



Knowledge and Meaning

Year 1

- Stories from sacred texts teach people how to behave.
- Stories help some people understand the world.
- Some people ask big questions and try to answer them using reason.

Year 3

- Teachings from sacred texts help some people make moral decisions
- Ideas of 'morality' and responsibility are complex
- Ideas about what is true can be critically examined using logic and reasoned argument.

Year 5

- Many human beings see they have responsibilities to others and the world.
- Buddhist Dharma seeks to end suffering through reaching enlightenment.
- Evidence for God's existence is contested but still sought

EYFS

- People have senses.
- People must decide what is right and wrong.

Year 2

- Stories from sacred texts teach people about right and wrong
- Concepts such as freedom are hard to define but have huge human significance.
- People use their senses to try to understand the world

Year 4

- People can interpret Truth in different ways (Plato's cave), humans are limited by experience.
- Teachings from sacred texts can inspire people's actions, e.g. sacrifice, charity and service.
- Most human beings have a sense of moral justice.

Year 6

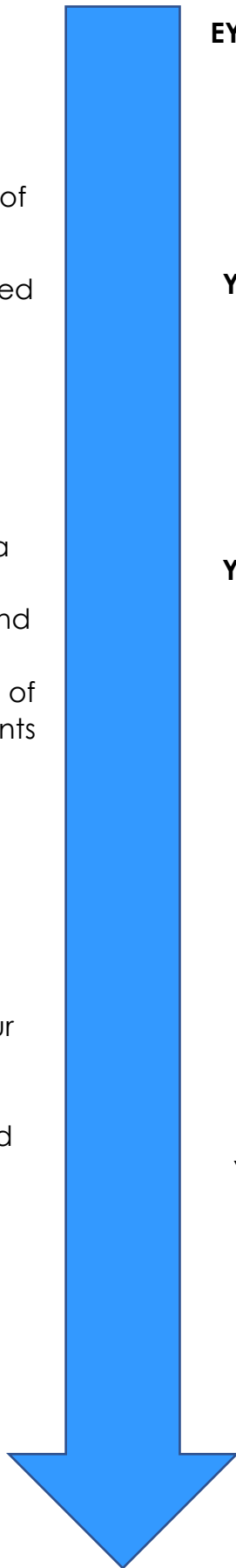
- Different belief systems influence ideas of life's meaning and purpose.
- Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate.
- Ideas of what happens after we die give meaning to human action on earth.

Year 7

Pupils can explain their own views and the views from religions they have studied about philosophical and religious questions to do with God, humanity and the meanings of life



Sacrifice



Year 1

- Christians believe Jesus was a special baby, the incarnation of God, a saviour.
- In Genesis humanity was divided from God by Adam & Eve's disobedience.

Year 3

- Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God's people.
- In Islam, submission to the will of Allah can involve commitments of time, money and effort.

Year 5

- In Hindu Dharma, fulfilling your duty may involve personal sacrifice.
- Christians believe Jesus fulfilled the prophecies of the Old Testament of the coming of a Messiah, a saviour.

EYFS

- There are lots of people who help us.

Year 2

- Christians believe Jesus sacrificed his life to save the people he loved.

Year 4

- Historically, the Abrahamic faiths required sacrifice of animals to honour God. Abraham was honoured by God for his willingness to sacrifice his son on Gods command.
- Christians believe Jesus was the Ultimate Sacrifice, bringing people back to God's presence.
- In Islam and Christianity, personal self-sacrifice in the form of action and charity is important.

Year 6

- In Christianity, belief in Jesus' death and resurrection is important as it brings people to salvation.
- In many worldviews, personal self-sacrifices or living a good life have beneficial, future consequences.

Year 7

Pupils explain the impact of the lives of inspiring religious figures, and account for the impact of their own 'heroes' on their thinking and behaviour



Human Context

Year 1

- People show they belong through special objects, buildings, worship, celebrations and rites of passage.
- People show their beliefs on their own and in groups.
- **Person, Time & Place:** Jesus (Jewish), about 2000 years ago, Judea (Israel)

Year 3

- Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews.
- Some people express religious symbolism through creative arts, others don't.
- **Person, Time & Place:** Muhammad (Muslim), about 1400 years ago, Mecca (Saudi Arabia)

Year 5

- Events in history in different places have impacted (Christian) diversity.
- Religious worldviews have significant impact on arts and culture.
- **Person, Time & Place:** Siddhartha Gautama (The Buddha), about 2500 years ago, Northern India
- **Person, Time & Place:** George Frederick Handel (German), 1685-1759AD, UK

EYFS

- People have differences and similarities expressed through clothes, food, celebrations and special objects.
- People can be different but still belong.

Year 2

- People express their beliefs through special objects, buildings, worship, celebrations and rites of passage
- Different groups express their beliefs in different ways
- **Person, Time & Place:** Moses (Hebrew), about 3400 years ago, Egypt

Year 4

- Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community).
- Events in history and human conflict have impacted (Islamic) diversity.
- **Person, Time & Place:** Dr Hany El-Banna (Muslim), 1980s, Birmingham
- **Person, Time & Place:** Edith Cavell (Christian), 1865-1915AD, England & Belgium

Year 6

- Diversity within groups leads to diversity of expression (local, national, Global).
- Places and celebrations have significance to individuals and communities (in Hindu Dharma).
- **Person, Time & Place:** Diverse philosophers through time.

Year 7

Pupils explain connections between beliefs and values, giving their own thoughtful ideas about what is good and evil in the light of belief in various ways.