

Progression Journey: Grid 3: AMV by Religion / Worldview

This planning grid shows coverage of religions / worldviews across the current AMV Units of Learning

Christianity

Reception KS1	KS2	KS3
<p>UNIT 1 Who are we? Focus Areas: A & D Supplementary questions:</p> <ol style="list-style-type: none"> Who and what is special to me? (People, places, experiences, feelings, stories, objects, beliefs, values) Who and what supports and guides us? (People, experiences, feelings, beliefs, values, ideas) What makes us joyful, peaceful, wonder, reflective, happy and sad? (Experiences, places, celebrations, stories, songs and, for some people, prayers) How might stories, prayers, songs, etc help us understand more about ourselves and ideas of God? 	<p>UNIT 1 What is important to me? Focus Areas: A & D Supplementary questions:</p> <ol style="list-style-type: none"> Who am I and what does it mean to be human? (Physical and non-physical aspects of human identity) Where do I belong? (My school, home, family, tradition, cultures, organisations including those involving religion and belief, local community, the UK, the global community) What am I worth? (Beliefs about the value of human beings) How might stories, hymns, prayers etc help people understand more about themselves and their relationships? 	<p>UNIT 1 What experiences and beliefs are important to me and to others? Focus Areas: A & D Supplementary questions:</p> <ol style="list-style-type: none"> What makes human beings special? What do we mean by the human spirit? Why is prayer, reflection and contemplation important for some people? What do we mean by religious experience? What do I think about the value and purpose of human beings?
<p>UNIT 2 Why are some times special? Focus Areas: B & E Supplementary questions:</p> <ol style="list-style-type: none"> What special times and seasons can I remember? Why were these times special? Why are some festivals and celebrations special? <ul style="list-style-type: none"> When do they happen? What do they remember? What do people do and why? What special objects might be used in festivals and celebrations? How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives? 	<p>UNIT 2 What can we learn from the life and teaching of Jesus? Focus Areas: B & E Supplementary questions:</p> <ol style="list-style-type: none"> Who is Jesus and what does it mean to follow him today? (Christian, Muslim, Hindu and other answers about the character and status of Jesus) What did Jesus teach about: <ol style="list-style-type: none"> Love Sin, forgiveness and redemption Revenge and peace/ reconciliation Greed and giving Making a difference Prayer Faith and hope Life after death? What do the narratives of Jesus' miracles tell us about some of the big questions of life? Why might Christmas, Lent and Easter be important to ourselves as well as (other) Christians? 	

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<p>UNIT 3 Why are some stories special? Focus Areas: C & F Supplementary questions:</p> <p>a) What stories and books are special to me and my family? b) What stories and books are special to people within religions and beliefs? c) How are stories told and books used within religions and beliefs? d) What do some stories and books say about how people should live?</p>	<p>UNIT 3 Why do religious books and teachings matter? Focus Areas: C & F Supplementary questions:</p> <p>a) What different kinds of writing and story are there that are important to religions and beliefs? b) Where do the most special kinds of writings and stories come from? c) How do communities show that they value special books and writings? d) What are the moral messages that can be found in stories from religions and beliefs? e) How can I best express my beliefs and ideas?</p>	
<p>UNIT 4 Where do we belong? Focus Areas: B & D Supplementary questions:</p> <p>a) Where do I belong? (Feelings, experiences) b) Where do people belong? (Family, local community, group, club, place, country, faith) c) What do people do because they belong to a faith or belief community? d) How might ideas of family and community be reflected in our own lives?</p>	<p>UNIT 4 What does it mean to belong to a religion? Focus Areas: B & D Supplementary questions:</p> <p>a) How do Christians celebrate and live out their beliefs in: i the journey of life? ii their main festivals and practices? iii their faith communities? iv the wider world? b) Within the different Christian groups what are the most important similarities and key differences ? Why do they differ? How do they seek to work together ?</p>	<p>UNIT 4 What can we learn from religions, beliefs and communities today? Focus Areas: B & D Supplementary questions:</p> <p>a) How What is the impact of religion and beliefs in the: i local community ii wider area iii diversity of the UK iv global community? b) Why does hatred and persecution sometimes happen and what can be done to prevent it? (Focus on the Holocaust and subsequent genocides) c) If religion did not exist who would miss it? Can religions and beliefs support people in difficult times?</p>
<p>UNIT 5 How do we celebrate our journey through life? Focus Areas: C & E Supplementary questions:</p> <p>a) How do people celebrate the important events in their lives? (Birth, naming ceremonies, coming of age, joining a group, marriage, death) b) How do members of a religious faith celebrate these milestones in the journey of life? c) What artefacts, symbols and ceremonies are used at significant times? d) Why are some times in life significant or special?</p>	<p>UNIT 5 Why are some journeys and places special? Focus Areas: C & E Supplementary questions:</p> <p>a) Why do people believe that some places are special? b) Why do people go on pilgrimage and special journeys? c) What practices and events are associated with pilgrimage and special journeys? d) What artistic, symbolic and other expressive work is associated with special journeys and places? e) How might we make a record of the impact on ourselves of the journeys we make and the places we visit?</p>	

Reception KS1	KS2	KS3
<p>UNIT 6 How should we live our lives? Focus Areas: A & F Supplementary questions:</p> <ol style="list-style-type: none"> How does what I do affect other people? What rules and codes of behaviour help me know what to do? What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness) How do some stories from religions and beliefs and the example set by some people show me what to do? 	<p>UNIT 6 How do we make moral choices? Focus Areas: A & F Supplementary questions:</p> <ol style="list-style-type: none"> What are moral questions? What are the consequences of the moral choices we make? What people and organisations help in making moral choices? What are the most important moral values and teachings? How do we decide what is right and wrong? 	<p>UNIT 6 How might my beliefs affect my thoughts, ideas and actions? Focus Areas: A & F Supplementary questions:</p> <ol style="list-style-type: none"> What codes of behaviour exist in religions and beliefs? How relevant to modern life are religious values and codes of behaviour? How might beliefs, values and moral codes apply to ethical situations today? What are my most important values and codes of behaviour?
<p>UNIT 7 Why are some places special? Focus Areas: C & D Supplementary questions:</p> <ol style="list-style-type: none"> What places are special to me? Why are they special? What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home) What do these buildings that are special to religious or belief communities look like? <ul style="list-style-type: none"> Do they have special places, objects, pictures or symbols? How are these used? What do they tell us about what people believe? 	<p>UNIT 7 How do people express their beliefs, identity and experience? Focus Areas: C & D Supplementary questions:</p> <ol style="list-style-type: none"> How do people express their beliefs, identity and experiences using signs, symbols and the wider arts, e.g. art, buildings, dance, drama, music, painting, poetry, ritual, and story? Why do some people of faith not use the arts to represent certain things? How and why are 'universal' symbols like colour, light, darkness, wind, sound, water, fire and silence used in religions and beliefs? Why are the arts really important for some religions and beliefs? How might I express my ideas, feelings and beliefs in a variety of different ways? 	<p>UNIT 7 How do people express their beliefs and identities? Focus Areas: C & D Supplementary questions:</p> <ol style="list-style-type: none"> What are the different ways in which individuals express their sense of identity and key beliefs? How do faith and belief communities express their identity and key beliefs? What influences do religious and other leaders have in local, national and global communities? How might I best express my own identity and beliefs?

Reception KS1	KS2	KS3
<p>UNIT 8 Why is our world special? Focus Areas: A & E Supplementary questions:</p> <ul style="list-style-type: none"> a) How do I feel about the natural world? (E.g. wonder, amazement, mystery, worry, sadness) b) What do songs, poems, prayers and stories say about God as the Creator? c) What different ways can I use to show what I think and believe about our world? d) How do people show they care / don't care about our world? 	<p>UNIT 8 What do people believe about life? Focus Areas: A & E Supplementary questions:</p> <ul style="list-style-type: none"> a) What feelings do people experience in relation to birth, change, death and the natural world? b) What answers might be given by ourselves and by religions and beliefs to questions about: <ul style="list-style-type: none"> i the origin and meaning of life? ii our place in society and the natural world? iii the existence of God? iv the experience of suffering? v life after death? 	
<p>UNIT 9 Why is Jesus important? Focus Areas: B & F Supplementary questions:</p> <ul style="list-style-type: none"> a) What people help, inspire and guide me? What makes them special? b) What do stories from the Bible say about Jesus? (His birth, friends and followers, miracles, parables, death and resurrection) c) What things did Jesus say and do that guide people in their lives? What do I think? (e.g. love your neighbour / teachings on love and forgiveness) 	<p>UNIT 9 How should we live and who can inspire us? Focus Areas: B & F Supplementary questions:</p> <ul style="list-style-type: none"> a) What positive examples have people given that show us how to live? b) What values and commitments have inspired or been taught by founders of faiths or communities, leaders, believers and specific communities? c) How have the actions and example of people of faith or belief changed our world? d) How might we change our lives in the light of the qualities demonstrated by other people? 	<p>UNIT 9 What's to be done? What really matters in religion and beliefs? Focus Areas: B & F Supplementary questions:</p> <ul style="list-style-type: none"> a) What rights and responsibilities do I have? b) Why does there seem to be so much poverty and injustice in the world? c) How do religions and beliefs encourage their members to be a force for good in the world? (Religious practices such as prayer, meditation, charitable giving, giving time to those in need, spoken and written advice and guidance, etc)? d) How do religions and beliefs engage in dialogue with one another?

Buddhism

Note: Examples taken from Buddhist traditions may be included in any unit that is not intended for a specifically identified religion / worldview.

Reception KS1	KS2	KS3
	<p>UNIT 8 What do people believe about life? Focus Areas: A & E Supplementary questions:</p> <ul style="list-style-type: none"> a) What feelings do people experience in relation to birth, change, death and the natural world? b) What answers might be given by ourselves and by religions and beliefs to questions about: <ul style="list-style-type: none"> i the origin and meaning of life? ii our place in society and the natural world? iii the existence of God? iv the experience of suffering? v life after death? 	<p>UNIT 8 What do people believe about life and the place of religion and beliefs within it? Focus Areas: A & E Supplementary questions:</p> <ul style="list-style-type: none"> a) What might be the different purposes of life on earth? b) Why is there suffering in the world? c) What beliefs do people have about life after death? d) How did the world begin?
		<p>UNIT 9 What's to be done? What really matters in religion and beliefs? Focus Areas: B & F Supplementary questions:</p> <ul style="list-style-type: none"> a) What rights and responsibilities do I have? b) Why does there seem to be so much poverty and injustice in the world? c) How do religions and beliefs encourage their members to be a force for good in the world? (Religious practices such as prayer, meditation, charitable giving, giving time to those in need, spoken and written advice and guidance, etc)? d) How do religions and beliefs engage in dialogue with one another?

Hinduism

Note: Examples taken from Hindu traditions may be included in any unit that is not intended for a specifically identified religion / worldview.

Reception KS1	KS2	KS3
<p>UNIT 3 Why are some stories special? Focus Areas: C & F Supplementary questions:</p> <ol style="list-style-type: none"> What stories and books are special to me and my family? What stories and books are special to people within religions and beliefs? How are stories told and books used within religions and beliefs? What do some stories and books say about how people should live? 	<p>UNIT 3 Why do religious books and teachings matter? Focus Areas: C & F Supplementary questions:</p> <ol style="list-style-type: none"> What different kinds of writing and story are there that are important to religions and beliefs? Where do the most special kinds of writings and stories come from? How do communities show that they value special books and writings? What are the moral messages that can be found in stories from religions and beliefs? How can I best express my beliefs and ideas? 	<p>UNIT 4 What can we learn from religions, beliefs and communities today? Focus Areas: B & D Supplementary questions:</p> <ol style="list-style-type: none"> How What is the impact of religion and beliefs in the: <ol style="list-style-type: none"> local community wider area diversity of the UK global community? Why does hatred and persecution sometimes happen and what can be done to prevent it? (Focus on the Holocaust and subsequent genocides) If religion did not exist who would miss it? Can religions and beliefs support people in difficult times?
<p>UNIT 7 Why are some places special? Focus Areas: C & D Supplementary questions:</p> <ol style="list-style-type: none"> What places are special to me? Why are they special? What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home) What do these buildings that are special to religious or belief communities look like? <ul style="list-style-type: none"> Do they have special places, objects, pictures or symbols? How are these used? What do they tell us about what people believe? 	<p>UNIT 6 How do we make moral choices? Focus Areas: A & F Supplementary questions:</p> <ol style="list-style-type: none"> What are moral questions? What are the consequences of the moral choices we make? What people and organisations help in making moral choices? What are the most important moral values and teachings? How do we decide what is right and wrong? 	<p>UNIT 5 How are religions and beliefs portrayed in the media? Focus Areas: C & E Supplementary questions:</p> <ol style="list-style-type: none"> How is reporting in the local and national press, radio and television on religion and belief fair and accurate? How do religious groups use the media today? What are the potential benefits and problems of this? (E.g. internet, television, radio, press and arts) What criteria can we use to analyse the portrayal of religion and belief in the media? How would I portray religion and beliefs through a variety of media?

Reception KS1	KS2	KS3
<p>UNIT 8 Why is our world special? Focus Areas: A & E Supplementary questions:</p> <ul style="list-style-type: none"> a) How do I feel about the natural world? (E.g. wonder, amazement, mystery, worry, sadness) b) What do songs, poems, prayers and stories say about God as the Creator? c) What different ways can I use to show what I think and believe about our world? d) How do people show they care / don't care about our world? 	<p>UNIT 9 How should we live and who can inspire us? Focus Areas: B & F Supplementary questions:</p> <ul style="list-style-type: none"> a) What positive examples have people given that show us how to live? b) What values and commitments have inspired or been taught by founders of faiths or communities, leaders, believers and specific communities? c) How have the actions and example of people of faith or belief changed our world? d) How might we change our lives in the light of the qualities demonstrated by other people? 	
	<p>UNIT 10 What does it mean to belong to a religion? HINDUISM Focus Areas: B, D & E Supplementary questions:</p> <ul style="list-style-type: none"> a) How do members of this faith celebrate and live out their beliefs in: <ul style="list-style-type: none"> i the journey of life? ii their main festivals and practices? iii their faith communities? iv the wider world? b) Within the different groups of this faith what are the most important similarities and key differences ? Why do they differ? How do they seek to work together ? 	

Humanism

Note: Examples taken from Humanist traditions may be included in any unit that is not intended for a specifically identified religion / worldview.

Reception KS1	KS2	KS3
		<p>UNIT 2 Does our planet have a future? Focus Areas: B & E Supplementary questions:</p> <ul style="list-style-type: none"> a) What attitudes do people have towards the environment? b) Do animals matter and how should they be treated? c) What do religions and beliefs say about conservation and stewardship? d) How do religions and beliefs reflect the preciousness of the world in some of their festivals and celebrations? e) Are things getting better or worse for the environment? Why?
		<p>UNIT 5 How are religions and beliefs portrayed in the media? Focus Areas: C & E Supplementary questions:</p> <ul style="list-style-type: none"> a) How is reporting in the local and national press, radio and television on religion and belief fair and accurate? b) How do religious groups use the media today? What are the potential benefits and problems of this? (E.g. internet, television, radio, press and arts) c) What criteria can we use to analyse the portrayal of religion and belief in the media? d) How would I portray religion and beliefs through a variety of media?

Reception KS1	KS2	KS3
<p>UNIT 8 Why is our world special? Focus Areas: A & E Supplementary questions:</p> <ul style="list-style-type: none"> a) How do I feel about the natural world? (E.g. wonder, amazement, mystery, worry, sadness) b) What do songs, poems, prayers and stories say about God as the Creator? c) What different ways can I use to show what I think and believe about our world? d) How do people show they care / don't care about our world? 		<p>UNIT 8 What do people believe about life and the place of religion and beliefs within it? Focus Areas: A & E Supplementary questions:</p> <ul style="list-style-type: none"> a) What might be the different purposes of life on earth? b) Why is there suffering in the world? c) What beliefs do people have about life after death? d) How did the world begin?

Islam

Note: Examples taken from Muslim traditions may be included in any unit that is not intended for a specifically identified religion / worldview.

Reception KS1	KS2	KS3
<p>UNIT 1 Who are we? Focus Areas: A & D Supplementary questions:</p> <ol style="list-style-type: none"> Who and what is special to me? (People, places, experiences, feelings, stories, objects, beliefs, values) Who and what supports and guides us? (People, experiences, feelings, beliefs, values, ideas) What makes us joyful, peaceful, wonder, reflective, happy and sad? (Experiences, places, celebrations, stories, songs and, for some people, prayers) How might stories, prayers, songs, etc help us understand more about ourselves and ideas of God? 		<p>UNIT 8 What do people believe about life and the place of religion and beliefs within it? Focus Areas: A & E Supplementary questions:</p> <ol style="list-style-type: none"> What might be the different purposes of life on earth? Why is there suffering in the world? What beliefs do people have about life after death? How did the world begin?
<p>UNIT 3 Why are some stories special? Focus Areas: C & F Supplementary questions:</p> <ol style="list-style-type: none"> What stories and books are special to me and my family? What stories and books are special to people within religions and beliefs? How are stories told and books used within religions and beliefs? What do some stories and books say about how people should live? 		<p>UNIT 7 How do people express their beliefs and identities? Focus Areas: C & D Supplementary questions:</p> <ol style="list-style-type: none"> What are the different ways in which individuals express their sense of identity and key beliefs? How do faith and belief communities express their identity and key beliefs? What influences do religious and other leaders have in local, national and global communities? How might I best express my own identity and beliefs?
<p>UNIT 4 Where do we belong? Focus Areas: B & D Supplementary questions:</p> <ol style="list-style-type: none"> Where do I belong? (Feelings, experiences) Where do people belong? (Family, local community, group, club, place, country, faith) What do people do because they belong to a faith or belief community? How might ideas of family and community be reflected in our own lives? 		<p>UNIT 4 What can we learn from religions, beliefs and communities today? Focus Areas: B & D Supplementary questions:</p> <ol style="list-style-type: none"> How What is the impact of religion and beliefs in the: <ol style="list-style-type: none"> local community wider area diversity of the UK global community? Why does hatred and persecution sometimes happen and what can be done to prevent it? (Focus on the Holocaust and subsequent genocides)

Reception KS1	KS2	KS3
<p>UNIT 5 How do we celebrate our journey through life? Focus Areas: C & E Supplementary questions:</p> <p>a) How do people celebrate the important events in their lives? (Birth, naming ceremonies, coming of age, joining a group, marriage, death)</p> <p>b) How do members of a religious faith celebrate these milestones in the journey of life?</p> <p>c) What artefacts, symbols and ceremonies are used at significant times?</p> <p>d) Why are some times in life significant or special?</p>	<p>UNIT 5 Why are some journeys and places special? Focus Areas: C & E Supplementary questions:</p> <p>a) Why do people believe that some places are special?</p> <p>b) Why do people go on pilgrimage and special journeys?</p> <p>c) What practices and events are associated with pilgrimage and special journeys?</p> <p>d) What artistic, symbolic and other expressive work is associated with special journeys and places?</p> <p>e) How might we make a record of the impact on ourselves of the journeys we make and the places we visit?</p>	<p>c) If religion did not exist who would miss it? Can religions and beliefs support people in difficult times?</p> <p>UNIT 5 How are religions and beliefs portrayed in the media? Focus Areas: C & E Supplementary questions:</p> <p>a) How is reporting in the local and national press, radio and television on religion and belief fair and accurate?</p> <p>b) How do religious groups use the media today? What are the potential benefits and problems of this? (E.g. internet, television, radio, press and arts)</p> <p>c) What criteria can we use to analyse the portrayal of religion and belief in the media?</p> <p>d) How would I portray religion and beliefs through a variety of media?</p>
	<p>UNIT 11 What does it mean to belong to a religion? ISLAM Focus Areas: B, D & E Supplementary questions:</p> <p>a) How do members of this faith celebrate and live out their beliefs in:</p> <ul style="list-style-type: none"> • the journey of life? • their main festivals and practices? • their faith communities? • the wider world? <p>b) Within the different groups of this faith what are the most important similarities and key differences ? Why do they differ? How do they seek to work together ?</p>	<p>UNIT 9 What's to be done? What really matters in religion and beliefs? Focus Areas: B & F Supplementary questions:</p> <p>a) What rights and responsibilities do I have?</p> <p>b) Why does there seem to be so much poverty and injustice in the world?</p> <p>c) How do religions and beliefs encourage their members to be a force for good in the world? (Religious practices such as prayer, meditation, charitable giving, giving time to those in need, spoken and written advice and guidance, etc)?</p> <p>e) How do religions and beliefs engage in dialogue with one another?</p>

Judaism

Note: Examples taken from Jewish traditions may be included in any unit that is not intended for a specifically identified religion / worldview.

Reception KS1	KS2	KS3
<p>UNIT 4 Where do we belong? Focus Areas: B & D Supplementary questions:</p> <ol style="list-style-type: none"> Where do I belong? (Feelings, experiences) Where do people belong? (Family, local community, group, club, place, country, faith) What do people do because they belong to a faith or belief community? How might ideas of family and community be reflected in our own lives? 	<p>UNIT 1 What is important to me? Focus Areas: A & D Supplementary questions:</p> <ol style="list-style-type: none"> Who am I and what does it mean to be human? (Physical and non-physical aspects of human identity) Where do I belong? (My school, home, family, tradition, cultures, organisations including those involving religion and belief, local community, the UK, the global community) What am I worth? (Beliefs about the value of human beings) How might stories, hymns, prayers etc help people understand more about themselves and their relationships? 	<p>f)</p>
<p>UNIT 2 Why are some times special? Focus Areas: B & E Supplementary questions:</p> <ol style="list-style-type: none"> What special times and seasons can I remember? Why were these times special? Why are some festivals and celebrations special? <ul style="list-style-type: none"> When do they happen? What do they remember? What do people do and why? What special objects might be used in festivals and celebrations? How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives? 		<p>UNIT 2 Does our planet have a future? Focus Areas: B & E Supplementary questions:</p> <ol style="list-style-type: none"> What attitudes do people have towards the environment? Do animals matter and how should they be treated? What do religions and beliefs say about conservation and stewardship? How do religions and beliefs reflect the preciousness of the world in some of their festivals and celebrations? Are things getting better or worse for the environment? Why?

Reception KS1	KS2	KS3
<p>UNIT 3 Why are some stories special? Focus Areas: C & F Supplementary questions:</p> <p>e) What stories and books are special to me and my family? f) What stories and books are special to people within religions and beliefs? g) How are stories told and books used within religions and beliefs? h) What do some stories and books say about how people should live?</p>	<p>UNIT 9 How should we live and who can inspire us? Focus Areas: B & F Supplementary questions:</p> <p>a) What positive examples have people given that show us how to live? b) What values and commitments have inspired or been taught by founders of faiths or communities, leaders, believers and specific communities? c) How have the actions and example of people of faith or belief changed our world? f) How might we change our lives in the light of the qualities demonstrated by other people?</p>	
<p>UNIT 6 How should we live our lives? Focus Areas: A & F Supplementary questions:</p> <p>e) How does what I do affect other people? f) What rules and codes of behaviour help me know what to do? g) What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness) h) How do some stories from religions and beliefs and the example set by some people show me what to do?</p>		
<p>UNIT 8 Why is our world special? Focus Areas: A & E Supplementary questions:</p> <p>a) How do I feel about the natural world? (E.g. wonder, amazement, mystery, worry, sadness) b) What do songs, poems, prayers and stories say about God as the Creator? c) What different ways can I use to show what I think and believe about our world? d) How do people show they care / don't care about our world?</p>	<p>UNIT 12 What does it mean to belong to a religion? JUDAISM Focus Areas: B, D & E Supplementary questions:</p> <p>a) How do members of this faith celebrate and live out their beliefs in:</p> <ul style="list-style-type: none"> • the journey of life? • their main festivals and practices? • their faith communities? • the wider world? <p>b) Within the different groups of this faith what are the most important similarities and key differences ? Why do they differ? How do they seek to work together ?</p>	

Rastafari

Note: Examples taken from Rastafari traditions may be included in any unit that is not intended for a specifically identified religion / worldview.

Reception KS1	KS2	KS3
		<p>UNIT 3 Where are the answers to life's big questions? Focus Areas: C & F Supplementary questions:</p> <ul style="list-style-type: none"> a) How do people express in creative ways their deepest values and commitments? b) What is meant by truth? c) Why are for some people, sacred texts, teachings and places really important? d) In what ways might religious teachings and beliefs matter today?

Sikhism

Note: Examples taken from Sikh traditions may be included in any unit that is not intended for a specifically identified religion / worldview.

Reception KS1	KS2	KS3
	<p>UNIT 7 How do people express their beliefs, identity and experience? Focus Areas: C & D Supplementary questions:</p> <ul style="list-style-type: none"> a) How do people express their beliefs, identity and experiences using signs, symbols and the wider arts, e.g. art, buildings, dance, drama, music, painting, poetry, ritual, and story? Why do some people of faith not use the arts to represent certain things? b) How and why are 'universal' symbols like colour, light, darkness, wind, sound, water, fire and silence used in religions and beliefs? c) Why are the arts really important for some religions and beliefs? d) How might I express my ideas, feelings and beliefs in a variety of different ways? 	<p>UNIT 1 What experiences and beliefs are important to me and to others? Focus Areas: A & D Supplementary questions:</p> <ul style="list-style-type: none"> a) What makes human beings special? b) What do we mean by the human spirit? c) Why is prayer, reflection and contemplation important for some people? d) What do we mean by religious experience? e) What do I think about the value and purpose of human beings?
	<p>UNIT 9 How should we live and who can inspire us? Focus Areas: B & F Supplementary questions:</p> <ul style="list-style-type: none"> a) What positive examples have people given that show us how to live? b) What values and commitments have inspired or been taught by founders of faiths or communities, leaders, believers and specific communities? c) How have the actions and example of people of faith or belief changed our world? d) How might we change our lives in the light of the qualities demonstrated by other people? 	