

Reception Autumn Term RE

Autumn 1 - Why is the word 'God' so important to Christians? (Understanding Christianity God)
Autumn 2 - How can people show they belong together? (Coventry and Warwickshire Agreed Syllabus)

What should I already know?

I know about Christmas and Easter. I know these are special for Christians because they celebrate Jesus and try to be kind and helpful. I have heard stories, sung songs, and done fun activities about them in Little Lawrences or my nursery. I might also know a little about other celebrations, like Baptisms or saying thank you to God.

Key Vocabulary

God	World	Rules	Thanks	Church	Care
Parable	Jesus	Creation	Big Picture	Story	Worldview

Key Learning Opportunities

1	<p>Understand that Christians believe God created the world and everything in it. Use storytelling to narrate the Christian creation story with visuals (pictures/video). Follow up with a craft activity where children create their own "world" using mixed media.</p>	7	<p>Understand what it means to belong. Use a classroom item (e.g., a misplaced book) to discuss where it belongs. Create a class ideas web about where pupils feel they belong (e.g., family, school)</p>
2	<p>Learn how Christians thank God for His creation. Introduce the concept of Harvest Festival through discussion and pictures. Organise a pretend Harvest Festival where children bring toy fruits and vegetables to "thank God."</p>	8	<p>Identify groups people can belong to. Show an image of a team (e.g., England Lionesses) and discuss how they show belonging. Children draw themselves in a place where they feel they belong.</p>
3	<p>Recognise the Ten Commandments as special rules given by God to Christians. Simplify the Ten Commandments into child-friendly language and discuss their importance. Create a "class commandments" poster.</p>	9	<p>Recognise symbols of faith and belonging. Introduce faith symbols (e.g., cross, crescent, kara). Use images to match symbols to faiths. Children recreate symbols/images using creative resources.</p>
4	<p>Explore how Christians look after the world as part of their belief in God as the creator. Discuss ways to care for the environment, such as recycling or planting flowers. Plan a small gardening activity where children plant seeds and learn about nurturing the world.</p>	10	<p>Explore how people celebrate together. Discuss celebrations (e.g., birthdays, Christmas, Eid). Use images and artefacts to explore festivals. Set up a celebration role play e.g. a party.</p>
5	<p>Understand that Christians worship God in special places like churches. Show pictures or videos of a church and explain its significance. Role-play a simple worship session or visit the church in Napton.</p>	11	<p>What places are special? Show images of places of worship (e.g., church, mosque). Discuss why these places are special. Draw and describe a place that feels special to them.</p>
6	<p>Reflect on why Christians believe God made both good and bad things. Use a discussion circle to explore opposites (e.g., day/night, happy/sad). Use storytelling to illustrate this concept with a simple moral tale.</p>	12	<p>Understand the value of teamwork and kindness. Watch a video on teamwork (e.g., BBC Treasure Champs). Create a class mind map on the benefits of being part of a group. Plan ways we could help others e.g. jobs at school / home.</p>

Knowledge End Points:

- Understand that Christians believe God created the world and everything in it.
- Recognise that Christians thank God for His creation, especially during the Harvest Festival.
- Know that the Ten Commandments are special rules given by God to guide Christian living.
- Understand that Christians believe they should look after the world as part of their faith in God as the creator.
- Know that Christians worship God in special places like churches.
- Reflect on the Christian belief that God made both good and bad things and explore the reasons behind this belief.

'Worldview Explorer' Skills End Points:

- Recall key religious concepts, practices, and beliefs.
- Understand and interpret religious teachings and their significance.
- Apply knowledge to real-life situations and moral dilemmas.
- Reflect on personal beliefs and the beliefs of others.
- Engage in respectful discussions and debates about religious and ethical issues.
- Compare and contrast different religious beliefs and practices.
- Empathise with the perspectives and experiences of people from different backgrounds.

Knowledge End Points:

- People can belong to groups which can make them feel safe and welcome.
- Symbols and clothing can show belonging to a group.
- Celebrations like Christmas and Diwali bring people together to share food, fun, and special moments.
- Special places help people feel close to God or their community.
- Teamwork and kindness are important when being part of a group.
- People have different worldviews that shape their beliefs, practices, and ways of showing belonging.

What should I already know?

Listened to and begun to retell simple Bible stories. Know that Christians believe in God. Recognise that the Bible is a special book for Christians. Understand that some people believe God made the world. Talked about things in the natural world. Used simple religious words (e.g. God, Jesus, Bible, church, world, nature, special, care). Expressed their own ideas about how the world began. Understood that people have different beliefs and ideas. Talked about things in the world that they find special. Shown ways they can care for their environment Experienced feelings of awe and wonder about the natural world.

Key Vocabulary

Christian	God	Bible	Prayer	Believe	Religion
Parable	Jesus	Creation	Big Picture	Story	Worldview

Key Learning Opportunities

1	We are Worldview Explorers - To understand what a worldview is and begin to develop the skills of a theologian: noticing, wondering, listening, asking questions, and exploring meaning.	7	To know that Christians believe God made the world and everything in it. Listen to/read the story and retell/sequence the Creation Story.
2	To identify words Christian's use to describe God.	8	To recognise the beauty and variety of the natural world and begin to talk about it as God's creation.
3	To recognise that Christians learn about God through Bible stories. Focus on the Parable of The Lost Son.	9	To understand that Christians believe God wants people to care for the world.
4	To understand that Christians believe God is loving and forgiving.	10	To know that Christians show thankfulness to God for creation through prayer and songs.
5	To know that Christians pray to God because they believe He listens and cares.	11	To reflect on how everyone can help take care of the world
6	To express ideas about love and forgiveness and relate them to Christian beliefs about God.	12	Religion and Worldviews Day Focus - Why does Christmas matter to Christians? (Understanding Christianity - Incarnation)

Knowledge End Points:

- Know that Christians believe God is loving, forgiving, and always ready to welcome people back.
- Know that Christians learn about God through the Bible, especially stories Jesus told called parables.
- Recognise the parable of the Lost Son and explain what it teaches Christians about God.
- Know that Christians pray to God because they believe He listens and cares.
- Use simple religious vocabulary such as God, Christian, Bible, prayer, parable, forgiveness, and love.
- Talk about their own experiences and ideas of love and forgiveness, making simple links to Christian belief.
- Recognise that not everyone believes the same things and that Christianity is one worldview.

'Worldview Explorer' Skills End Points:

- Notice and describe key features of a Christian belief or practice.
- Ask and respond to simple questions about stories, beliefs, and values.
- Listen to others' ideas respectfully and share their own with confidence.
- Begin to recognise how stories and practices express what matters to believers.
- Explore and talk about their own responses to big questions such as love, forgiveness, and fairness.
- Use reasoning to make simple connections between beliefs and behaviour.
- Begin to understand that RE is about exploring different worldviews.
- Use new vocabulary related to the topics.
- Reflect on what they find special about the world and share this with others.
- Make simple links between the Christian belief and other world views.

Knowledge End Points:

- Retell the key elements of the Christian creation story from Genesis 1.
- Know that Christians believe that God made the world and everything in it.
- Explain that Christians believe the world is a gift from God.
- Say that Christians believe they should look after the world because it belongs to God.
- Talk about things in nature that they find beautiful, amazing, or special.
- Give simple examples of how people can care for the world.
- Express their own ideas and feelings about the natural world.
- Suggest ways they can help to care for school and local environment.



What should I already know?

In Reception you found out these things... some people choose to belong to religious communities. People can show their worldview through symbols or what they choose to wear. Some people go to places of worship to feel close to God e.g. church, mosque/masjid, gurdwara. Some people remember special times by celebrating together and we call those times festivals. Many people feel it is important to work together to care for the world and help others. Some people think it is important to be respectful to God by wearing particular clothes or doing certain things.

Key Vocabulary

Religion	Worldview	Belonging	Prayer	Worship	Ceremony
Rite of Passage	Festival	Community	Sacred	Symbol	Humanist

Key Learning Opportunities

1	What is religion and what does freedom of religion mean? To be able to explain that religion is one example of a worldview, identify key elements of religions, and describe that in the UK people have the freedom to follow and express their beliefs.	7	Which sacred objects are important to people with different worldviews? (Part 1) To be able to recognise sacred objects used in Christian, Hindu, Sikh, Jewish, or Pagan worldviews and explain their symbolic meaning.
2	What is a rite of passage? To be able to define a rite of passage and give examples from different worldviews, noting similarities and differences between them.	8	Which sacred objects are important to people with different worldviews? (Part 2) To be able to explain how sacred spaces and home shrines are used for worship, and why some people choose to worship at home.
3	Which ceremonies are important in our community? To be able to identify ceremonies that are important in their own and others' communities and explain how they help people feel they belong.	9	What are Vaisakhi and Gurburab? To be able to describe how Sikhs celebrate Vaisakhi and Gurburab and explain why these festivals are important to the Sikh community.
4	What happens at a wedding and why? To be able to describe and compare key features of Christian, Jewish, or Humanist weddings, explaining how they reflect the beliefs and values of each worldview.	10	What are Chanukah and Pesach? To be able to describe how Jewish people celebrate Chanukah and Pesach and explain how these festivals help believers feel a sense of belonging.
5	What is a naming ceremony? To be able to explain what happens in a Humanist naming ceremony and compare it with naming or welcoming traditions from religious worldviews.	11	How do beliefs, ceremonies, and objects connect? To be able to make links between beliefs, ceremonies, festivals, and sacred objects across different worldviews.
6	What is worship? To be able to describe what worship is, why it is important to many worldviews, and give examples of where and how it takes place.	12	How can we answer our enquiry question? To be able to answer the question "How do people with similar religion and worldviews share and celebrate their beliefs?" Assessment.

Knowledge End Points:

- In the UK, people are free to follow and express their religion or worldview in different ways.
- A religion is one type of worldview, but people can also have personal and community worldviews.
- Worship is a way of showing love or devotion and can happen at home or in a place of worship, often using special objects.
- Worship can look different around the world, even within the same religion.
- Rites of passage are special ceremonies that mark life changes such as birth, marriage, or death.
- Different worldviews have their own ceremonies.
- Festivals are special times when people celebrate important stories, people, or events.
- Different worldviews celebrate different festivals.
- Festivals and ceremonies bring people together and help them feel they belong.
- People with different worldviews use special objects to express their beliefs. These objects and places are important because they help people show and share their beliefs.
- Belonging and believing are linked - what people believe often shapes how they celebrate and live with others.

'Worldview Explorer' Skills End Points:

- Recognise that people use stories, objects, places, and ceremonies to show their beliefs.
- Talk about similarities and differences between religions and worldviews.
- Make simple links between what people believe and what they do.
- Ask and answer questions about belonging, belief, and celebration.
- Share own ideas about why people worship, celebrate, or mark special life events.
- Talk about their own experiences of belonging and compare them with others.
- Identify how ceremonies, festivals, and worship help people feel part of a community.
- Recognise that people can share values and celebrations even if they believe different things.
- Describe how freedom of religion allows people in the UK to live together with different beliefs.



Year 3 Autumn Term RE

2a.1 What can Christians learn from the creation story? - *(Understanding Christianity Go)*

2a.2 What is it like to follow God? - *(Understanding Christianity God)*

What should I already know?

You have already learnt these things ...Christians believe in God. Christians believe that Jesus is special and that he is the Son of God. The Bible is a special book for Christians. Christians go to church to worship God. Prayer is how Christians talk and listen to God. Christmas is when Christians celebrate the birth of Jesus. Easter is when Christians remember that Jesus died and came back to life. Christians sometimes use symbols (like the cross, a candle, or water) to show their beliefs. Christians have special celebrations and ceremonies like baptisms and weddings. Christians are part of a community that shares beliefs, stories, and celebrations.

Key Vocabulary

Creation	Genesis	God	Goodness/Good	Stewardship	Harvest
Noah	Ark	Rainbow	Covenant	Obedience	Faithful

Key Learning Opportunities

1	Retell the Christian story of Creation from Genesis 1. To recall the sequence of creation and are able to recall learning from KS1.	7	Retell the story of Noah and the Flood. To be able to sequence the Noah story and recognise key details (ark, animals, rainbow).
2	Recognise that Christians believe God made the world. To explore the idea that Christians believe everything God made has value and purpose.	8	Recognise that Christians believe God made a covenant (promise) with Noah. To understand the rainbow as a symbol of God's promise to never flood the earth again.
3	What does the Creation story teach Christians about God? To know that Christians believe God is powerful, creative, caring, and involved in the world.	9	Describe what the Noah story teaches Christians about God. To explore the Christian belief that God is faithful, loving, and wants people to live His way.
4	How do Christians believe humans should look after the world? To explore the idea of stewardship - that God gave humans responsibility to care for creation.	10	Explain what Christians mean by 'People of God'. To know that Christians believe people who follow God (like Noah, Abraham, believers today) are called the People of God.
5	What links the Creation story and Christian worship, prayer, and festivals? To be able to make connections between Harvest, hymns, and prayers with the story of God as creator and human gratitude.	11	Make links between the story of Noah and how Christians live today. To be able to understand how Christians try to obey God, trust Him, and live faithfully, just as Noah did.
6	How can people today care for the world? To be able to apply learning to everyday life: recycling, protecting animals, kindness.	12	What does it mean to make promises and keep them? To reflect on promises in everyday life and why keeping them matters, linking to God's covenant.

Knowledge End Points 2a.1:

- I can remember the main parts of the Christian creation story.
- I know that Christians believe God made the world and that it is good.
- I can tell some ways the story shows what God is like (powerful, loving, creative).
- I know that Christians think people should take care of the world.
- I understand that Christians use the story to see why nature is important.

Knowledge End Points 2a.2:

- I can name some ways Christians follow God (praying, reading the Bible, living like Jesus).
- I know some important Christian values like love, forgiveness, and kindness.
- I can remember stories from the Bible about people who followed God.
- I understand that following God means making good choices.
- I know that Christians try to show their faith in everyday life.

'Worldview Explorer' Skills End Points:

- I can retell religious stories in my own words.
- I can talk about what religious stories show about God.
- I can describe ways people follow their faith.
- I can give examples of important values and explain them.
- I can think about how faith affects everyday life.
- I can share my own ideas and listen to other people's ideas.
- I can ask questions about religious beliefs and think about answers.
- I can reflect on my own choices and compare them with religious ideas.



What should I already know?

You have already learned that Christians believe God forgives and that Jesus teaches people to forgive and love others. At Easter and Christmas, Christians remember new beginnings and hope. We also know that religions like Judaism, Islam and Hinduism have special stories, rules and festivals to help people live well together. You have already begun to explore different worldviews and how these define how people live. This will help us as we explore how different worldviews think about conflict, peace, forgiveness and making friends again.

Key Vocabulary

To include worldviews and religions - Christianity, Judaism, Islam, Hinduism, Paganism, Humanism / Non-religious, Quaker

Worldview	Conflict	Peace	Forgiveness	Reconciliation	Community
Pillar	Ahimsa	Living in Circle	Compassion	Encounter	Non-Violence

Key Learning Opportunities

1	Understand what a worldview is and why peace/forgiveness matter. Recap worldviews. First reflection: what do I think about peace?	7	Learn how the Five Pillars support peace in the ummah. Explore zakat (charity) and other pillars. Case study: Ahmadiyya food banks. Mosque visit/guest if possible.
2	Learn what in-groups/out-groups are and how they affect people. Use circle diagrams or role play to show "us" and "them." Discuss how welcoming difference builds peace.	8	Learn about ahimsa (non-violence) in Hinduism. Watch short video. Use scenarios: how would someone practicing ahimsa act? Create peaceful artwork.
3	Explain reconciliation and show it through art/symbols. Study the Reconciliation Statue. Create art or "body sculptures" to show saying sorry/forgiving.	9	Learn about 'living in circle' and respect for nature. Explore personhood (rivers, mountains). Compare with ahimsa. Discuss local places to give "personhood."
4	Learn why reconciliation is important for Christians. Explore Jesus's teaching (Lord's Prayer). Study Coventry Cathedral and Tutu's Fourfold Path.	10	Explore why meeting people from other worldviews matters. Revisit Reconciliation Statue. Teach "Be Curious, Be Present, Reimagine." Role play friendly encounters.
5	Learn about forgiveness at Rosh Hashanah & Yom Kippur. Hear the shofar, taste apple & honey (allergy check), write in a "Book of Life." Reflect on forgiving/being forgiven.	11	Learn how Humanists and Quakers value peace & non-violence. Do Humanist "peace backpack" activity. Explore Quaker beliefs on peace.
6	Learn what ummah means in Islam. Read Qur'an verses on peace. Explore how Muslims see themselves as part of one worldwide family.	12	Explain how stories/people show reconciliation. Study Moses the Black or Romeo & Juliet. Try a restorative justice role play. Final reflection: "How do I answer our big question now?"

Knowledge End Points:

- Understand what a worldview is and that people from different religions and non-religious worldviews see the world in different ways.
- Know that conflict happens but can be resolved through peace, forgiveness, and reconciliation.
- Know key beliefs and practices about peace, forgiveness, and reconciliation in Christianity, including Jesus' teaching and the Lord's Prayer.
- Understand how Jewish beliefs and festivals, such as Rosh Hashanah and Yom Kippur, encourage saying sorry and being forgiven.
- Know how Muslims understand ummah (community) and live out the Five Pillars to support peace and harmony.
- Understand the Hindu belief in ahimsa (non-violence) and how it shapes everyday actions.
- Know how Pagan worldviews value respect for nature and living in balance.
- Understand how Humanists and Quakers value peace, compassion, and non-violence, even without religious belief.
- Know that stories, people, and actions (like Moses the Black, Desmond Tutu, or Romeo & Juliet) can teach lessons about reconciliation.
- Understand that encountering people from different worldviews helps us understand others and build a fairer, more peaceful world.

'Worldview Explorer' Skills End Points:

- Reflect on their own ideas about conflict, peace, forgiveness, and reconciliation.
- Listen respectfully to other people's viewpoints and worldviews.
- Identify and describe key beliefs, teachings, and practices from different religions and worldviews.
- Compare similarities and differences between worldviews in how they approach peace and reconciliation.
- Explain why forgiveness and reconciliation are important in everyday life.
- Discuss and give examples of how people can respond to conflict in peaceful ways.
- Apply understanding of peace and reconciliation through role-play, drama, art, or storytelling.
- Ask thoughtful questions about how different people live well together.
- Make connections between religious, non-religious, and personal ideas about living peacefully.
- Present their ideas clearly, using appropriate vocabulary from the unit.



Year 5 Autumn Term RE

Autumn 1 - Creation and Science - conflicting or complimentary? *(Understanding Christianity)*

Autumn 2 - How can following God bring freedom and justice? *(Understanding Christianity)*

What should I already know?

By the beginning of this unit, I will know that Christians believe God made the world and everything in it, and that the Creation story is at the very start of the Bible. I know Christians believe creation was "good" and that people are special because they are made in God's image. I also know that Christians believe people should look after the world. I know the Bible has different types of writing, such as stories, poems and history, and I know that science helps to explain how the world works. I know that Christians believe in one God who made the world and cares for people, and that the Bible is their holy book with important stories in it. I know that Moses was a leader in the Bible who helped free God's people from slavery in Egypt, and that Christians believe God gave rules like the Ten Commandments to help people know how to live. I also know that Christians believe God wants people to live fairly, show kindness and care for others.

Key Vocabulary

Creation	Genesis	Literal	Symbolic	Science	Complementary
Moses	Exodus	Commandments	Covenant	Justice	Freedom

Key Learning Opportunities

1	Explain where the Creation story fits in the Bible and why it is important. Place Genesis 1 on a "Big Story of the Bible" timeline and discuss why it comes at the start.	7	Understand the story of Moses and its connection to freedom and salvation. Use storytelling techniques to narrate key events in Moses' life. Create emotion graphs to explore Moses' feelings.
2	Identify what kind of story Genesis 1 is and why it was written. Sort texts (poetry, history, myth, theology) and identify Genesis 1 as a theological story, discussing its purpose.	8	Explore the Ten Commandments and their relevance today. Discuss each commandment and classify them into categories. Create a "Ten Lessons for Living" list.
3	Think about what Genesis 1 might mean and compare different Christian ideas. Brainstorm meanings of Genesis 1 and compare their ideas with different Christian interpretations (literal, symbolic, metaphorical).	9	Learn how Christians apply the concept of freedom and justice in their lives. Research Christian charities like Toybox or TearFund. Write persuasive letters encouraging support for these charities.
4	Show how Genesis 1 teaches Christians about God as Creator. Match Bible verses from Genesis 1 with statements about Christian beliefs about God as Creator.	10	Understand the concept of covenant and its significance in the Bible. Discuss agreements (e.g., school rules, sports rules) and compare them to biblical covenants. Create a story map of key events.
5	Explain why some Christians think science and faith can work together. Make a diagram showing similarities and differences between scientific accounts of Creation and Christian beliefs.	11	Explore the Five Marks of Mission and their impact on society. Divide pupils into groups to research one Mark of Mission each. Use jigsaw discussions and create a visual representation for each.
6	Decide whether the Bible story of Creation and science agree or how they might fit together. Write a short piece explaining whether Genesis 1 and science conflict or can complement each other.	12	Reflect on how following God can bring freedom and justice. Role-play scenarios where Jesus' commandments are followed or not. Discuss the impact of these actions on individuals and society.

Knowledge End Points Autumn 1:

- Explain where the Creation story fits into the 'big story' of the Bible and why it matters to Christians.
- Describe what kind of text Genesis 1 is and what its purpose might be.
- Suggest what Genesis 1 might mean and compare different Christian interpretations of the text.
- Make links between the Creation story and what Christians believe about God as Creator.
- Explain why many Christians believe that science and faith can go together.
- Identify important ideas from Genesis 1 and give my opinion on how they might be helpful or inspiring.
- Give a reasoned view on whether the Creation story and science are in conflict or can complement each other.

'Worldview Explorer' Skills End Points:

- Recall and connect key concepts and themes across different parts of the Bible, including Creation.
- Recognise that texts in the Bible can be understood in different ways and suggest reasons why.
- Compare my own ideas with Christian beliefs, showing understanding of different points of view.
- Reasoning and evidence to support my views when thinking about faith and science.
- Ask thoughtful questions about the relationship between religion and science.
- Express and justify my own responses to biblical texts and Christian beliefs.
- Evaluate whether different beliefs and ideas fit together or are in conflict.

Knowledge End Points Autumn 2:

- The Creation story is important because it shows God's power and purpose.
- Genesis 1 is a theological text - it teaches about God and faith, not science.
- The story shows that God created the world and everything in it for a purpose.
- Some Christians believe the story is literal (God created the world in 6 days).
- Other Christians believe the story is symbolic or poetic, showing truths about God.
- Christians believe Genesis 1 shows that God is powerful, creative, and made everything good.
- Christians believe humans are made in God's image, giving people value and responsibility for creation.
- Many Christians believe science and faith can work together - science explains *how* the world works, faith explains *why*.
- Some Christians see the Bible and science as complementary, not in conflict.



What should I already know?

You already know that sacred texts, like the Bible, Qur'an, and Bhagavad Gita, help guide people in their beliefs and actions. You've learned about Jesus' resurrection and why it's important to Christians, as well as how art and buildings, like stained glass windows or temples, show beliefs about life after death. You also know that people have different ideas about God, like the Holy Trinity in Christianity, Allah in Islam, and Brahman in Hinduism, and that some people don't believe in God at all. You've explored how rituals like prayer, meditation, and festivals help people express their beliefs about life and death. This will help you understand more about what happens after we die and how beliefs about this shape the way people live.

Key Vocabulary

Transcendence	Soul	Afterlife	Heaven	Paradise	Reincarnation
Karma	Moksha	Nirvana	Funeral	Judgement	Enlightenment

Key Learning Opportunities

1	Understand the concept of transcendence and its importance in various worldviews. What is "transcendence"? Use examples from theist, atheist, and agnostic worldviews. Pose the question: "Where might this concept fit into religion and worldviews?"	7	Investigate non-religious and Humanist perspectives on life after death. Discover findings from the Theos Think Tank report and discuss Humanist ideas about the "River of Life." Draw own "River of Life" and reflect on own contributions to society.
2	Explore the concept of the self and its relationship with the soul/spirit in different worldviews. Use glove and letter-envelope analogies to explain the soul. Create a self-portrait, dividing it into physical and spiritual aspects, and discuss what makes the self unique.	8	Examine how beliefs about life after death influence how people live. Discuss the concept of "living life to the full" and create a "bucket list". Match belief statements with corresponding life practices from different worldviews.
3	Reflect on personal and philosophical questions about life, death, and the afterlife. Discuss examples of "ultimate questions". Discuss Zoroastrian beliefs about the Chinvat Bridge and create mind maps of questions about life and death.	9	Analyse how funerals express ideas about death in various worldviews. Watch videos/view images of Christian, Muslim, Hindu, Buddhist, and Humanist funerals. Discuss how rituals reflect beliefs about the afterlife.
4	Compare Christian and Muslim beliefs about life after death. Look at images that show the straight path of life, death, and judgment. Talk about Christian and Muslim beliefs. Discuss similarities and differences, such as judgment, heaven/hell, and resurrection.	10	Explore how ideas about the afterlife are expressed in artwork. Analyse artworks like "First Day in Heaven" (Christian), Islamic calligraphy, "Moksha" (Hindu), and the Bhavacakra (Buddhist). Discuss how these artworks reflect beliefs about life, death, and the afterlife.
5	Understand Hindu beliefs about samsara, karma, and moksha. Look at images of the Hindu cycle of birth, death, and rebirth. Use the "karma reward chart" analogy and create a life cycle for a character, explaining how karma influences their next life	11	Reflect on the diversity of beliefs about life after death across worldviews. Recall key beliefs from Abrahamic, Dharmic, and non-religious worldviews. Use a Venn diagram to compare and contrast ideas about the soul, judgment, reincarnation, and the afterlife.
6	Explore Buddhist beliefs about samsara, rebirth, and nirvana. Discuss the Bhavacakra (Wheel of Life) and its symbolism. Discuss the Four Dharma Seals and the concept of Maranasati meditation. Annotate Buddhist perspectives on life after death.	12	"How might your worldview impact the way you understand death and beyond?" Write a reflective letter explaining their own beliefs about life, death, and the afterlife, incorporating insights from the unit. Consider how these beliefs shape their actions and values

Knowledge End Points:

- Understand how worldviews shape beliefs about life, death, and the afterlife.
- Know the meaning of transcendence and its importance in different worldviews.
- Understand beliefs about the self, soul, and spirit across various traditions.
- Recognise and reflect on ultimate questions about life, death, and existence.
- Know Christian and Muslim beliefs about judgment, heaven, and hell.
- Understand Hindu and Buddhist concepts of samsara, karma, moksha, and nirvana.
- Know Humanist and Pagan perspectives on life after death and living well.
- Understand how beliefs about the afterlife influence moral choices and rituals.
- Know how funerals express ideas about death in different worldviews.
- Recognise similarities and differences in beliefs.
- Know how personal worldviews impact understanding of life, death, and the afterlife.

'Worldview Explorer' Skills End Points:

- Engage in debate and discussion about beliefs.
- Analyse metaphysical terms like self, soul, sacred, and transcendence across worldviews.
- Compare and contrast beliefs.
- Plan and conduct surveys, polls, and interviews to explore lived expressions of worldviews.
- Interpret religious art and texts to understand beliefs about the afterlife.
- Make connections between sacred texts, rituals, and contemporary practices.
- Design questions and analyse responses to uncover worldview perspectives.
- Critically evaluate how beliefs influence moral decisions and ways of living.
- Create artwork or written reflections to express personal beliefs about life, death, and the afterlife.