

Wrawby St Mary's CE Primary School 2026-27

Autumn 1 Cycle B	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 my duty, how do I know and why does it matter? Sikh Worldviews	What is religion? What is spirituality? (Extension)	Do Religious Worldviews Change Over Time? (Part 1)
Lyfta Link		<u>Living Life as a Sikh</u>		
Enquiry Questions	- 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?	- Sri Harmandir Sahib - Waheguru and Gurmukh - Guru Granth Sahib - Guru Nanak - Sewa and Langar - Summative	- What is religion? - What is Spirituality? - Christian Spirituality (V2) - Jewish Spirituality (V2) - Sikh Spirituality (V2) - Non-Religious Spirituality - My Spirituality	- The Protestant Reformation - Mass/Holy Communion - Theological perspectives - Women in Christian tradition - Truth and falsity - Trailblazer or rebel?
Substantive knowledge	- 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.	- Sikhs follow Sikhi and believe in Waheguru (satguru) - Sikhs aspire to become gurmukh (God-centred) - The teachings of the gurus, including the Guru Granth Sahib, help Sikhs achieve gurmukh - Sikhs can fulfil their duty through treating everyone as equal and performing sewa - Sikhs can fulfil their duty in a variety of ways; this will be affected by context	- 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.	- The Protestant Reformation happened across Europe in the sixteenth century - Many people in England were either Protestant or Catholic Christians in the sixteenth century - The Church of England was founded during this time by King Henry VIII - Anne Askew was a Protestant Christian - Many Protestant Christians questioned the teachings and traditions of the Catholic Church - Some Protestant Christians were tortured and executed at this time for questioning Catholic teachings, including Anne Askew - It was not easy being female in Christian society; many women experienced sexism
Disciplinary knowledge	- 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	- Human/social sciences - Livvy—using a range of information to find out more about how people live - Theology - Theo—finding out about people's beliefs and values by reading their important texts - Philosophy Sophie—asking the question 'why' to better understand how someone thinks about the world	- 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	- 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	Equality, Gurdwara, Guru, Langar, Guru Granth Sahib, Mool Mantar, Waheguru, Sikh/Sikhi, Gurmukh/Manmukh, duty, Gurmukh, Khalsa, equality	Faith, religion, worldview, spirituality, Celtic, community, covenant, refuge, meditation, Naam Japo, Waheguru	Authority, Bible, Catholic, context, Eucharist, faith, heresy, interpretation, mass, power, Protestant, Reformation, sexism, thesis (theses), truth
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.	Having explored Sikhi in KS1, this unit introduces the concepts of duty and gurmukh. Pupils consider how context affects the ways in which Sikhs understand and live out their duty. They also analyse their own understanding of duty, relating it to their personal worldviews.	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, building on from last year's spirituality unit.	Building on learning from KS1 and lower KS2, pupils explore in greater depth key Christian teachings and texts relating to what it means to be human. They apply this to the lived example of Anne Askew, a 16th century Protestant Christian who was eventually executed for her beliefs.

Autumn 2 Cycle B	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 Allah (God) to Muslims and why does Allah (God) matter to them?	What is my duty, how do I know and why does it matter? Hindu Worldviews	Religion and Spirituality—Local Area Study	Do Religious Worldviews Change Over Time? (Part 2)
Lyfta Link				
Enquiry Questions	- Sara’s special place - Allah - The Qur’an—99 Names of Allah - The Qur’an—the Prophet Muhammad - Following the straight path - Who is Allah to Muslims and why does he matter to them?	- Origins of Hindu Dharma - Being Hindu in Leicester - Celebrating Diwali in Leicester - Dharma (Rama and Sita) - Dharma (Arjuna and Krishna) - Doing your duty	- Recap: What is Religion? - What is Spirituality? - Finding out about worldviews - Local area study (week 1) - Local area study (week 2) - Local area study (week 3)	- Denominations of Christianity - Women in Methodist Christianity - Women in Quaker Christianity - Women in Church of England Christianity 1 - Women in Church of England Christianity 2 - Do religious worldviews change over time?
Substantive knowledge	- Muslims believe in the oneness of Allah (God) who created the world in harmony - The Prophet Muhammad is a key source of authority for Muslims; he lived in the Arabian Peninsula a long time ago - The Qur'an is a key source of authority for Muslims - Different Muslims live out their beliefs differently	- A Hindu worldview is based on a belief in Brahman, the ultimate reality or life force - The atman (soul) is the bit of Brahman in every living thing that gives it its life - The atman is on an ongoing cycle of birth, life, death and reincarnation called samsara - The goal of the atman is to achieve freedom (moksha) from samsara - The atman achieves moksha by carrying out actions (karma) that help it fulfil its duty (dharma) - The ways in which a Hindu will fulfil their dharma will depend on context	- 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 - A worldview is a way of being in and understanding the world - Everyone has a worldview - no-one stands nowhere	- There are different denominations of Christian worldviews - The experience of Christian women can be different depending on context - Women were first ordained as priests in the Church of England in 1994 and as bishops in 2015 - Not all Church of England Christians believe that women should be priests or bishops - Some Christian women today experience sexism
Disciplinary knowledge	- Theology - Theo—finding out about people’s beliefs and values by reading their important books - Human/social sciences - Livvy—using a range of information to find out more about what it means to be Muslim - Philosophy – Sophie—asking the question ‘why’ to better understand how someone makes wise choices	- Theology - Theo—finding out about people’s beliefs and values by reading their important stories - Human/social sciences - Livvy—using a range of information to find out more about how people live	Human/social sciences - Livvy—understanding about worldviews by finding out about people’s lived experiences	- Livvy—using historical questions and skills to find out more about how people live - Sophie—asking the question ‘why’ to better understand how someone thinks about the world
Vocabulary	Mosque, Muslim, special, Allah/God, Arabic, Tawhid, Qur’an, creation, harmony, Prophet Muhmmad, straight path	Brahma, Brahman/Atman, context, Dharma, Karma, liberation, moksha, samsara, Shiva, Trimurti Vishnu	Church, spirituality, context, worldview	Abolition, bishop, Catholic, Church of England, priest, denomination, Methodist, Minister, Ordination, Orthodox, Presbyterian, Protestant, Quaker, sexism, suffrage
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 and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God). They also deepen their historical and geographic understanding of the origins of Islam.	Having explored Sikhi in KS1 and the previous term, this unit introduces a new Dharmic tradition. Pupils engage with some key concepts that underpin a Hindu worldview and consider how context affects the ways in which Hindus understand and live out their dharma.	In this unit, pupils explore the concept of spirituality in more depth, considering ways in which individuals and groups express their spirituality at home. They will use questions and tools drawn from the human and social sciences to investigate different forms of religious and non-religious spirituality, using this as a springboard to explore their own personal understanding of spirituality.	Building on learning from the previous term, pupils explore the experience of women in the contemporary Anglican church to consider whether Christian worldviews always stay the same. They use this learning and philosophical skills to answer the question, 'should a worldview always stay the same?'

Spring 1 Cycle B	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?	What is a good life? Non-religious worldviews	Can spirituality make things better? Case Study 3 Jewish worldviews	Is technology a good thing for religious worldviews? (Part 1)
Lyfta Links	Meet Asmir	Keep London smiling	Living my Jewish faith 1	
Enquiry Questions	- 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)	- What are equality, equity and justice? - Who was James Baldwin? - What are the key principles of Humanism? - Humanist approaches to living a good life - The Golden Rule in James Baldwin’s life - Summative	- Getting to know you - Being Jewish—key traditions and concepts - The Jewish diaspora - The Jewish diaspora - Moses Montefiore - Summative	- Recording sources of authority 1 - Recording sources of authority 2 - Case study: William Tyndale - Case study: the printing press - Printing and Protestant Christianity - Summative
Substantive knowledge	- 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	- A worldview can be both religious and non-religious - One example of a non-religious worldview is Humanism - Humanists base their understanding of right and wrong on reason and compassion - The way in which a Humanist understands 'good' will be influenced by their context	- Spirituality involves developing a deeper and richer sense of yourself, others, the world and God (the Beyond); religious people can be spiritual - Tradition and community are important in Jewish worldviews - The Jewish diaspora is the scattering of Jewish people in mostly non-Jewish countries around the world - Moses Montefiore is an example of a Jewish person who worked to promote justice and equity for Jewish people	- Religious people have used different technology throughout history - The first printed text was produced in China around 868CE - Johannes Gutenberg was the first person in Europe to develop a printing press in the 1440s - William Tyndale was one of the first people to translate the Bible into English - The printing press is closely linked to the Protestant Reformation in Europe
Disciplinary knowledge	- Theology - Personal knowledge- beliefs values and ways of living	- Human/social sciences - Livvy—using a case study to find out about a worldview - Philosophy - Sophie—asking the question ‘why’ to better understand how someone thinks about the world	- Human/social sciences - Livvy—using a range of tools or methods to find out more about how people live - Philosophy - Sophie—asking the question ‘why’ to better understand how someone thinks about the world	- Livvy—using a range of information to find out more about how people live - Theo—finding out about people’s beliefs and values by reading their important stories - Sophie—asking the question ‘why’ to better understand how someone thinks about the world
Vocabulary	Samaritan, share, courage, Islam, Qu’ran, Allah, Prophet Muhammed, Muslim	Civil Rights, context, duty, ethics, good, Humanist, reason, segregation	Method, survey, community, Jewish, tradition, Ashkenazi, Diaspora, Sephardi, spirituality, tradition	Catholic, Great Commission, printing press, Protestant, technology
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 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.	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 religious worldviews; this will be done through investigating the case study of Moses Montefiore. This unit will also provide opportunities for pupils to ask questions and use methods drawn from the human and social sciences to better understand Jewish spirituality.	Continuing to build on learning from this year, pupils explore the impact of the printing press on Christian and non-religious worldviews. Using historical questions and skills to engage with the story of William Tyndale, pupils address philosophical concepts of 'right' and 'wrong' in relation to the use of technology by religious world views.

Spring 2 Cycle B	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?	What is a good life? Christian worldviews	Can spirituality make things better? Case Study 4 Hindu worldviews	Is technology a good thing for religious worldviews? (Part 2)
Lyfta Links	<i>Meet Deenpal</i>	<i>Faith in a higher power 1 (Christianity)</i>		
Enquiry Questions	- 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?	- What is a saint? - Who was St Francis of Assisi? - The Golden Rule (the Bible) - The Golden Rule (Christian theology) - The Franciscan Order - Summative	- Getting to know you - Being Hindu—key traditions and concepts - History of the Hindu community in Leicester - The Hindu community in Leicester today (1) - The Hindu community in Leicester today (2) - Summative	- Using technology to serve others - Using technology for mission 1 - Using technology for mission 2 - Using technology for community and belonging - Ethics and technology - Summative
Substantive knowledge	- 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 - How different people may celebrate religious festivals around the globe	- A worldview can be both religious and non-religious - One example of a religious worldview is Christianity - Christians base their understanding of right and wrong on their beliefs about God, the Bible and the teachings and traditions of the Church - The way in which a Christian understands 'good' will be influenced by their context	- Spirituality involves developing a deeper and richer sense of yourself, others, the world and God (the Beyond); religious people can be spiritual - Leicester has been home to many Hindus since the 1950s - The Hindu community in Leicester has been influenced by and has influenced the city - Spirituality and spiritual development can be affected by context	- Religious people have utilised technology in a range of ways throughout history - Technology is used by religious people for travel, communication, keeping traditions and helping others - Using technology raises some important ethical questions for some religious people
Disciplinary knowledge	- Human/social sciences - Theology - Philosophy	- Theology - Theo—finding out about people's beliefs and values by reading their sources of authority - Human/social sciences - Livvy—using a range of information to find out more about how Christians live - Philosophy - Sophie—asking the question 'why' to better understand how someone thinks about the world	- Human/social sciences - Livvy—using a range of tools or methods to find out more about how people live - Philosophy - Sophie—asking the question 'why' to better understand how someone thinks about the world	- Livvy—using a range of information to find out more about how people live - Sophie—asking questions about right and wrong to better understand how someone thinks about the world
Vocabulary	Ash Wednesday, zodiac calendar, lunar moon, fasting, pilgrimage, resurrection	Authority, Bible, Catholic, Franciscan, Golden Rule, monastic, saint, source of authority	Method, survey, Brahman/Atman, Dharma, Karma, community, Hindu, identity, Mandir	AI, Anglican, Catholic, communication, ethics, harmony, mission, Mormon, Orthodox, service, Sewa, Shabbat, social media, technology, Ummah Zakat
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 will apply their understanding of the concept of duty to the ways in which religious and non-religious people try to live a good life. Drawing on questions and methods from the human/social sciences, theology and philosophy, pupils will explore the life of St Francis of Assisi.	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 religious worldviews; this will be done through investigating the case study of the Hindu community in Leicester. This unit will also provide opportunities for pupils to ask questions and use methods drawn from the human and social sciences to better understand Hindu spirituality.	Building on learning from the previous unit, pupils consider ways in which various religious worldviews utilise technology in contemporary times. Making links with religious beliefs and values, pupils will consider the advantages and disadvantages of using technology in religious worldviews.

Summer 1 Cycle B	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 it possible to speak to God?	Do Christians have to believe in God as Trinity? (Part 1)	How do people express their spirituality together? Pilgrimage - Hindu / Muslim worldviews	What is my view of the world? Case Study
Lyfta Links	<u>Special places</u>	<u>Faith in a higher power 2 (Christianity)</u>	<u>Faith and belief</u>	
Enquiry Questions	- Ways of communicating - Prayer - Muslim Prayer - Christian Prayer - Jewish Prayer - Sikh Prayer	- Asking Theo's questions - Christian beliefs about God: Jesus' Baptism - Christian beliefs about God: the Grace - Christian beliefs about God: the Nicene Creed - Christian beliefs about God: Roman Catholic Christians - Christian beliefs about God: Church of England Christians	- The River Ganges - Journeys, pilgrimage and spirituality - Kumbh Mela - Pilgrimage and the natural world - Hajj - Pilgrimage and spirituality	- What is a Worldview? - Case Study: Ashoka (Human/Social Sciences) - Case Study: A Buddhist Worldview (Theology) - Case Study: Ashoka (Philosophy) - Independent Research - Presentation
Substantive knowledge	- Communication is the act of giving, sharing or receiving information - Some religious people talk about prayer as a way of communicating with God - Some religious people say that prayer is helpful - Different people pray in different ways - Muslims pray at the mosque, at home and in other places - The Muslim experience of praying is affected by context (e.g. age, gender, place)	- Christians believe in one God - Most Christians understand God to be a Trinity - Most Christians describe the Trinity as 'Father', 'Son' and 'Holy Spirit' We can find out more about Christian beliefs about God from their sources of authority, including the Bible and the Nicene Creed.	- 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 - Going on pilgrimage has an impact on the natural world	- Everyone has (or occupies) a worldview - no-one is neutral - Worldviews can be religious or non-religious - Worldviews can be 'organised' (e.g. Christianity, Humanism, Islam) or 'individual' - Worldviews can change over time and be messy and complex - Being curious about worldviews can help us live well together, even when we disagree with each other - Learning the right sorts of questions to ask and the appropriate tools / skills to help us answer those questions can help us understand each other's worldviews better
Disciplinary knowledge	- Philosophy - Sophie—asking 'why?' and 'how do you know?' to find out more about what people think - Human/social sciences - Livvy—finding out about people's lived experiences	- Human/social sciences - Livvy—using case studies to find out more about how people live - Theology - Theo — finding out about people's beliefs and values by reading their important stories	Theo and Livvy—finding out about people's beliefs, values and way of living by reading their important stories and exploring a range of information	- Theo and Livvy—using sources of authority and a range of information to find out more about how people live and their beliefs and values - Sophie—asking the question 'why' to better understand how someone thinks about the world
Vocabulary	Allah, communication, Muslim, prayer, Makkah, Wudu, Christian, church, God, Jewish, Rabbi, Synagogue, Gurdwara, Sikh, Waheguru	Christianity, authority, context, creed, Father, Holy Spirit, Nicene, Son, Trinity, Apostolic Catholic (universal), prophet, organised worldview	Ahimsa, Environment, Ganges/Ganga, Hajj, Hindu, Journey, Kumbh Mela, Makkah, Pilgrimage, River, Spirituality	Agnostic, Ashoka. Atheist, Buddha/Buddhist/Zen Buddhist, Dhammapada, Koan, organised worldview Siddhartha Gautama, Theist, worldview
Why this/why now?	The children have previously visited the local church, and they know that this is a special place for Christians. Pupils build on their understanding of the Muslim concept of God by considering how Muslims prayer to God. They begin to ask philosophical questions about the concept of communicating with God. They deepen their understanding of the ways in which context affects being Muslim, as well as exploring some different ways in which religious people pray.	In this and the next unit, pupils engage more deeply with Christian sources of authority to explore interpretations of the concept of God. They further develop hermeneutical skills and analyse data about the lived reality of Christian worldviews.	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.	In this unit, pupils have the opportunity to revisit their own worldviews, considering how their learning in RE has helped them become more consciously aware of why they believe/value what they believe/value, why they live the way they do and why they think/reason in the way they do. It does this by presenting a case study of a Buddhist and asking pupils to critically analyse their own responses to this case study.

Summer 2 Cycle B	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?	Do Christians have to believe in God as Trinity? (Part 2)	How do people express their spirituality together? Pilgrimage - Jewish worldviews	Does Religion Matter?
Lyfta Links	<i>Sacred Acres</i>		<i>The advocate</i>	
Enquiry Questions	- 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?	- Asking Theo's and Livvy's questions - Quaker Christianity: timeline - Quaker Christianity: Inner Light - Case study: Quaker worship - Case study: Quaker social action - Do Christians have to believe in God as Trinity?	- Jerusalem - Journeys, pilgrimage and spirituality - Pesach/Passover - Shavuot - Sukkot - Pilgrimage and spirituality	- What is Religion? - The changing face of religion in the UK - Religion and Culture - Religion and Sport - Religion and Social Action - Does Religion Matter?
Substantive knowledge	- Why there is something rather than nothing - Right and wrong in relation to human interaction with nature - People have different views about nature. - 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	- Christians believe in one God - Some Christians do not believe that they have to understand God as a Trinity - Quakerism (the Society of Friends) is a denomination of Christianity - Not all Quakers understand God to be a Trinity	- Religious people can be spiritual - Pilgrimage is a journey to a special place or a journey carried out for a special reason - Many Jewish people celebrate three pilgrimage festivals - Taking part in a pilgrimage festival can help Jewish people flourish spiritually	- Everyone has (or occupies) a worldview, whether they are religious or not - There are different ways in which we can understand the word 'religion' - Religious worldviews are affected by context, including time, place, culture, etc. - Religious and non-religious worldviews can contribute positively and negatively to the world
Disciplinary knowledge	- Human/social sciences - Theology - Philosophy	Theo and Livvy — finding out about people's beliefs and ways of living by reading their sources of authority and analysing information	- Theo and Livvy—finding out about people's beliefs, values and way of living by reading their important stories and exploring a range of information - Sophie—asking the question 'why' to better understand how someone thinks about the world	- Theo and Livvy—using key sources of authority and different sources of information to find out more about people's beliefs - Sophie—using critical thinking skills to better understand how someone thinks about the world
Vocabulary	Katiakatanga, Māori, gratitude, harvest, Tikkun Olam, Sukkot, thankful	Denomination, leading, ministry, Quaker, social action, Trinity	Jerusalem, Jewish, journey, pilgrimage, spirituality, Passover/Pesach, Shavuot	Census, culture, religion, social action, spirituality, sport, worldview
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.	Building on the previous unit, pupils engage more deeply with Christian sources of authority to explore interpretations of the concept of God. They further develop hermeneutical skills and analyse data about the lived reality of Christian worldviews.	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.	Revisiting key concepts like religion, spirituality and worldview, pupils draw on prior learning to address the key question, 'does religion matter?'.