pupils explore diverse ways in which religious people express their beliefs and values through art. Through this, they consider philosophical questions about how humans communicate abstract, conceptual ideas, such as God, hope and truth.
	Class 1 (R/Y1)	Class 2 (Y2/3)	Class 3 (Y4/5)	Class 4 (Y5/6)
The Big Question	Which Stories are Special to Different People?	Local Case Study 1	Can spirituality make things better? Case Study 1	Do people always put their beliefs into action? (Christian worldviews)
Lyfta Links			<u>Intercultural understanding</u>	
Enquiry Questions	<ul style="list-style-type: none"> • What does the story of The Good Samaritan teach Christians? • How does God help Christians understand the value of sharing? (Feeding of the 5000) • How does God help Christians to be brave? (David and Goliath) • What is the Qu'ran? • How do Muslims see the creation of the world? • How does the Qu'ran teach Muslims to care for animals? (The crying camel) 	<ul style="list-style-type: none"> • Britain in the 1700s • Introducing Thomas Clarkson • The Good Samaritan • The Samaritans • Local Christian community • Summative 	<ul style="list-style-type: none"> • Human Beings and the Natural World • Spirituality and Non-Religious Worldviews • Humanist Beliefs about the • Natural World • Humanist Climate Action • Local Survey 1 • Local Survey 2 	<ul style="list-style-type: none"> • What is justice? • 16th Street Baptist Church, Alabama • Christian perspectives on slavery • Black and Christian (Historical Case Study) • Black and Christian (Contemporary Case Study) • Summative?

Substantive knowledge	<ul style="list-style-type: none"> God gives messages to Christians through the stories in the Bible Muslims worship one God, Allah The holy book for Muslims is called the Qu'ran The Qu'ran and the Bible both explain how each religion sees the creation of the world. The stories in religious books help shape people's identity and belonging 	<ul style="list-style-type: none"> The Bible teaches Christians that all human beings are made in the image of God and that they should treat everyone with dignity and respect The Good Samaritan is a story told by Jesus to show how to treat other people Thomas Clarkson was a Christian man from Wisbech who was inspired by his Christian beliefs to try to end slavery Other Christians are inspired by Christian stories to treat people with dignity and respect 	<ul style="list-style-type: none"> Being connected to the natural world is important to human physical and mental health Non-religious people can be spiritual Humanism is an example of a non-religious worldview Caring for the natural world is one way in which non-religious people can grow spiritually 	<ul style="list-style-type: none"> All human beings have certain agreed rights Many Christians believe that all people are made in image of God and so everyone should be treated with dignity and respect The Bible contains texts that refer to equality, justice and injustice, including slavery Being Christian is influenced by context Many global majority heritage (GMH) Christians experience discrimination
Disciplinary knowledge	<ul style="list-style-type: none"> Theology Personal knowledge- beliefs values and ways of living 	<ul style="list-style-type: none"> Theology Human / Social Sciences 	<ul style="list-style-type: none"> Human / Social Sciences Philosophy 	<ul style="list-style-type: none"> Human / Social Sciences Philosophy Theology
Vocabulary	Samaritan, Share, Courage, Islam, Qu'ran, Allah, Prophet Muhammed, Muslim	Abolition, Christian, Dignity, Emancipation, Equality, Freedom, Image of God, Parable, Respect, Slavery	Atheist, Climate, Environment, Humanism, Natural World, Non-religious, Philosopher, Spirituality, Supernatural, Survey	Black theology, Dignity, Equality, Equity, Hermeneutics, Image of God, Injustice, Justice, Racism, Respect, Right, Segregation, Slavery
Why this/why now?	This builds on the knowledge that the pupils have on Christians worshiping God and that their special book is the Bible. The pupils now read stories in the Bible, to understand how God sends messages to Christians through these stories. The pupils then extend their knowledge by considering the Muslim worldview through learning about the Qu'ran and Allah.	In this and the next unit, pupils apply their understanding of key sources of authority to the ways in which key individuals have lived their lives. They consider how the combination of these sources of authority and context have influenced the person they are studying.	In this and the next unit, pupils apply their understanding of the concept of duty to the ways in which religious and non-religious people apply it in their lives. Drawing on questions and methods from the human / social sciences, theology and philosophy, pupils will explore the life of James Baldwin.	Using the case study of the 16th Street Baptist Church in Birmingham, Alabama and its connection to the Welsh artist, John Petts, pupils ask philosophical questions about how beliefs can inspire action - both positively and negatively.
	Class 1 (R/Y1)	Class 2 (Y2/3)	Class 3 (Y4/5)	Class 4 (Y5/6)
The Big Question	How Do Different People Celebrate their Special Times?	Local Case Study 2	Can spirituality make things better? Case Study 2	Do people always put their beliefs into action? (Muslim worldviews)
Lyfta Links	<u>Expressions of faith</u>		<u>Setting goals as a Sikh 2</u>	
Enquiry Questions	<ul style="list-style-type: none"> Why do the Chinese celebrate their new year differently? What is the significance of Mothering Sunday? What are the two festivals that Muslims celebrate? Why is Easter an important celebration for Christians? How do different people celebrate their birthdays? 	<ul style="list-style-type: none"> Being a good leader Shaykh Abdal-Hakim Murad Local Muslim community Maharaja Duleep Singh Local Sikh community Summative 	<ul style="list-style-type: none"> Getting to know you Spirituality and community The Interfaith Network UK Council of Christians and Jews Mitzvah Day Summative 	<ul style="list-style-type: none"> Migration and Movement Aerosol Ali Teachings about the ummah and justice Justice (Historical Case Study) Justice (Contemporary Case Study) Summative
Substantive knowledge	<ul style="list-style-type: none"> People celebrate special times and that this can have a religious or non-religious reason behind it Christians celebrate Easter and Christmas, including Mothering Sunday and Lent Muslims celebrate Eid-al-Adha and Eid-al-Fitr These celebrations are underpinned by special stories in the holy books Everyone celebrates in different ways, but all ways hold value 	<ul style="list-style-type: none"> Being a good leader involves showing particular qualities and characteristics Muslim worldviews: Sheikh Abdal-Hakim Murad (also known as Dr Timothy Winter) is a teacher at the University of 	<ul style="list-style-type: none"> Spirituality involves developing a deeper and richer sense of yourself, others, the world and God (the Beyond) Religious people can be spiritual Interfaith organisations support religious people to develop their spirituality Interfaith organisations can contribute to making the world a better place 	<ul style="list-style-type: none"> Migration is the movement of people around the world; this can take place for different reasons Seeking refuge is when a person looks for a place of safety when their own home is no longer safe Muslim sources of authority help Muslim understand justice and injustice

	<ul style="list-style-type: none"> How different people may celebrate religious festivals around the globe 	<p>Cambridge and the founder of the Cambridge Muslim College and the Cambridge Central Mosque</p> <p>Sheikh Abdal-Hakim Murad was inspired by his Muslim beliefs to build a Muslim community that was committed to learning, looking after the environment and helping others</p> <ul style="list-style-type: none"> Sikh worldviews: <p>Maharajah Duleep Singh was the last Maharajah of the Sikh Empire (India)</p> <p>Maharajah Duleep Singh was sent to Britain and became a friend of Queen Victoria; he lived in Thetford for some time</p>		<ul style="list-style-type: none"> The Ummah is the global community of Muslims Many Muslims, particularly in the global north, experience Islamophobia Context shapes Muslim responses to injustice
Disciplinary knowledge	Human and social science	<ul style="list-style-type: none"> Theology Human / Social Sciences 	<ul style="list-style-type: none"> Human / Social Sciences Theology 	<ul style="list-style-type: none"> Human / Social Sciences Theology Philosophy
Vocabulary	Ash Wednesday, zodiac calendar, lunar moon, fasting, pilgrimage, resurrection	Community, Empire, Granthi, Gurdwara, Hadith, Harmony, Imam, Khalifa, Leader, Maharajah, Mosque, Muslim, Shaykh, Sikh	Anti-Semitism, Belonging, Covenant, Discrimination, Interfaith, Mitzvah, Social Action, Spirituality, Tikkun Olam	Allah, Community, Discrimination, Hadith, Hijrah, Islamophobia, Migration, Prophet, Qur'an, Refugee, Slavery, Ummah
Why this/why now?	The pupils have taken part in different celebrations throughout the year already. This unit helps them understand the reasons behind these celebrations. It allows them time to consider not only how they celebrate, but how others celebrate too, comparing using similarities and differences.	In this and the previous unit, pupils apply their understanding of key sources of authority to the ways in which key individuals have lived their lives. They consider how the combination of these sources of authority and context have influenced the person they are studying.	Pupils continue to deepen their understanding of spirituality as a concept by looking at the ways in which spirituality can motivate and be affected by interfaith work; this unit will also provide opportunities for pupils to ask theological questions of religious sources of authority.	Building on work from the previous term, pupils explore the work of the Muslim artist, Mohammed Ali. Through an exploration of his street art, they ask philosophical questions about what it means to be human and how this relates to the experiences of migrants and refugees around the world.
	Class 1 (R/Y1)	Class 2 (Y2/3)	Class 3 (Y4/5)	Class 4 (Y5/6)
The Big Question	EYFS What places are special to different people? (Christian and Muslim) Y1 Is there a right way to worship?	How do people welcome a new human into their community? (Part 1)	How do people express their spirituality together? (Pilgrimage – Christianity)	Are all people equal? (Sikh worldviews)
Lyfta Links	<u>Where Christian's worship</u>			
Enquiry Questions	<ul style="list-style-type: none"> What are special places? What is worship? How do Christians worship? How do Muslims worship? Is there a right way to worship? 	<ul style="list-style-type: none"> Celebrations Christian worldviews—baptism Christian worldviews—baptism Humanist worldviews Humanist worldviews—naming ceremony Summative 	<ul style="list-style-type: none"> The River Ganges Journeys, pilgrimage and spirituality Kumbh Mela Pilgrimage and the natural world Hajj Pilgrimage and spirituality 	<ul style="list-style-type: none"> Sikhi worldviews—asking Livvy's questions Equality—asking Sophie's questions Gurmukh—asking Theo's questions Equality and Sikhi Sikh women—history Sikh women—today
Substantive knowledge	<ul style="list-style-type: none"> Some places are special to different people Churches, chapels and cathedrals are special to Christians Mandirs are special places to Hindus Mosques are special places to Muslims Some people worship in groups, other people worship on their own 	<ul style="list-style-type: none"> Welcoming someone is an important part of helping them belong to a community Religious and non-religious people have ways of welcoming a new baby into their community 	<ul style="list-style-type: none"> Pilgrimage is a journey to a special place or a journey carried out for a special reason Religious people can be spiritual Many Hindus and Muslims believe it is important to go on pilgrimage Pilgrimage is one way in which Hindus and Muslims can grow spiritually 	<ul style="list-style-type: none"> We can better understand people's worldviews when we find out more about context Waheguru is the Eternal Guru Satguru (the 'true guru') is another name for Waheguru

	<ul style="list-style-type: none"> Worship can be aimed at God (Allah) or something else Context can affect how people worship on their own or together 	<ul style="list-style-type: none"> People's ways of welcoming a new baby into their community are influenced by their worldview and their context Christian worldviews: <ul style="list-style-type: none"> Some Christians welcome new babies into their community through baptism or through a dedication ceremony Baptism can look different in different contexts Non-Religious worldviews (Humanism): <ul style="list-style-type: none"> Some non-religious people welcome new babies into their community through a naming ceremony Naming ceremonies can look different in different contexts 	<ul style="list-style-type: none"> Going on pilgrimage has an impact on the natural world 	<ul style="list-style-type: none"> Sikhi is the path of active learning from the Guru Gurmukh is achieving union with satguru Sikh people believe that all people can achieve gurmukh because all people are equal Some of the Sikh gurus strongly promoted equality Some Sikh women experience sexism
Disciplinary knowledge	<ul style="list-style-type: none"> Philosophy Human / social sciences 	<ul style="list-style-type: none"> Human / social sciences Theology 	<ul style="list-style-type: none"> Human / Social Sciences Theology Philosophy 	<ul style="list-style-type: none"> Philosophy Theology Human / social sciences
Vocabulary	Worship, Christian, Muslim, Hindu, Mandir, Mosque, Church, God, Allah, Community	Baptism, Celebration, Context, Dedication, Hindu, Humanism, Naming Ceremony, Non-Religious, Rakhi, Raksha Bandhan, Ritual, Welcome, Worldview	Ahimsa, Environment, Ganges / Ganga, Hajj, Hindu, Journey, Kumbh Mela, Makkah, Pilgrimage, River, Spirituality	Dastar, Equality, Gurdwara, Gurmukh, Khalsa, Langar, Sewa, Sikhi, Waheguru
Why this/why now?	The children have previously visited the local church, and they know that this is a special place for Christians. They have previously learnt about God and Allah being special people for Christians and Muslims. They now move on to consider how these worldviews show their respect through worship.	Pupils deepen their knowledge and understanding of beliefs about human beings by exploring how religious and non-religious people welcome a new baby into the community. They develop their understanding of the 'ways of knowing' (disciplinary knowledge) by using questions and tools that help them explore how context affects ways of living.	Continuing to develop their understanding of the concept of spirituality, pupils engage with case studies relating to religious pilgrimage. Using tools drawn from social sciences, theology and philosophy, they interrogate the impact of pilgrimage on believers' spiritual growth.	Building on learning from lower KS2, pupils deepen their understanding of key Sikh concepts, including gurmukh. Through this, using questions and skills drawn from the human/social sciences, they investigate the lived reality of equality for different Sikhs, with a focus on female Sikhs.

	Class 1 (R/Y1)	Class 2 (Y2/3)	Class 3 (Y4/5)	Class 4 (Y5/6)
The Big Question	EYFS If the world is special, how should we treat it? Y1 Why is it important to say thank you?	How do people welcome a new human into their community? (Part 2)	How do people express their spirituality together? (Pilgrimage)	Are all people equal? (Christian and non-religious worldviews)
Lyfta Links	<u>Meet Andrea</u>			
Enquiry Questions	<ul style="list-style-type: none"> How do Christians believe that God created the world? (Reception only) What did Sam find when he visited New Zealand? (Year 1 only) How can Christians say thank you to God? Why do Christians say thank you to God through the harvest festival? Do Jewish care for the natural world? Why do Jewish people celebrate Sukkot? Do we always have to say thank you? 	<ul style="list-style-type: none"> Welcome Joining a Baptist Christian community Joining a Muslim community Joining the monastic community Why is belonging important? Summative 	<ul style="list-style-type: none"> Walsingham The importance of Mary Walsingham—history Pilgrimage to Walsingham Pilgrimage and Spirituality Independent Case Study 	<ul style="list-style-type: none"> Christian and Humanist worldviews Freedom of religion and belief Worship and schools Collective worship and Christian worldviews Collective worship and Humanist worldviews Are all people equal?
Substantive knowledge	<ul style="list-style-type: none"> Why there is something rather than nothing Right and wrong in relation to human interaction with nature People have different views about nature. 	<ul style="list-style-type: none"> Religious and non-religious people have ways of welcoming a new person into their community 	<ul style="list-style-type: none"> Many Christians believe it is important to go on pilgrimage Walsingham is an important site of pilgrimage for Christians 	<ul style="list-style-type: none"> Everyone has the right to freedom of religion or belief

	<ul style="list-style-type: none"> • People have different ways to show care and respect for the natural world • Christians say thank you to God during Harvest Festival • Jewish people believe in one God who created the world and who has a special relationship with them • Jewish people say thank you to God during the festival of Sukkot • Context affects the ways in which people say thank you 	<ul style="list-style-type: none"> • People's ways of welcoming a new person into their community are influenced by their worldview and their context • Christian worldviews: • Some Christians choose to leave their family and community to dedicate their lives to God by becoming a monk (male) or a nun (female) • There are special ceremonies that take place when a Christian chooses to become a monk or a nun • Muslim worldviews: • Some people who are not born into a Muslim family or community choose to become a Muslim • Becoming a Muslim involves learning about Allah, the Qur'an and the Prophets • Becoming a Muslim involves saying the Shahadah in front of Muslim witnesses 	<ul style="list-style-type: none"> • Pilgrimage is one way in which Christians can grow spiritually 	<ul style="list-style-type: none"> • Collective worship that is Christian in nature is a legal requirement in all schools in England and Wales • Collective worship is not the same thing as corporate worship • Religious and non-religious people can be spiritual
Disciplinary knowledge	<ul style="list-style-type: none"> • Human / Social Sciences • Philosophy • Theology 	<ul style="list-style-type: none"> • Human / Social Sciences • Philosophy 	<ul style="list-style-type: none"> • Human / Social Sciences • Theology • Philosophy 	<ul style="list-style-type: none"> • Philosophy • Theology • Human / social sciences
Vocabulary	Katiakatanga, Māori, Gratitude, Harvest, Tikkun Olam, Sukkot, Thankful	Baptist, Believer's Baptism, Belonging, Convent, Monastery, Monk, Nun, Ritual, Philosophy / Philosopher, Shahadah, Welcome	Annunciation, Denomination, Journey, Magnificat, Mary, Pilgrimage, Spirituality, Walsingham	Belief, Freedom, Justice, Religion, Right, Worldview, Worship
Why this/why now?	Pupils build on learning about special times in EYFS and learning in the previous term by exploring different ways in which people show thankfulness, including through key festivals, such as Harvest and Sukkot. They also deepen their understanding of the key sources of authority for religious people and the ways in which context affects their ways of living.	Pupils build on learning from the previous unit by exploring the ways in which adults are welcomed into a new community. They focus on understanding how context affects ways of living in more complex ways.	Continuing to develop their understanding of the concept of spirituality, pupils engage with case studies relating to Christian pilgrimage. Using tools drawn from social sciences, theology and philosophy, they interrogate the impact of pilgrimage on believers' spiritual growth.	Using the case study collective worship, pupils explore the idea of freedom of religion and belief through the perspectives of both Christian and non-religious people. Using philosophical tools, pupils seek to answer the question 'are all people equal' in light of the need to maintain freedom of religion and belief.