

Hook Junior School Whole School RE Curriculum Overview

Aims

The Hampshire Syllabus for Religious Education is statutory and comes from the Living Difference IV.

Living Difference IV seeks to introduce children and young people to what a religious way of looking at, and existing in, the world may offer in leading one's life, individually and collectively ([see Living Difference IV and religion](#)).

It recognises and acknowledges that the question as to what it means to lead one's life with such an orientation can be answered in a number of qualitatively different ways. These include the idea that to live a religious life means to subscribe to certain propositional beliefs (religion as truth); the idea that to live a religious life means to adhere to certain practices (religion as practice); and the idea that to live a religious life is characterised by a particular way of being in and with the world, with a particular kind of awareness of, and faith in, the world and in other human beings (religion as existence).

Religious education in Hampshire, the Isle of Wight, Portsmouth and Southampton intends to play an educational part in the lives of children and young people as they come to speak, think and act in the world ([see Living Difference IV and education](#)).

This entails teachers bringing children and young people first to attend to their own experience and that of others, to engage intellectually with material that is new and to discern with others what is valuable with regard to living a religious life or one informed by a non-religious or other perspective.

This approach to religious education in Hampshire, the Isle of Wight, Portsmouth and Southampton schools is consistent with the United Nations Convention on the Rights of the Child (UNCRC), particularly Articles 8, 12, 13, 14, 29 and 30, and supports the work of RRE.

Year 3		Year 4		Year 5		Year 6	
NC areas of focus		NC areas of focus		NC areas of focus		NC areas of focus	
Concepts	<p>RE Concept: Neighbour (Aut 1) Importance people around us Type: A RE Focus: Understanding how Christians view the concept of neighbour in their beliefs, practices and story. RE Concept: Symbol of Light (Advent Autumn 2) Type: A RE Focus: Importance of Advent Make links to Diwali – using light as a symbol</p>	<p>RE Concept: Good and Evil (Diwali) Type: A RE Focus: Understanding the story of Rama and Sita and how good overcame evil.</p> <p>RE Concept: Angels (Aut 2 Christmas) Type: B RE Focus: Imagery (Stereotypes) Links to Protected characteristics.</p>	<p>RE Concept: Belonging Type: B RE Focus: Understanding what it is like to live as a Muslim today.</p> <p>RE Concept: Warning (Aut2) Christmas Type: B RE Focus: Prophecy within the Nativity Story with particular reference to the Magi.</p>	<p>RE Concept: Justice Link to Whole School Focus: Understanding importance of Justice. Type: B RE Focus: Christianity/Judaism/Islam Links to protected Characteristics.</p> <p>RE Focus: RE Concept: Interpretation Type: A RE Focus: Text study of the birth narratives in the New Testament. Exploration into similarities and differences.</p>			
	Prior Knowledge	<p>In KS1 the enquiry into what it means to live a religious and non-religious life will be concerned with enquiring into concepts common to all people (A concepts), where children will engage within their own experience. KS1 Children will be introduced to terms specific to religions (eg Shabbat) but the focus for enquiry into concepts will be rooted in their own experience. (See attached HIS RE Overview)</p>	<p>Developed understanding of Enquiry cycle and what the different stages entail.</p> <p>Beginning to learn about different Hindu and Christian festivals and ways of life including concepts of Devotion, communication, Emotions and Temptation.</p>	<p>Developed understanding of Enquiry cycle and what the different stages entail. Concepts covered include Courage, Protection, Holy, Good and Evil and Creation.</p> <p>Developing knowledge and understanding of Christian and Hinduism involving specific ceremonies and what is involved in following these religions.</p>	<p>Developed understanding of Enquiry cycle and what the different stages entail. Concepts covered include Warning, Belonging, Suffering and Neighbour.</p> <p>Understanding Islam and what it is like to be a Muslim in today's world.</p>		

<p style="text-align: center;">Knowledge</p>	<ul style="list-style-type: none"> • To describe what neighbour means. • To know the story of the Good Samaritan and know the hidden meaning. • To describe what symbol means and to describe how light can be a symbol. • To know the difference between a sign and a symbol • To know some ways in which Christians use light as a symbol for Advent 	<ul style="list-style-type: none"> • To describe the concepts of Good and Evil • To retell the story of Rama and Sita • To know how and why Hindus celebrate Divali • To describe the connotations and stereotypes linked to an image. • To describe the importance of images to Christians. 	<ul style="list-style-type: none"> • Describe what it means to belong to something • To describe Shahada and Muslim Prayer (Salat) • Simply explain why some Christians see the idea of Warning in the Christmas Story of the Magi • Discuss the importance of the Magi and their gifts within the bible 	<ul style="list-style-type: none"> • Children can explain their own response to <i>justice</i>. • Children can explain how <i>justice</i> can be applied in own and others' lives. • To understand and explain the term interpretation • To know the different interpretations of the story (Matthew and Luke)
<p style="text-align: center;">Skills</p>	<ul style="list-style-type: none"> • To sort and justify their opinions about neighbour. • Identify ways in which we can be a good 'neighbour'. • To begin to justify my opinion in a debate • To describe how Christians celebrate Advent • To describe the value of candle symbol at Advent • To describe how Christians use light as a symbol at Advent 	<ul style="list-style-type: none"> • To describe ways in which Hindus remember good and evil in the story of celebrations of Divali. • To describe the importance of Hindus valuing good overcoming evil. • To describe how angels are represented to Christians. 	<ul style="list-style-type: none"> • To simply explain how belonging makes me feel • Describe how belonging can be applied to own and others' lives • Describe how belonging is important to Muslims • To describe what warning means • Identify references to the Magi from the bible • Evaluate the importance for some Christians, of the gifts that warned of Jesus' future 	<ul style="list-style-type: none"> • Children can explain the value of <i>justice</i> to Jewish people, Christians and Muslims and identify and explain issues raised. • Explain the value of the two <i>interpretations</i> for Christians and describe some issues raised • Be able to discuss and debate their opinion of which interpretation is more important to Christians • explain why there are two <i>interpretations</i> of the story of the birth of Jesus in the Bible •

Understanding	<ul style="list-style-type: none"> To be able to describe a 'neighbour' in their own life. To describe the importance of the Good Samaritan story. Describe how we can be a good neighbour. To share my own responses to the symbol of light. To describe how the symbol of light affects me. 	<ul style="list-style-type: none"> To describe own responses to the concepts of good and evil. To describe examples of how responses to good and evil affect their own lives. To describe the importance of an image. To describe how images affect people's lives. 	<ul style="list-style-type: none"> Describe what belonging means to myself and groups that I belong to. Describe the advantages of praying alone compared to praying together. Simply explain why it is important for Muslims to feel they belong. Identify stories that contain warnings and discuss the importance of this to the story outcome Debate and share own ideas about the warnings that reveal the future Simply explain how warning affect us 	<ul style="list-style-type: none"> Children can explain what the concept of <i>justice</i> means. Children can explain how <i>justice</i> is significant in the stories of Jewish people, Christians and Muslims. Explain a personal response to the way in which different <i>interpretations</i> of situations have been evident in their own experience Explain how their ideas about <i>interpretation</i> may affect their experiences and others' experiences.
Key Vocabulary	Neighbour Samaritan Parable Community Support	Diva/Diwa Rama Sita Good Evil Raveena	Allah Muhammad Belonging Prayer mat Shahada	Justice Freedom Fairness Unjust
	Light Dark	Holy Angel Sacred Special Stereotype Diverse cultures	Prophecy Gold Frankincense Myrrh Warning gift	Interpretation Significance version Jesus
Key texts	The Christmas Story Luke 1: 26-38	The Story of Rama and Sita Divali non-fiction texts The Christmas Story	The Christmas Story – Matthew 2:1-12	Different interpretations of Christmas story Jonah and the Whale Rabbi and the Cow Justice for All

Protected Characteristics, Character Virtues and	All can be covered as everyone belongs to our school community.	NA	All can be covered as everyone belongs to a community.	Everyone deserves justice – innocent until proven guilty. Children explore people who do get justice such as MLK based on race etc. Teachers to apply as needed based on examples. Interpretations can be different based on background, religion, race, gender. Why might this be?
Safeguarding in the curriculum	Aware of dangers of candles develop objectivity when considering texts and stories reflect on ethics/morals what is acceptable and not acceptable use discussion, debate, circle times (with agreed rules, protocols and conventions with respect to 'passing' and clarity over non-confidentiality) to develop tolerance and wider thinking	Aware of dangers of candles develop objectivity when considering texts and stories develop knowledge of all religions that promote understanding and tolerance	Warning – what if something seems strange to us and we are unsure? recognise difference and diversity and learning from this develop racial awareness and how to talk about it using acceptable language • resist extremism and prevent radicalisation develop knowledge of all religions that promote understanding and tolerance	How interpretations can be different – always tell the truth. recognise difference and diversity and learning from this reflect on ethics/morals what is acceptable and not acceptable challenge our own beliefs about what happens in the world think about what can be seen as right and wrong from different points of view

SPRING TERM			
Year 3	Year 4	Year 5	Year 6
NC areas of focus	NC areas of focus	NC areas of focus	NC areas of focus

<p style="text-align: center;">Concepts</p>	<p>RE Concept: Devotion Mahashivratri Type: A RE Focus: How and why Hindus show devotion to Shiva</p> <p>RE Concept: Changing Emotions Type: A RE Focus: Easter Understanding the different emotions that may be felt during Easter.</p>	<p>RE Concept: Creation Type: B RE Focus: Understanding that different religions have different creation stories and identifying similarities and differences. Refer back to learning in Y2 – ideas about God</p> <p>RE Concept: Symbol of Light Type: A RE Focus: Understanding the importance of the Paschal Candle to Christians.</p>	<p>RE Concept: Stewardship Type: B RE Focus: Understanding different scriptures and responsibilities from different religions.</p> <p>RE Concept: Suffering Type: A RE Focus: Understanding suffering in Easter and what this means to Christians.</p>	<p>RE Concept: Ritual Type: C RE Focus: Understanding Islamic rituals and how rituals are important to self – Eid-ul-fitr</p> <p>RE Concept: Resurrection Type: C RE Focus: An investigation into resurrection within the Easter Story and the significance to believers.</p>
<p style="text-align: center;">Prior Knowledge</p>	<p>Children will have experienced the bible story of Easter in KS1.</p> <p>Most children will be able to recognise, discuss and simply describe concepts.</p>	<p>Children will have previously looked at Christian creation story and ideas about God in KS1 the Easter story. Concept of Symbol of Light was also learned about in Y2 linked with Christmas.</p> <p>Developed understanding of Enquiry cycle and what the different stages entail.</p> <p>Most children will be able to simply describe and describe with some reasons.</p>	<p>Children will have previously looked at the Easter story and the Paschal Candle.</p> <p>Developed understanding of Enquiry cycle and what the different stages entail. Most children will be able to describe concepts and be starting to explain.</p>	<p>Children will have previously looked at concept of suffering, Paschal Candle and the Easter story.</p> <p>Developed understanding of Enquiry cycle and what the different stages entail. Children will be able to start explaining concepts with detail.</p>

Knowledge	<ul style="list-style-type: none"> • To know who Shiva is • To describe the celebration of Mahashivrati • To describe the importance of Puja Tray • Describe the meaning of devotion • Describe how the concept of changing emotions is contextualised within the events of Holy week and the ways in which Christians remember the events • To know what emotions are, name these and describe how these can affect us 	<ul style="list-style-type: none"> • To describe what creation means and consider how different 'things' are created. • Retell Judeo-Christian creation story • To know how people with different beliefs and cultures understand creation (See HIAS advice for stories to cover) • To know what the Paschal Candle is • Describe the meaning of the concept of <i>ritual</i> • Describe how Christians use the Paschal Candle in a <i>ritual</i> to remember the resurrection of Jesus • To retell the story of the women visiting the tomb and finding the tomb to be empty 	<ul style="list-style-type: none"> • Describe/explain what <i>stewardship</i> is • Describe/explain how <i>stewardship</i> is expressed within the Muslim world view • To simply explain the concept of suffering and know that suffering can come in different forms such as pain, accident, grief, loneliness. • To recall the Easter Story and identify the key points of the story. 	<ul style="list-style-type: none"> • To explain the meaning of ritual • To explain the significance of ritual during Eid-ul-Fitr to Muslims. • To explain what resurrection is. • To consider symbols that could represent resurrection • To know the importance and symbolism of the empty cross
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SKILLS	<ul style="list-style-type: none"> • Describe the meaning of the concept of devotion. • Describe how the concept of devotion is expressed within the celebration of Mahashivrati • Evaluate the importance of devotion by describing its value to Hindus and by identifying and describing an issue raised • Describe the concept of Changing Emotions • Describe the value of remembering the changing emotions in the Easter Story to Christians 	<ul style="list-style-type: none"> • Describe examples of how theirs and others responses to the idea of creation affect their lives • Describe the value of creation stories • Identify similarities and differences between a range of creation stories • Evaluate the importance of the ritual by describing the value of the ritual to Christians and by identifying an issue raised 	<ul style="list-style-type: none"> • Evaluate by explaining the importance and relevance of <i>stewardship</i> to Muslims and to themselves • Identify different types of suffering in the world from art work, news stories • Evaluate the importance of Jesus’ suffering to Christians • Simply explain how the idea of resurrection can affect people’s lives. 	<ul style="list-style-type: none"> • To explain the significance of ritual by explaining the value to Muslims and explaining situations that may arise in relation to ritual. • Evaluate the significance of resurrection by explaining its importance to Christians and identifying some issues raised • Explain how responses to the idea of resurrection affect the way people live
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Understanding	<ul style="list-style-type: none"> Describe own response to the idea of devotion in their own lives Describe examples of how feeling devoted affects theirs and others' lives Describe their own responses to the idea of changing emotions Describe examples of how their responses to changing emotions 	<ul style="list-style-type: none"> To simply explain importance of creation stories to believers Identify themes between creation stories Express own opinions about creation and describe their thoughts in discussion Create and describe own thoughts on creation Describe examples of how theirs and others responses to the idea of creation affect their lives Describe own responses to <i>rituals</i> in their own experience describe examples of how their response to <i>rituals</i> applies in different situations, in theirs and others' lives 	<ul style="list-style-type: none"> Express a personal response to the concept of <i>stewardship</i> Explain how the concept can be applied in their own and others' lives. Identify suffering within the Easter story. To understand the importance of Jesus' suffering in the Easter story. To simply explain my own experiences of suffering To understand and debate the severity of suffering. 	<ul style="list-style-type: none"> Explain a personal response to ritual in their own experience. Explain examples of how their responses and ideas affect the way they behave in rituals they and others participate in. To explain the story that illustrates Jesus' resurrection and explain how the empty cross is a symbol of resurrection for Christians Explain their own responses to the concept of resurrection Explain how responses to the idea of resurrection affect the way people live
Key Vocabulary	Devotion Shiva Mahashivrati Hindu Puja Tray Shrine Emotions Change Last Supper Palm Sunday Garden of Gethsemane Crucifixion Resurrection	Creation Created Believers Paschal Candle Ritual Tomb Palm Sunday	Suffering Pain Accident Consequences Lonliness Christian Resurrection	Aslan Empty Cross Symbolism Cross Christian
Key texts	Easter Story	Range of Creation Stories Easter Story	Easter Story	Jesus' trial and death Matthew Ch 27:1-66 Jesus' resurrection Matthew Ch 28: 1-20

Protecte d Characte	Gender Religion	All - Religion	Religion	Religion
	develop objectivity when considering texts and stories recognise difference and diversity and learning from this • develop knowledge of all religions that promote understanding and tolerance develop racial awareness and how to talk about it using acceptable language	develop knowledge of all religions that promote understanding and tolerance develop objectivity when considering texts and stories • recognise difference and diversity and learning from this	understand traditions, rituals and routines use discussion, debate, circle times (with agreed rules, protocols and conventions with respect to 'passing' and clarity over non-confidentiality) to develop tolerance and wider thinking challenge our own beliefs about what happens in the world think about what can be seen as right and wrong from different points of view	use discussion, debate, circle times (with agreed rules, protocols and conventions with respect to 'passing' and clarity over non-confidentiality) to develop tolerance and wider thinking challenge our own beliefs about what happens in the world develop objectivity when considering texts and stories understand traditions, rituals and routines
Safeguarding in the curriculum				

RE - SUMMER TERM					
Year 3		Year 4		Year 5	Year 6
NC areas of focus		NC areas of focus		NC areas of focus	NC areas of focus
Concepts	RE Concept: Temptation Type: A RE Focus: Christianity Focus: What can tempt me? Link to Ramadan – Islamic festival	RE Concept: God Talk Type: B RE Focus: meaning of God/divine being in different religions	RE Concept: Courage Type: A RE Focus: A look at how people have stood up for their beliefs and consider why this is important. Link to Protected Characteristics	RE Concept: Ummah Type: C RE Focus: What does this mean to believers and what is their responsibility within this? RE Concept: A good Life Type: C RE Focus: Humanism What makes a good life?	RE Concept: Peace Type: B RE Focus: Islam Focus: How peace is depicted through Islam RE Concept: Leadership (Transition unit) Type: A RE Focus: How is leadership enacted for good or bad? Link to Protected Characteristics
	RE Concept: Protection Type: A RE Focus: Hinduism – How and why people protect each other. Looking at Hindu festival of Rakhi.				

<p style="text-align: center;">Prior Knowledge</p>	<p>Children have now gained further experience about KS2 expectations of Enquiry cycle. Developing knowledge of Christianity and Hindu beliefs.</p>	<p>Children have further developed understanding of Hindu and Christian beliefs. Developed understanding of Enquiry cycle and what the different stages entail. Most children will be able to simply describe and describe with some reasons.</p>	<p>Ummah allows children to build and apply their knowledge of Islam so far. Developed understanding of Enquiry cycle and what the different stages entail. Most children will be able to describe concepts and be starting to explain.</p>	<p>Developed understanding of Enquiry cycle and what the different stages entail. Understanding Islam and what it is like to be a Muslim in today's world.</p>
<p style="text-align: center;">Knowledge</p>	<ul style="list-style-type: none"> • To enquire about the concept of Temptation • To describe what a scripture is. • To describe what the Lord's Prayer is. • Children can express a personal response to the concept of <i>protection</i>. • Children can describe how the concept can be applied in their own and others' lives. 	<ul style="list-style-type: none"> • Describe how Christians (and members of other religion in focus) describe God. • Be able to identify/recognise/name different gods from different religions. • To define courage and discuss it in different scenarios • Discuss and identify examples of courage • Describe how and why acts are courageous 	<ul style="list-style-type: none"> • Explain the meaning of Umma. • Explain own response to Umma and the idea of community. • Explain the concept of a <i>good life</i> • Explain examples of how our responses to a <i>good life</i> can be applied to our own lives and to the lives of others 	<ul style="list-style-type: none"> • Explain the significance of peace through submission for Muslims. Explain how Muslims find peace in Islam. Continue to develop knowledge of life as a Muslim specifically Sawm and Ramadan. • Explain the concept of peace by exploring the value to Muslims and identifying and explaining situations or issues that may arise in relation to peace. • Explain the concept of Leadership. • Explain the qualities of a good leader. • Explain their thoughts on Hitler's manifesto • Explain if Jesus was a good leader
<p style="text-align: center;">Skills</p>	<ul style="list-style-type: none"> • To describe how avoiding temptation is important to Christians. • Children describe the value, for Hindus, of celebrating <i>protection</i> 	<ul style="list-style-type: none"> • Evaluate by describing the value of the concept of God • Identify courage in a range of Christian stories • Evaluate and identify both sides of debate – Does a faith help you be more courageous? 	<ul style="list-style-type: none"> • To evaluate the concept of Umma by explaining the value to Muslims and identifying and explaining situations or issues that may arise from Umma. • Explain how Humanists live a good life. 	<ul style="list-style-type: none"> • Explain the meaning of Peace. Identifying images, art and words associated with peace. • Take on the role as a Muslim child explaining their feelings during Ramadan. • Explain and create a manifesto for Jesus • Identify own experiences of being a leader and reflect on own qualities.

<p style="text-align: center;">Understanding</p>	<ul style="list-style-type: none"> To describe the story of Satan and Jesus To describe how Christians use the Lord's Prayer to guide them not into temptation. To describe my own experiences of being tempted. To identify good and bad choices of a temptation. To discuss outcomes of tempting situations. Children can describe what <i>protection</i> means Children can describe how <i>protection</i> is expressed by Hindus in the festival of Raksha Bandhan. 	<ul style="list-style-type: none"> Describe how responses to the concept of God can be applied to, and affected by, different circumstances. To describe what courage means to them Identify and describe examples of courage in own lives Identify courageous events in range of Christian stories and describe how and why courage is shown 	<ul style="list-style-type: none"> Explain examples of how their responses and ideas affect the way they behave in communities. Explain how aspects of Muslim practise develop a sense of Umma. Evaluate the importance of living a <i>good life</i> to Humanists using examples. Explain examples of how our responses to a <i>good life</i> can be applied to our own lives and to the lives of others 	<ul style="list-style-type: none"> Explain and identify examples of how their responses and ideas about Peace affect they and others behave. Express and explain a personal responses to Peace. Explain qualities/characteristics that are required of a leader in particular scenarios. Identify type of leader needed for problems Explain the legacies of Hitler and Jesus and consider their qualities as a leader. Explain which leaders are influential to them. Explain qualities of different leaders in their own lives and identify impact on their lives.
<p style="text-align: center;">Key Vocabulary</p>	<p>Temptation Decision Right Wrong Situations Consequences Scripture Satan</p>	<p>God Allah Ganesh Deity Murti Holy Trinity</p>	<p>Umma Community/communities Hajj Pilgrim Zakat Mosque</p>	<p>Peace/ inner peace/ world peace Neighbour Meditation Ramadan Sawm Prayer Calm</p>
	<p>Protection Safe/safety Personal Internet Sibling Ritual Raksha Bandhan Rakhi</p>	<p>Courage/courageous Brave Beliefs Rights Terrorist Spokesperson</p>	<p>Humanism Good Life Belief Quality Golden Rule</p>	<p>Manifesto Hitler Jesus Leadership Influence Humanity Achievements Messiah</p>

Key texts	Jesus and Satan	Range of stories that depict God as the Holy Trinity (See God Talk book) Story of Malala Yousafzai <i>Shadrach, Meshack and Abednego</i> – Daniel ch 3 v 1 – 30. <i>Daniel and the lions' den</i> – Daniel ch 6 v 1 – 28	DVD - Hajj	Story of revelation of the Qur'an to Mohammed (pbuh). Sermon on the Mount
Protected Characteristics, Character Virtues and British Values	<ul style="list-style-type: none"> • age • religion or belief • sex • 	<ul style="list-style-type: none"> • race including colour, nationality, ethnic or national origin • religion or belief • age • sex 	<ul style="list-style-type: none"> • age • gender reassignment • being married or in a civil partnership • being pregnant or on maternity leave • disability • race including colour, nationality, ethnic or national origin • religion or belief • sex • sexual orientation 	<ul style="list-style-type: none"> • age • gender reassignment • being married or in a civil partnership • being pregnant or on maternity leave • disability • race including colour, nationality, ethnic or national origin • religion or belief • sex • sexual orientation

Safeguarding in the curriculum	<p>develop objectivity when considering texts and stories</p> <ul style="list-style-type: none"> • recognise difference and diversity and learning from this • develop knowledge of all religions that promote understanding and tolerance • understand traditions, rituals and routines (respecting • listen to RE stories and texts • reflect on ethics/morals what is acceptable and not acceptable • use discussion, debate, circle times (with agreed rules, protocols and conventions with respect to 'passing' and clarity over non-confidentiality) to develop tolerance and wider thinking • challenge our own beliefs about what happens in the world • think about what can be seen as right and wrong from different points of view 	<p>develop objectivity when considering texts and stories</p> <ul style="list-style-type: none"> • recognise difference and diversity and learning from this • develop knowledge of all religions that promote understanding and tolerance • develop racial awareness and how to talk about it using acceptable language • resist extremism and prevent radicalisation • understand traditions, rituals and routines (respecting • reflect on ethics/morals what is acceptable and not acceptable • use discussion, debate, circle times (with agreed rules, protocols and conventions with respect to 'passing' and clarity over non-confidentiality) to develop tolerance and wider thinking • challenge our own beliefs about what happens in the world • think about what can be seen as right and wrong from different points of view 	<ul style="list-style-type: none"> • recognise difference and diversity and learning from this • develop knowledge of all religions that promote understanding and tolerance • understand traditions, rituals and routines (respecting • listen to RE stories and texts • reflect on ethics/morals what is acceptable and not acceptable • use discussion, debate, circle times (with agreed rules, protocols and conventions with respect to 'passing' and clarity over non-confidentiality) to develop tolerance and wider thinking • challenge our own beliefs about what happens in the world 	<ul style="list-style-type: none"> • develop knowledge of all religions that promote understanding and tolerance • understand traditions, rituals and routines (respecting • listen to RE stories and texts • reflect on ethics/morals what is acceptable and not acceptable • use discussion, debate, circle times (with agreed rules, protocols and conventions with respect to 'passing' and clarity over non-confidentiality) to develop tolerance and wider thinking • challenge our own beliefs about what happens in the world • think about what can be seen as right and wrong from different points of view
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Pondering Time

See LTP for possible ideas