



Religious Education Whole School Overview

	Unit	Substantive Knowledge	Disciplinary Knowledge
Nursery	Autumn Marvellous Me	Continue to develop positive attitudes about the differences between people. Marvelous Me Find out about different kinds of families.	<ul style="list-style-type: none"> • Talk about recent experiences in their own lives. • Talk about how they celebrate special days such as their birthday. • Know there are differences between different individuals and families. • Develop positive attitudes about differences between people.
	Polar Express	Polar Express Talk about places in the world that have snow and ice all year.	
	Spring On the Move	Look at books about the Inuit people. All Creatures Great and Small 1 African village/ safari	
	On the Farm	Look at Me! Find out about different kinds of families and special Days	
	Summer Once Upon a Time	Guru Nanak's birthday. Special celebrations. All Creatures Great and Small 2 African jungle	
	All Creatures Great and Small		
Reception	Autumn Me and My World	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	<ul style="list-style-type: none"> • Talk about what they celebrate. • Comment on pictures of festivals celebrated by others. • Talk about similarities and differences between their experiences and those of others from different religious groups and cultures.
	My Heroes	Recognise some similarities and differences between life in this country and life in other countries.	
	Spring Castles, knights and dragons Spring in our Step	A Standing Ovation Diwali/ Hannukah/Eid/ Christmas Castles, Knights and Dragons Chinese New Year	
	Summer Where we live Science Detectives	Homes around the World Science Detectivities Handa's Surprise	
Year 1	Unit		
	Christianity and Judaism How do people show they belong? Vertical Concept: Human Context	<ul style="list-style-type: none"> • We belong in different places such as family, school, class, clubs. • Some people choose to belong to a religious group, expressing their beliefs about God. • A person who belongs to Christianity is called a Christian • Some special Christian artefacts are: Cross, Bible, Christening gown, Prayer book • A Christian place of worship is a church • Christians welcome new members into the church by Baptising them in the name of the Father, and of the Son and of the Holy Spirit. Baptism often happens to babies, but older people can also choose to be baptized. • A person who belongs to Judaism is a Jewish person (or Jew). • Some special Jewish artefacts are: Star of David, Kippah, Torah, Tallit 	<p>Social Scientists:</p> <ul style="list-style-type: none"> • Recognise that people look at the world in different ways. • Recognise that people choose to belong to different groups. Some people choose to belong to a religion. <p>Link that Christian and Jewish people use symbols, artefacts and actions to show they belong</p>



Religious Education Whole School Overview

		<ul style="list-style-type: none"> • A Jewish place of worship is a synagogue • In both the Torah and the Bible is the story of Noah and the Flood. The main themes in the story are faith, perseverance and a promise. • The Bible also has stories about a man called Jesus, who is special to Christians. 	
	<p>Christianity <i>Why does Christmas matter to Christians?</i></p> <p>Vertical Concepts: <i>Sacrifice Knowledge and Meaning Human Context</i></p>	<ul style="list-style-type: none"> • Saviours take many forms in everyday life e.g. Police, Fire, Ambulance, Doctor, Lifeguard, • The story of the Nativity, found in the Bible, tells of the coming of a saviour in the unlikely form of a special baby. • Nativity story takes place in Nazareth about 2000 years ago. • An Angel announced to Mary & Joseph that she was going to have a baby, he would be God's son and be called Jesus Christ. Jesus means "God saves" in Hebrew. Christ means anointed or chosen one. • Mary & Joseph were Jewish and had to travel from Nazareth to Bethlehem for the census. • When they arrived, there was nowhere to stay, but eventually they found an animal shelter, where Jesus was born. • There were signs that Jesus was a special baby: • a) Shepherds were told by Angels to visit, they took gifts. • b) A star appeared in the sky and guided the Magi (wise men) to visit (probably 3 years later) they brought gifts • Christians believe that Jesus was the incarnation of God. God with a body. • Advent is the 4 Sundays leading up to Christmas (getting ready), celebrated by lighting candles in Church. • Christmas is celebrated by Christians to remember the birth of Jesus as a special gift from God. 	<p>Theologians:</p> <ul style="list-style-type: none"> • Link the story of the Nativity with Christianity. • Understand that Christians believe Jesus was a special baby, the incarnation of God. • Recognise that Christians show how important Christmas is by getting ready during Advent.
	<p>Christianity & Judaism <i>Who made the world?</i></p> <p>Vertical Concepts <i>Sacrifice, Knowledge and Meaning</i></p>	<ul style="list-style-type: none"> • The Bible is a written source of authority for Christians. • The Torah is a written source of authority for Jewish people. • The beginning of the Bible and Torah tell the same story about how the world came to be. • The book of Genesis contains a narrative that God made the world in 6 days from nothing and on the 7th day God rested. • A key belief of both Judaism and Christianity is that of the Creator God. • The story reveals that Humans are the "most special" of God's creations and have a special relationship with God. • The story of creation gives people a responsibility to look after God's creations (stewardship). • Humans make mistakes – God gave Adam and Eve one rule, not to eat from the tree of knowledge of good and evil. They broke the rule and were divided from God and brought pain, suffering and death into the world, sin. This was a really big mistake (The Fall). • There was hope, Christians believe God had a plan... 	<p>Theologians:</p> <ul style="list-style-type: none"> • Link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah. • Connect that the story teaches Christians and Jewish people that they have a responsibility to look after God's creation. • Consider the belief that the Creation story shows that God had a special relationship with humans, but human beings make mistakes.



Religious Education Whole School Overview

<p>Humanism <i>What questions does the story of creation make us ask?</i></p> <p>Vertical Concept: <i>Knowledge and Meaning</i></p>	<ul style="list-style-type: none"> The word “philosophy” comes from Greek, “philo” meaning love and “sophy” meaning wisdom = love of wisdom = asking difficult questions and thinking about possible answers. Big Question: Can we make something from nothing? Philosophical idea 1: “Nothing can come from nothing,” Logically this seems true, humans can’t make something from nothing. We can test this by trying to make something from nothing. Philosophical idea 2: Everything has a cause, the “first cause” was God. This can be demonstrated with falling dominoes (backwards) each was knocked over by the last, but unless it goes on forever, there must have been an original cause (God). Discussion: What does this reveal about God’s power according to Jewish & Christian belief? – that God has power that human beings don’t. Super-natural powers that we don’t understand in nature. Some people do not believe in God and do not believe the world was created by an outside power. Humanists are one group of people who do not believe in God but try to find a scientific explanation of where the world came from. The Big Bang Theory, is suggested by scientists as how the universe began. Everything started together and began expanding outwards and has been expanding for billions of years. Big question – Even if the world began from a “big bang”, how did that happen in the first place, was there a power that made a decision to start it? Was that power God? Some religious people believe the Genesis story of creation is a true story that tells exactly how the world began, others think it is a way of teaching people that God is responsible for the creation of the world in a way they can understand. 	<p>Philosophers:</p> <ul style="list-style-type: none"> Can think about whether the Genesis story of Creation makes sense. Ask questions about things that are puzzling. Look for answers to questions about belief about where the world came from. Question if stories are real or made up and link with what people might learn from a story.
<p>Judaism <i>Why are symbols and artefacts important to Jewish families during Shabbat?</i></p> <p>Vertical Concepts <i>Knowledge and meaning Human Context</i></p>	<ul style="list-style-type: none"> Shabbat is a weekly Jewish celebration involving a day of rest. Shabbat is a way for Jewish people to remember the story of Creation through resting, prayer and family time. Shabbat begins at Sundown on Friday evening and ends at nightfall Saturday evening. Shabbat is remembered differently across different Jewish traditions and by individual families. Some families have more strict rules than others. Different objects and words have symbolic meanings. Some Jewish families might: Clean the house and prepare before Shabbat begins. Many Jewish families believe they should do no work during Shabbat, for some, this means no shopping, cooking or doing anything than might be seen as work (like driving or turning things on). This means they must prepare food in advance. Some common practices when bringing in Shabbat: on Friday evening, two candles are lit and a blessing is said over wine in Kiddush cups, blessings may be said for the children in the family, everyone joins a family meal. On the table are two Challah loaves under a challah cover. 	<p>Social Scientists:</p> <ul style="list-style-type: none"> Recognise that people look at the world in different ways. Link that many Jewish people remember the story of creation by resting on the 7th day. Recognise that Jewish families celebrate Shabbat in diverse ways. Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging.



Religious Education Whole School Overview

		<ul style="list-style-type: none"> • During Shabbat many families spend time together talking, visiting, playing games and singing, they may go to the synagogue on Saturday. • At nightfall on Saturday, Shabbat ends, this is marked with the lighting of a plaited, Havdalah candle to say goodbye to Shabbat and begin the working week. A spice box may be passed around to smell sweet spices to cheer people up who might be sad that Shabbat is ending. 	
	<p>Christianity How do Christians show God is important to them?</p> <p>Vertical Concepts Knowledge and Meaning Human Context</p>	<ul style="list-style-type: none"> • God is important to Christians • Christians have many diverse ways of showing God's importance: • Prayer – Talking & Listening to God – People might use personal or group prayer to say, "Thank you", "Sorry", or "Please!" To God. Some prayers are written down and may be said often together as a group. E.g. The Lord's Prayer • The story of Jesus and the 10 lepers teaches that God likes it when people say thank you. • Praise – Expressing, "Well done! Wow God! That's Amazing!" This is often expressed through song and music. • In Psalms, David the shepherd boy praises the natural world he sees and believes God made. • Worship – treating God as more important than anyone else. This can be compared with the way some people treat the Queen or Royalty. Expression of worship in song, dance, buildings, art, giving money. • Variance of practice – huge diversity of expression within Christianity. • (possible link Kenya) 	<p>Social Scientists:</p> <ul style="list-style-type: none"> • Recognise that people look at the world in different ways. • Recognise how Christians express God's importance in their lives. <p>Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2</p>	<p>Where is religion in our community?</p> <p>Vertical Concept Human Context</p>	<ul style="list-style-type: none"> • The way a person experiences the world is called their worldview; this is influenced by our life experiences. Everyone inhabits a worldview. • Some people choose to belong to organized religious groups this can be a shared Religious Worldview. • We have already learnt that Christians may use a place of worship called a Church and Jewish people may belong to a place of worship called a Synagogue. • In Britain, Christianity is the largest Religion, but there are lots of other religious groups too: • Islam, a follower is called a Muslim and their place of worship is called a Mosque (or Masjid) • Hindu Dharma, a follower is often called a Hindu and their place of worship is called a Mandir. • Sikhi, a follower is called a Sikh and their place of worship is called a Gurdwara. • Local Study: • <i>Have we seen anything in our local area that shows ideas about what people believe? e.g., places of worship, symbols, decorations, shops, people.</i> • <i>Use Google street view to explore the local area around your school.</i> 	<p>Social Scientists:</p> <ul style="list-style-type: none"> • Connect correct vocabulary with religious groups. • Recognise evidence of belief in the local community. <p>Identify how beliefs impact peoples' choices of in everyday life, including local special places</p>



Religious Education Whole School Overview

		<ul style="list-style-type: none"> Find out what local places of worship are represented. What religions do they belong to? What might we see in certain types of place of worship. 	
	<p>Judaism</p> <p>What does it mean to be free?</p> <p>Vertical Concepts: Knowledge and Meaning Human Context Sacrifice</p>	<ul style="list-style-type: none"> Freedom can mean many things. We could say it is the freedom to choose what we say and do. Philosophical idea 1: freedom is difficult to think about because we are always limited in our freedom by physical laws and our own responsibilities. Philosophical idea 2: freedom should be governed by reason, one person's use of their freedom shouldn't stop other people's freedom. Freedom with rules, led by thinking, not emotions. The story of Exodus can be found in the Torah (Jewish) and the Christian Bible, it is also special to Muslims. In the story, the Jewish people (Israelites) were slaves to the Egyptians. They were physically not free to do what they wanted. Narrative of the story of Moses ending in the freedom of the Israelites. Passover (or Pesach) is a way of remembering the story of Exodus and what freedom means. Jewish families remember the story using artefacts and practices during the Seder meal. Children have an important role during the Seder, using the Haggadah, they ask 4 questions which the adults must answer. This is a way of passing on the traditions of Judaism to the next generation. It is also significant that they are allowed to ask questions, unlike slaves. The Seder plate contains symbolic items to help remember the story of Exodus. 	<p>Philosophers:</p> <ul style="list-style-type: none"> Ask questions about the story of Moses Think about what it means to "know" something. Suggest a reason why a Jewish person might believe elements of the story. Connect the story of the Jewish slaves being freed with ideas of right and wrong. Consider why freedom is important and how it is expressed in the Seder meal.
	<p>Christianity</p> <p>What do stories from the bible reveal about what god is like?</p> <p>Vertical Concepts: Knowledge and Meaning Sacrifice</p>	<ul style="list-style-type: none"> Christians believe that Jesus was God incarnate; God in human form. There is historical evidence that a Jewish person called Jesus lived around 2000 years ago in Judea (modern day Israel), whether he was the son of God is a matter of belief. The New Testament (second part) of the Bible contains stories about what Jesus did that reveal he could perform miracles, was a great teacher and leader. Many Christians believe these events really happened. The New Testament also contains stories Jesus told called Parables, these are not things Christians think really happened, but stories that teach people about God and right and wrong. 	<p>Theologians:</p> <ul style="list-style-type: none"> Retell stories about Jesus and link with Christian ideas about God and how to behave. Retell parables and suggest what they reveal about God and how to behave.



Religious Education Whole School Overview

		<ul style="list-style-type: none"> The Bible contains lots of stories that are metaphors to help people understand what God is like: Father, Good shepherd, forgiving, rock. 	
	<p>Christianity Why does Easter matter to Christians?</p> <p>Vertical Concepts: <i>Human Context</i> <i>Sacrifice</i></p>	<ul style="list-style-type: none"> Christians believe that Jesus was God incarnate; God in human form. There is historical evidence that a Jewish person called Jesus lived around 2000 years ago in Judea (modern day Israel), whether he was the son of God is a matter of belief. Jesus had 12 special friends and followers called Disciples Events of Holy Week: Palm Sunday - Lots of people were excited about Jesus, many people came to welcome him on his arrival in Jerusalem, they waved palm leaves and shouted "Hosannah" meaning "Save us." Some people didn't like that Jesus was saying he was the Son of God, they thought it was a lie. Last Supper (Thursday)- Jesus washed his disciples' feet, showing he was there to serve them, and they should do the same for others. Before the Passover meal, Jesus said one of them had betrayed him and Judas left. Jesus shared bread and wine saying they were his body and blood, and his followers should remember him by sharing them. This is where Holy Communion originates. Arrest - That night, Jesus wanted to pray, he asked the disciples to keep watch in the Garden of Gethsemane, but they fell asleep. Judas brought Roman soldiers to arrest Jesus, he had been paid 30 pieces of silver to do this. Peter took out his sword and cut off one of the soldier's ears. Jesus stopped Peter and healed the soldier. He went with them. Good Friday - Jesus was tried by the Roman in charge, Pilate, and sentenced to death. He was beaten and had a crown of thorns put on his head to mock him. He was forced to carry his cross but fell down. He was crucified along with other criminals. Everything went dark as Jesus died. He had sacrificed his life because he loved his people. Easter Sunday - Jesus followers found his tomb empty, and Jesus appeared to them, showing them the holes in his hands and feet. Christians call this the resurrection, only God was powerful enough to defeat death, they say this is proof Jesus was God. Ascension - The Bible says that Jesus appeared many times over the next 40 days, Jesus told them he was the Messiah spoken of in the Old Testament. He was taken up to heaven and not seen in body again. (He did not die twice!) Christians believe that Jesus' death was important because it brings salvation to his followers. Humans were divided from God after Adam and Eve's mistake. Jesus' death allows all human sin to be forgiven. Some Christians see Jesus as a bridge between humanity & God. 	<p>Theologians:</p> <ul style="list-style-type: none"> Retell stories about Jesus and link with Christian ideas about God and how to behave. Link events of Holy Week with Christian beliefs about Jesus. Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. Beliefs about Easter are expressed in diverse ways.
	<p>Hinduism What do our senses tell us about Hindu worship?</p>	<ul style="list-style-type: none"> In Hindu Dharma (sometimes called Hinduism or Sanatan Dharma), there is a different understanding of God, than in Abrahamic faiths (Judaism, Christianity, Islam). In Hindu Dharma, it is understood that there is One Supreme Being or Ultimate Reality (Brahman) who has no physical form. Many Hindus believe that 	<p>Philosophers:</p> <ul style="list-style-type: none"> Ask questions about practices from Hindu communities. Consider how we can find out about something using our senses.



Religious Education Whole School Overview

Vertical Concepts:
Knowledge and
Meaning
Human Context

Brahman is within everything and everyone. There are no images of Brahman in Hindu worship. The **aum symbol** is widely used to represent Brahman and is used in meditation.

- **Trimurti** means "three forms", **Brahma is the creator, Vishnu is the preserver and Shiva is the destroyer** they are all aspects of Brahman, they also take many forms (**Avatars**) represented as **Gods or deities**.
- **Murtis** are representations of the **Gods or deities**; they are a visual expression of ideas about the role and characteristics of Gods, (Visual symbolism) they help Hindus focus their **worship**.
- Some of the **symbolism** represented in **Murtis** are explained in stories about the Gods and Goddesses.
- Worship is important to many Hindus as a way of connecting with the reality of Brahman within themselves.
- **Worship at home** takes many forms. Different people may focus on particular Gods and have a **shrine** in their home.
- **Puja** at home appeals to all 5 senses and may include: a **bell** (hearing) to show the God they are ready to worship; **Murti** (sight) an image to focus worship; **Incense** (smell) to purify and fill the room; **Kum-kum Powder** (touch) to mark the head of worshippers and sometimes the murti; **Fruit** offerings (taste) to the God. An **Arti lamp** is waved before the deities, worshippers wave their hands over the flame to gain blessings from the God.
- Many Hindus worship in the **Mandir**, these can vary in size and design. Many are richly decorated, they may be dedicated to particular Gods important in that community. Visitors to the Mandir remove their shoes, in the main **shrine room**, where the images of the Gods are kept, **Priests** may lead worship by ringing the **bell** and leading **prayer**, worshippers make **offerings** of food to the God to show **respect**, the food is later shared with worshippers.

- Recognise how many Hindu communities express their ideas about Hindu Dharma through the senses.

Hinduism

How do celebrations give Hindus a sense of belonging?

Vertical Concepts:
Human Context

- We **belong** in different places such as family, school, class, clubs.
- Some people choose to **belong** to a **religious** group, expressing their **beliefs** about **God/s**.
- A person who belongs to **Hindu Dharma** is sometimes called a **Hindu**
- Some special Hindu artefacts are: **Murti, Aum symbol, Diva Lamp; Ramayana**
- A Hindu place of worship is a **Mandir** (sometimes called a temple)
- Belonging:
- **Jatakarma** ceremony, a private ceremony for the family to welcome a new baby. Honey and Ghee (like butter) is placed on the tongue and the name of God is whispered in the baby's ear.
- **Raksha Bandhan** (or Rakhi) means "bond of protection" between brothers and sisters. The sister ties a **Rakhi bracelet** made of threads around the brother's wrist, she says a prayer and marks his forehead with **kum-kum powder**, in some traditions the sister gives the brother a sweet. The brother responds by promising to protect his sister and gives her a gift. The festival may include food, cards, flowers and celebrations for the whole family.
- **Diwali**, meaning "row of lights", is a 5 day family and community celebration of **harvest, light and good defeating evil**. It is celebrated by: cleaning the

Social Scientists:

- Use correct vocabulary to name items and celebrations important in Hindu Dharma.
- Link beliefs with evidence in the community.
- Identify how artifacts and practices are used in everyday life to show belonging.



Religious Education Whole School Overview

		<p>house; decorations; mandalas; lighting diva lamps; fireworks; food and sweets. Lakshmi, the Goddess of wealth, is worshipped.</p> <ul style="list-style-type: none"> • Diwali remembers the story of Rama and Sita found in the Ramayana. Traditionally, this was passed on orally, now there are lots of versions of the story. It tells of how Rama, an avatar of Lord Vishnu, defeated the wicked demon, Ravana. 	
Year 3	<p>Christianity What is the bible?</p> <p>Vertical Concepts: <i>Knowledge and Meaning</i> <i>Human Context</i> <i>Sacrifice</i></p>	<ul style="list-style-type: none"> • The Bible is the Christian holy book. It teaches Christians about God, God's relationship with people and how they believe Jesus Christ was the completion of God's plans. • The Bible is constructed in 2 parts, the oldest parts are believed to be about 3000 years old, but probably existed as oral stories before they were written down. • The Bible is organised into books (some named after the person who wrote them, or the person they are about), chapters and verses. • The Old Testament (also special to Jewish people in the form of the Tanakh) these writings include stories about how the world began, God's relationship with people, histories, prophesies, songs and rules. Christians believe the Old Testament predicts the coming of a Messiah. • The New Testament tells about the life and teachings of Jesus Christ, whom Christians believe is the Messiah prophesied, and the early Christian Church. It was written about 100 years after Jesus' life. • The writings in the Bible were originally written in the language of the people of the time in what is now the Middle East, these include Hebrew (Most of the Old Testament), Aramaic (the language Jesus probably spoke) and Greek (New Testament). • Bibles have been translated in different ways over time, this means we must think about how meaning can be changed by a translator's choice of words. • The Bible was written by many different authors and contains many different types of writing. • About 400 years after Jesus, Church leaders agreed which writings should be included in the official Bible. The Catholic Bible also includes some additional writings. • The words in the Bible can seem hard to understand. Christians today think hard about what the words mean in a modern context. Some Christians see the Bible as actual truth, others say some parts are stories to help people understand God. • 2 Timothy 3:16 "All scripture is God breathed and is useful for teaching, rebuking, correcting and training in righteousness" – The words are believed to be inspired by God. • The Bible is used in many Christian's daily lives in lots of ways, for private prayer, collective worship and quiet reflection. 	<p>Theologians:</p> <ul style="list-style-type: none"> • Consider how some Christians might interpret Biblical text. • Infer how Christian beliefs developed based on events. • Consider that questions of the reliability of scripture are complex influenced by: authorship, audience, purpose, genre, translation and history. • Recognise there are differences within Christianity, such as versions of the Bible.
	<p>Christianity</p>	<ul style="list-style-type: none"> • Christianity is a monotheistic religion, meaning belief in one God. 	<p>Theologians:</p>



Religious Education Whole School Overview

<p>What is the Trinity? How have artists used symbolism to express Trinity?</p> <p>Vertical Concepts: <i>Human Context</i> <i>Sacrifice</i></p>	<ul style="list-style-type: none"> The Christian concept of God is sometimes called a mystery. The mystery is how God can be one but also three. Not three parts (this suggest they can be separated from each other), Christian Theologians express this a three persons of God called the Trinity: God the Father (creator); God the Son – (Jesus, the incarnation of God and saviour); God the Holy Spirit (God Within, the Helper, the friend). The three persons of the Trinity have individual significance but are one whole. Christians try to make sense of this idea using the Bible: In the Story of Jesus' Baptism (Matthew 3:13-17) reveals God the father as a "voice from heaven", God the Son as the person of Jesus, and God the Holy Spirit as being "like a white dove". Pentecost, is celebrated on the Sunday 50 days after Easter. After Jesus ascension, the disciples were gathered together and the Holy Spirit came down to them, described as sounding like a strong wind and looking like tongues of flame. The disciples were filled with the Holy Spirit and could speak other languages. <p>Many diverse artists have tried to make sense of the Christian understanding of God as Trinity through their work, some are inspired by words from the Bible, others use their own ideas</p>	<ul style="list-style-type: none"> Interpret the Bible to try to understand the concept of God as Trinity: Father, Son & Holy Spirit. One but also three. Recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways. <p>Social Scientists:</p> <ul style="list-style-type: none"> Identify similarities and differences in how artists have tried to express the Trinity
<p>Christianity and Humanism How do people make moral decisions?</p> <p>Vertical Concepts: <i>Knowledge and Meaning</i></p>	<ul style="list-style-type: none"> Philosophy comes from Greek and means "Love of Wisdom", philosophers try to make sense of the world by asking questions and analysing arguments. Humans have tried to make sense of the world in lots of ways right from when we were first able to think, religious belief and reasoning is one of those ways of making sense of the world. "How do people make moral decisions ?" is one example of a philosophical question with many different possible answers. Moral means our understanding of right and wrong behaviour. Humans have tried to express ideas of right and wrong through rules, both social and religious, usually we have a choice about whether we should follow these rules but breaking them may have consequences. Not all rules are good or make sense. In the Old Testament the Jewish people were given a set of rules called the 10 commandments, by God. These are important in Christianity too. Believers might worry that God will not be happy if they break the rules. In the New Testament, Jesus gave his followers a new commandment, (John 13:43-35) "Love one another. As I have loved you, so you must love one another". Philosophical question: Is acting with love always a good way to behave? This can cause problems; humans sometimes have good intentions, but things go wrong and have bad outcomes. Not all people believe in God or choose to follow rules laid down by religion. This is a non-religious worldview. A person who believes in God is called a theist, a person who does not believe in God is called an atheist, a person who is not sure about God's existence is called agnostic. These are all different worldviews. 	<p>Philosophers:</p> <ul style="list-style-type: none"> Identify philosophical questions Decide if a Christian belief about morality makes sense and give reasons why. Recognise that ideas of right and wrong are difficult to define. <p>Consider that people have different answers to questions about the world. Humanists</p>



Religious Education Whole School Overview

		<ul style="list-style-type: none"> • Humanism is one example of a non-religious worldview. People who identify as humanists believe that they have one life and should make the best of it and that the purpose of life should be to be as happy as possible, this includes making other people around them happy. This is such an important principle that many humanists use the symbol of the Happy Human to represent their beliefs. • Many humanists believe that people should chose to be good without God's influence on their lives. The guiding principle is that they should seek happiness and make others happy. • Considering the best outcome for the most people is called utilitarianism. 3 Principles of utilitarianism are: 1. Happiness is the most important thing. 2. Actions are right if they promote happiness, wrong if they result in unhappiness. 3. Everyone's happiness counts equally. • Philosophers question whether ideas like utilitarianism make sense and if they will always work. 	
	<p>Islam Where do Islamic beliefs come from?</p> <p>Vertical Concepts: <i>Knowledge and Meaning</i> <i>Human Context</i> <i>Sacrifice</i></p>	<ul style="list-style-type: none"> • Muslims believe Islam is the religion Allah has chosen for humanity. • Islam shares many of the same stories as early Judaism and believes Jesus was a prophet but not the son of God. • Muslims believe Islam reached its completion through the Prophet Muhammad in 7th Century Arabia. • Mecca was an important city for trade routes and religion, but the city was ruled by different tribes and had lots of corruption. • Many people worshipped many Gods, they put idols in the Ka'bah, lots of people visited and brought money in to the city. Christianity, Judaism and Zoroastrianism were monotheistic religions present at the time, but did not deal with the problems in Arabia. • Muhammad was born around 570 CE, he was orphaned and brought up by his grandfather and then his uncle. • Muhammad travelled as a camel driver and worked for merchants. He became an honest and successful trader. A Successful businesswoman, Khadija married him, he became rich and used his wealth to free slaves and help the poor. • Muhammad believed there was only one God and didn't like how the Ka'bah, a holy building, was being used to keep idols of false gods. • When Muhammad was 40, he went to a cave to be quiet and focus on God away from Mecca and its corruption. Muslims believe he was visited by the Angel Jibril (Gabriel) and was commanded to read 3 times, Muhammad couldn't read, but on the third command he was able to read and remember the words. Muhammad was being told to share God's message of oneness to the people. This is called the Night of Power. Muhammad was visited many times over the years and the words he was given were eventually written down in the Qur'an. Considered the words of God. • Muhammad began sharing the messages from God quietly at first, but gradually began to challenge peoples' worship of idols and say people should live moral lives. He began gaining followers. 	<p>Theologians:</p> <ul style="list-style-type: none"> • Infer how Islamic beliefs developed based on events. • Understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet. • There are differences within Islam, such as Sunni & Shia.



Religious Education Whole School Overview

		<ul style="list-style-type: none"> The leaders in Mecca did not like what Muhammad said as it challenged their power and lifestyles. They began attacking Muslims. Many people followed Muhammad, even when he was forced out of Mecca. Muhammad was considered a wise and moral leader and prophet; he was popular and successful. There were many battles but eventually Muhammad and his followers returned to Mecca and took charge, he forgave the people who had persecuted the Muslims. All the idols were removed from the Ka'bah and it was restored to a house of worship of one God. Muhammad died in 632CE, the entire population of Mecca were now Muslim and Islam had become the dominant religion in the region. The words given to Muhammad by the Angel were written down and formed the Qur'an, considered the actual words of God (sacred). The Qur'an is shown respect as the words of God, Muslims perform Wudu before touching it, keep it on a high shelf above all other books and do not put it on the floor, a Qur'an stand is often used. Muhammad's wisdom was also written down in the Sunnah and Haddith, these are useful, respected guides to Muslims on how to live their lives. 	
	<p>Islam How do Muslims express their beliefs in their daily life?</p> <p>Vertical Concepts: <i>Human Context</i> <i>Sacrifice</i></p>	<ul style="list-style-type: none"> The Qur'an teaches Muslims about the Oneness of God (Tawhid). Tawhid is expressed in the words of the call to prayer and whispered in a baby's ear. Sunni & Shia Muslims are of the same religion, but express some things in different ways, sometimes called "schools of thought". Many Sunni Muslims express their beliefs by following the 5 Pillars of Sunni Islam (obligations) These impact daily life in different ways. The Shahadah – Declaration of Faith (Tawhid) Salah – Prayer 5 Zakat – Charity Sawm – Fasting during Ramadan Hajj – Pilgrimage to Mecca Some Islamic diversity is due to tradition and culture in different places in the world for example: how faith is expressed in the home; how Iftar is practiced. Some Islamic diversity is due to interpretation of the Qur'an. Ijtihad is the struggle to understand and interpret meaning in today's context. For example, the Qur'an mentions modesty in dress, this is interpreted in many ways by individuals and communities. This is diversity is shown in different individual's choice of hijab. 	<p>Social Scientists:</p> <ul style="list-style-type: none"> Recognise that the Islamic belief in Allah as one is called Tawhid and is expressed in different ways including the Call to Prayer, whispered in a baby's ear and the Shahadah. Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life. Recognise that there is diversity within Islamic schools of thought e.g. Sunni & Shia and in Ijtihad, interpretation of text. Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam.
<p>Is it reasonable to believe God is omnipotent, omnibenevolent, omniscient and omnipresent?</p>		<ul style="list-style-type: none"> Philosophers try to explain why they think something is true, they try to do this in a logical way. Philosophers show their thinking in steps to show what they know and how it leads to their new idea. Logic helps us to decide if we are convinced by an argument. 	<p>Philosophers:</p> <ul style="list-style-type: none"> Identify logical arguments Decide if a belief makes logical sense and give reasons why. Recognise that claims of truth based on faith are difficult to examine logically.



Religious Education Whole School Overview

<p>Vertical Concepts: <i>Knowledge and Meaning</i> <i>Sacrifice</i></p>	<ul style="list-style-type: none"> • Deductive argument: 1. Something we know is true. 2. a second thing we know is true. 3. From the first two this must be true. (logic) If the conclusion follows the first 2 it is a valid argument. • Inductive argument: These lead to likely conclusions based on probability and might best be expressed with qualifiers such as “most” or “some” rather than “all”. These are general rules and might have exceptions. • The Greek Philosopher Socrates 469-399 BCE, talked people through their arguments pointing out when things didn't make sense and asking questions, he used reasoning to assess the strength of an argument. • The Abrahamic faiths (Judaism, Christianity & Islam) often connect the idea of God with “Omni” traits. • Omni = all • Omnipotent = all powerful – Seen in story of creation. • Omnibenevolent = all loving – “for God so loved the world, he gave his only Son, so that whoever believes in him may not perish but would have everlasting life.” The Bible, John 3:16 • Omniscient = all knowing – knows what's in people's hearts and minds (Seen in the story of Jonah) • Omnipresent = everywhere – Psalm 33: 13-14 • Some might argue that an omnipotent, omnibenevolent God would not let people suffer, yet they do. • What contradictions are there in religious stories that might cause people to question these attributes of God? • Exodus – God had the power to free the Jewish people, in the process hurting many Egyptians. Does this fit with the idea of a loving God? • Story of Job – tested by Satan, and still faithful, accepted it was not for him to know God's ways. • Greek Philosopher, Epicurious 341-270 BCE, thought about the problem of evil: ‘Is God willing to prevent evil, but not able? Then he is not omnipotent. Is he able, but not willing? Then he is malevolent. Is he both able and willing? Then whence cometh evil? Is he neither able nor willing? Then why call him God?’ • A philosopher might ask if sacred texts are reasonable to consider as evidence, their truth claims are a matter of personal faith and do not offer physical evidence. 	<ul style="list-style-type: none"> • Consider that people have different answers to questions about the world and seek answers in different places. <p>Theologians:</p> <ul style="list-style-type: none"> • Consider how beliefs shape how some people see the world. • Consider how believers interpret scripture. • Consider reliability of religious sources.
<p>What is meant by truth?</p> <p>Vertical Concepts:</p>	<ul style="list-style-type: none"> • Philosophy comes from Greek and means “Love of Wisdom”, philosophers try to make sense of the world by asking questions and analysing arguments. • Knowledge is an awareness of something as true based on experience, education or evidence. • Belief is something someone thinks is true without proof. 	<p>Philosophers:</p> <ul style="list-style-type: none"> • Discuss our understanding of the concepts of knowledge, belief and opinion.



Religious Education Whole School Overview

Knowledge and Meaning

- **Opinion** is a view formed **based on experience** without sure knowledge.
- To make **decisions** about if we know, believe or have an opinion on something we might use **evidence and reasoning**. There are different types of evidence: **Empirical evidence** – based on experimenting, observation and data; **Theoretical evidence** – based on experience or opinion but is not proved (yet).
- Many **worldviews** make claims about their idea of **truth**.
- It is possible for different people to experience truth in different ways, it depends on their perspective or greater knowledge.
- The story of **The Blind Men and the Elephant** is one way to explain this idea, this story is often used to explain the idea of religion or belief in **Hindu Dharma, Buddhism** and other worldviews. We are all limited by our own experience.
- **Plato (428-360BCE)**, Greek philosopher who thought deeply about truth and existence. He said that our senses can be tricked so might not be reliable in showing us the truth, we see this in magic tricks.
- **Plato's Cave** is a story to explain how we are limited by our experience and find it hard to think outside that experience.
- We can **apply** some themes from **Plato's Cave** to our **thinking about religion and belief**. What if prophets and religious people do have a higher knowledge of things beyond our understanding? Because it seems impossible to our understanding, we might reject what they say, but they might be telling us the **truth**, we might be living in a world of shadows.
- In history, people who try to share what they believe to be their greater knowledge of the truth sometimes get in to trouble: Christians believe **Jesus was executed** for claiming he was the Son of God; many people have died because they stuck with their religious beliefs; **Socrates** (Plato's teacher) was forced to drink poison because the government didn't like what he was teaching.
- If we know something, do we have a duty to share knowledge with others?

- Consider philosophical ideas of truth, doubt and reality.
- Understand some reasons why people answer philosophical questions in different ways.
- Begin to decide whether religious reasoning is clearly expressed.
- Connect strongly-held beliefs with human behaviour including a willingness to die for the sake of "truth".

Christianity, Islam and Judaism

What does sacrifice mean?

Vertical Concepts: Human Context Sacrifice

- **Sacrifice** has different meanings, it can mean **"giving something up for the sake of someone/thing else"**
- In a religious context, **ritual sacrifice** can involve offering something to God to keep things right with God. Over history this has taken many forms such as food, precious objects, killing animals or even people.
- In ancient **Jewish tradition**, scripture required the ritual spilling of an animal's blood, which would then be burnt.
- The **Bible** and the **Torah** tell the story of **Abraham & Isaac**. Abraham was tested by God, he was willing to sacrifice his son on God's orders, he was stopped at the last moment. Abraham was rewarded by God.
- The **Qur'an** tells the story of **Ibrahim & Ishmael**, almost the same story but Ishmael was a different son, who Muslims treat as a prophet and believe was an ancestor to Muhammad. Muslims remember the story of Ibrahim's willingness to sacrifice Ishmael at **Eid ul-Adha**.
- Because of their links in religious traditions to Abraham, Judaism, Christianity and Islam are often called the **"Abrahamic faiths"** (some shared stories and core beliefs like the idea of one God.)

Theologians:

- Recognise of how believers might interpret different texts in different ways.
- Identify the influence of historical events of Easter on Christian worldviews.
- Identify similarities and differences within and between the Abrahamic faiths.
- Identify how beliefs in God as most important might influence a person's life, how they view the world and other people.



Religious Education Whole School Overview

		<ul style="list-style-type: none"> • Animal sacrifice in the past was performed as a way of saying sorry to God and gaining a temporary “covering” or forgiveness for sins. • According to Christian belief, when Adam and Eve broke God's rules and brought sin into the world (the Fall), humans were divided from God by their sin and would not be able to have eternal life for their soul with God. • Christianity teaches that Jesus became the Ultimate Sacrifice (final). His suffering and death meant that all past and future sins can be forgiven. Some Christians see Jesus as a bridge allowing humans to get back to God, salvation. After that, people only needed to repent (be sorry), and animal sacrifice was not needed. • Jesus' suffering and sacrifice is remembered by many Christians on Good Friday. Traditionally, some Christians perform a pilgrimage in Jerusalem to remember the events of his crucifixion. • Many churches all over the world try to replicate this in Stations of the Cross, 14 images showing Jesus' suffering. On “Good Friday” many Christians visit these and use them as a focus for prayer. 	
	<p>Christianity, Islam and Judaism What do people think about poverty, justice, and sacrifice?</p> <p>Vertical Concepts: <i>Knowledge and Meaning</i> <i>Human Context</i> <i>Sacrifice</i></p>	<ul style="list-style-type: none"> • Poverty means being extremely poor. Absolute poverty means not having enough of one or more of the things we need to live: food, water, clothing & shelter. Relative poverty is not having enough in comparison with the people around you (dependent on where and when you live). • Justice means things are morally right and fair. • Sacrifice has different meanings, it can mean “giving something up for the sake of someone/thing else” • Some people might say that it is not morally right and fair that some people live in poverty and believe that they should make personal sacrifices to help them. • Self-sacrifice can be practiced every day, giving up small comforts or wants for other people. • Self-sacrifice can be a big thing, like soldiers risking their lives to defend others in war. • Many Christians follow the teachings of Jesus in the Bible and believe they should help other people. They believe that doing this will please God. • Many Muslims follow the teachings of the Qur'an and the example of Prophet Muhammad and should show care for others. They believe doing this will please Allah. • Some religious people seek to please God because they hope for a reward in the future, like going to heaven. • Altruism means doing good things without expecting a reward, being self-less. • Many people think that where they see injustice in the world they should help others, perform acts of self-sacrifice, just because it is the right thing to do. • Humanists are one non-religious worldview. Humanists don't have a sacred text or teachings to tell them what to do, they rely on their own judgement about what is a right and just society. 	<p>Philosophers:</p> <ul style="list-style-type: none"> • Describe different philosophical answers to questions about poverty, justice and sacrifice. • Begin to decide whether religious reasoning is expressed clearly and suggest more than one point of view. • Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences.



Religious Education Whole School Overview

		<ul style="list-style-type: none"> At the core of the humanist approach to life is human happiness. Some humanists choose to follow an agreed set of 10 Commitments, an ethical way of living life, this includes altruism. Humanists do not do things because they think they will be rewarded in heaven; most humanists do not believe there is anything beyond this life. American writer and philosopher Loren Eiseley (1907-1977) wrote "The star thrower", pointing out that small actions can have impact on individuals even if the whole task seems overwhelming. 	
	<p>Islam and Christianity How do people contribute to society?</p> <p>Vertical Concepts: <i>Knowledge and Meaning</i> <i>Human Context</i> <i>Sacrifice</i></p>	<ul style="list-style-type: none"> Society is a group of people who live and interact together. Many people believe they have a responsibility to contribute to how that society works together. This may involve making sacrifices for the good of others. To follow the 5 pillars of Sunni Islam, many Muslims believe they have an obligation to give money to charity, this is called Zakat. Many Muslims also give voluntarily, Sadaqa, because it helps others and pleases Allah. Some Muslims show their belief in action in the community by supporting or volunteering for charities. Inspired by their Islamic faith, Islamic Relief is a charity begun by Dr Hany El-Banna and a group of friends in Birmingham in 1984, now it is an international charity helping people in need in 45 countries across the world. Guided by teachings from the Qur'an and the prophet's example in the Sunnah, the charity runs on principles of sincerity, excellence, compassion, social justice and custodianship. Christianity teaches that Christians should help people in need, whoever they are, as in the story of the Good Samaritan, living your beliefs and contributing to society is important. The Bible suggests different types of giving, such as Tithes (10% of income), Offerings (voluntary giving over 10%), Alms giving (private donations to people in need) There are many examples of local, national and international Christian charities, e.g. Tearfund, CAP, local churches. People's actions can also contribute to society, Edith Cavell (1865-1915) was a Nurse born in Norfolk, she had a strong Christian faith and believed in helping people. In WWI in Belgium, she treated all soldiers equally. She helped Allied soldiers to escape and was arrested and shot by the German occupiers. Before she died, she said, "Standing as I do in view of God and Eternity, I realise that patriotism is not enough, I must have no hatred or bitterness towards anyone." Her life was guided by her Christian principles and led to her death. 	<p>Social Scientists:</p> <ul style="list-style-type: none"> Describe similarities and differences in how people contribute to society in Islam and Christianity (locally & nationally). Recognise ways beliefs about giving impact peoples' choices in everyday life, community & society. Recognise that individual and community action can shape beliefs.
	<p>Islam How have events in history shaped Islamic diversity?</p> <p>Vertical Concepts:</p>	<ul style="list-style-type: none"> It is estimated there are 1.8 billion Muslims in the world today (largest religion after Christianity). Prophet Muhammad is often called "The Seal of the Prophets" his work completed Allah's message to the people. During Muhammad's lifetime, there was unity in Islam, "Hold fast to God's rope all together; do not split into factions" (Qur'an 3:103) 	<p>Theologians:</p> <ul style="list-style-type: none"> Identify the influence of historical events on the development of Islam. Identify similarities and differences within Islamic schools of thought.



Religious Education Whole School Overview

	<p><i>Human Context</i></p>	<ul style="list-style-type: none"> • After Muhammad died, people disagreed over who should lead. This led to a split. • The Sunni believed the most worthy should lead and chose Abu Bakr, Muhammad's friend to lead them. Sunni Muslims regard Abu Bakr as the first Rightly Guided Caliph. • The Shi'a believed that Ali, the cousin of Muhammad and his descendants should lead as he was from Muhammad's family. Shi'a Muslims do not recognize the authority of the first three Caliphs and consider Ali the first Imam. • In the 30 years after Muhammad's death, Muslims were led by five Caliphs, Shia Muslims say that Ali pledged loyalty to the first three Caliphs to keep unity, even though he thought he was the rightful leader. Ali did eventually become the fourth Rightly Guided Caliph (or 1st Imam to the Shia). • During the Rightly Guided Caliphate, there was huge migration, changes in government and many battles spreading Islam to Tunisia, Central Asia and Cyprus. • There was unrest during the Caliphates, Uthman and Ali were killed by rebels. • Eventually the Rightly guided Caliphate came to an end and the uneasy unity also ended. The Sunni and Shi'a split and followed different leaders. Islam continued to spread, but the wider it spread, new cultures influenced it at new denominations or schools of thought began. • Sufi Islam developed as a personal and spiritual approach to connecting with Allah. • The diverse groups agree on some things such as the oneness of Allah and daily prayers, but practice and understand other things differently. Some differences resulted from different interpretations of the Qur'an. • Although men have dominated much of Islamic history, women had an important role in early Islamic development: • Muhammad's first wife, Khadija, supported him financially and emotionally. When he doubted his abilities, she helped him to see what Allah wanted him to do. Muhammad showed great devotion to her even after her death. • Aisha survived after Muhammad's death and narrated Hadith and was an early scholar of Islam, Muhammad said Muslims could learn half the faith from her. • Hafsa helped in keeping safe and compiling the Qur'an. • Fatimah, Muhammad's daughter, is revered by Shi'a Muslims. • Khawlah bint al-Azwar was a female warrior in the early battles of Islam. • Diversity of expression may be shown in: Prayer, observance, worship, tradition and celebration. 	<ul style="list-style-type: none"> • Consider how beliefs might influence a Muslim's life, how they view the world and other people.
	<p>Local Focus How has religion and belief shaped our local area?</p> <p>Vertical Concepts: <i>Human Context</i></p>	<ul style="list-style-type: none"> • Global religion data can be used to understand the representation of religion across the world. • The National Census takes place every 10 years in England and Wales, households are legally required to provide the answers to questions like religious identity. 	<p>Social Scientists:</p> <ul style="list-style-type: none"> • Consider what data can tell us about religion locally, nationally and internationally. • Recognise that the reliability of data must be considered.



Religious Education Whole School Overview

		<ul style="list-style-type: none"> • National religion data from the Census reveals that Christianity is the most widely represented religion in England and Wales. Islam is the next largest representaed religion. This can be compared with international data. • Regional/Local religion data (in comparison with Global & National) • How is the local data reflected in our local community? • We can find out how local data is reflected in our local community by looking for evidence of lived religion in our area, e.g. Buildings, schools, shops, celebrations and charity. • Map & visit local place/s of worship (or invite visitors in) 	<ul style="list-style-type: none"> • Seek evidence of lived religion in our local area. • Describe ways beliefs impact peoples' choices in everyday life, community & society. • Recognise that individuals, community & society can shape beliefs.
Year 5	<p>Hindu Dharma How are Hindu beliefs expressed in symbolism and worship?</p> <p>Vertical Concepts: <i>Knowledge and Meaning</i> <i>Human Context</i></p>	<ul style="list-style-type: none"> • Hindu Dharma has a different perspective on 'God' than Abrahamic faiths. • Sage Yajnavalkya – when asked “How many Gods are there?” had a complex answer – all “gods” are manifestations of one. • Story of the Blind Men and the Elephant, we can only know that which we experience, not the whole picture. • Brahman as one supreme being, ultimate reality (no images) • Trimurti - 3 most significant forms of Brahman: Brahma (Creator), Krishna (Sustainer), Shiva (destroyer) • Stories and depictions of the Trimurti use symbolism to help Hindus understand their significance. • Many other deities used in worship, depicted as Murtis. • Worship often takes place at home, in a domestic shrine. • Worship at work may include shrines in a shop or business. • Worship in the Mandir can be expressed in diverse ways. Mandirs are different all over the world. • Artifacts and actions commonly used in worship: Puja, offerings, food, sound, incense 	<p>Social Scientists:</p> <ul style="list-style-type: none"> • Recognise that 'religion' and 'belief' mean different things in Dharmic and Abrahamic faiths. • Recognise that conversations about religion and belief are complex • Explain similarities and differences of forms of expression within Hindu Dharma (locally & nationally). • Explain ways beliefs impact choices in individuals' lives, community & society.
	<p>Hindu Dharma How does scripture help Hindus understand Dharam?</p> <p>Vertical Concepts: <i>Knowledge and Meaning</i> <i>Human Context</i> <i>Sacrifice</i></p>	<ul style="list-style-type: none"> • To many Hindus, Dharma is understood as duty, an individual's duty differs depending on who you are and your time of life. • Many Hindus think that to complete their Dharma, they must consider duty to: themselves, their family, the world around them, God and other people. • Hindus have many sacred texts, these were often passed down through oral traditions and have been written down so may have many forms and many interpretations. • The Ramayana is an epic story, from which Hindus can learn to understand how Dharma is different for different people. • There are many different versions of the story. e.g. Valmiki version written down between 500 BCE – 100CE • The important characters of Rama, Sita, Ravana and Bharata can help Hindus consider different perspectives of the story and how the characters do, or don't fulfill their Dharma. • Fulfilling one's Dharma can include living a life of virtue, which can involve personal sacrifices. 	<p>Theologians:</p> <ul style="list-style-type: none"> • Describe different interpretations of the Ramayana. • Consider if sources of Hindu scripture are reliable. • Describe the influence of historical events on worldviews. • Describe theological similarities and differences within and between worldviews. • Describe how beliefs about Dharma might influence a Hindu's life, how they view the world and other people.



Religious Education Whole School Overview

	<p>Buddhism How do Buddhists explain suffering in the world?</p> <p>Vertical Concepts: <i>Knowledge and Meaning</i> <i>Human Context</i></p>	<ul style="list-style-type: none"> • Sita is an interesting female character, some question if she is too dependent on Rama, some see her as a feminist role-model. • About 2500 years ago in ancient India, Siddhartha Gautama was a privileged child, shielded from the horrors of the world. • When Siddhartha left the protection of his home he saw suffering for the first time, he saw a sick man, an old man, a dead man and a Holy man, who had nothing but was content. • He left his home to become a monk to try to understand why there was suffering in the world, began the spiritual journey of an ascetic. • After many years and mistakes trying to find the answer to suffering, Siddhartha finally meditated beneath the Bodhi Tree and reached enlightenment and became the Buddha, meaning enlightened one or knower. • The Buddha spent his life sharing his wisdom with others. • Many Buddhists do not understand God in the same way as Abrahamic faiths do. Some Buddhists consider there to be a concept of the divine, but others feel the idea of a creator God, for example is not relevant to humanity. Some people might say this means that Buddhism is not strictly a religion but a philosophy. • The Buddha developed teachings & philosophy for life that many Buddhists use today in different forms in their own search for understanding. • Four Noble Truths – the Buddha taught: suffering inevitably exists in life because life isn't perfect; suffering is caused by our desire for things to be as we want them; suffering can be ended if people detach from wanting things; ending suffering can be achieved by following the Eightfold Path. • Eightfold path (the middle way) – A philosophical approach to life with 8 guiding principles with the aim of ending suffering and reaching enlightenment. The Eightfold path has 3 elements (the Threefold Way) of ethics, meditation and wisdom. • Western philosophy has less focus on meditation but does examine ethics and knowledge. <p>Plato's Allegory of the Cave, in which the escaped prisoner returns to the prisoners in the cave to share his knowledge of the world outside, can be linked to the Buddha's desire to teach others his wisdom</p>	<p>Theologians:</p> <ul style="list-style-type: none"> • Describe the influence of historical events on Buddhist worldviews. • Describe theological similarities and differences within and between worldviews. • Describe how Buddhist beliefs might influence a person's life, how they view the world and other people. <p>Philosophers:</p> <ul style="list-style-type: none"> • Explain the Buddha's philosophical answers to questions about the world. • Explain the Buddhist answers to ethical questions and show awareness of diversity of opinion.
	<p>Christianity How have events in history shaped Christian diversity?</p> <p>Vertical Concepts: <i>Human Context</i></p>	<ul style="list-style-type: none"> • In the New Testament (Matthew 28 16-20), Jesus gave his followers the Great Commission, to make followers of all nations, baptise people and teach them to obey God. This influenced early Christians. • The early spreading of Christianity is demonstrated in Paul's missionary journeys (Romans 15 22-29). • The conversion of Emperor Constantine (270-337 CE) to Christianity helped the spread through the Roman Empire. • Divisions began within the Christian Church leading to the Great Schism (tear) in 1053 CE, factors: 	<p>Theologians:</p> <ul style="list-style-type: none"> • Interpret Biblical text. • Describe the influence of historical events on divisions in the Christian Church. • Describe theological similarities and differences within Christian worldviews. • Describe how beliefs might influence a Christian's life.



Religious Education Whole School Overview

		<ul style="list-style-type: none"> • Theology – 325 CE, Emperor Constantine called a council at Nicaea to discuss the wording of the Nicene creed, including what it said about Trinity. Divisions about the importance of Jesus in the Trinity remained. • Geography – 400-600 CE, two centres of power, Rome in West and Constantinople (Istanbul) in East. Long way apart and isolated by conflict in the Balkans. • Language – Rome used Latin, Constantinople used Greek. • Power – Should the western Pope be in charge or the eastern Patriarch? • True faith – both sides thought they were expressing their beliefs right and the other was spreading lies. • The Great Schism in 1053, led to the Pope (Leo IX) leading the Catholic Church in the west and the Patriarch leading the Eastern Orthodox Church in the East. • Catholicism dominated most of Europe including Britain. • Due to widespread corruption in Catholic Church in Europe, by the 16th Century some people began to seek reform of the Catholic Church, this was collectively known as The Reformation. This led to the rise of Protestant movements. • Martin Luther (1483-1546), was a German Theologian who influenced the Reformation. He disagreed with corruption and translated the Bible into German. • England was officially Catholic until Henry VIII wanted a divorce, not allowed by the Pope. This led to the creation of the Church of England in 1534 with the monarch as the Head. This is called Anglicanism. • There is huge diversity within Christianity in the UK today, these groups are called denominations and have arisen due to different views about power, expression of faith and theology. • Locally, we might see evidence of Christian diversity in our community. 	
	<p>Christianity How has belief in Jesus as the Messiah impacted art and music?</p> <p>Vertical Concepts: <i>Human Context</i> <i>Sacrifice</i></p>	<ul style="list-style-type: none"> • Old Testament (Isaiah) included prophesies of a coming “Messiah”. • Messiah, in the Old Testament and Jewish scripture is understood to be a saviour who would unite the Jewish peoples in an age of peace. Most Jewish people are still waiting for the promised Messiah. • The New Testament claims Jesus as fulfilment of prophesies of the Messiah. People who believed this to be true divided from the Jewish people who didn't and became the first Christians. • “Christ”, comes from the Greek translation of Messiah, <i>Christós</i>. • Christianity teaches that Jesus, through his Ultimate Sacrifice, has saved his people and will return to complete the Old Testament prophesies. In addition, Christians believe Jesus was the Son of God. • In Islam, Jesus or Isa, is considered a Prophet and the Messiah promised to the Israelites, who will return at the end of times. Muslims do not believe Isa was the Son of God. • In Christianity, Jesus as fulfilment of the Old Testament prophesies of a Messiah is vital. His importance has inspired art and music across the centuries. 	<p>Social Scientists:</p> <ul style="list-style-type: none"> • Recognise that conversations about religion and belief are complex in relation to Abrahamic understandings of Messiah. • Explain how belief has been expressed in similar and different artistic forms within Christianity. • Explain ways beliefs impact choices in individuals' lives, community & society. • Describe how individuals, community & society can shape beliefs.



Religious Education Whole School Overview

		<ul style="list-style-type: none"> • Handel's Messiah, written by George Frederick Handel (1685-1759), composed his most famous oratory work "The Messiah" in 1741. It is inspired by and uses words from the Bible and is still performed today. • The Christian concept of Jesus as the Messiah as well as Handel's work have inspired many artists across centuries. This art is displayed in churches, public places and sometimes accompanies Handel's music. • 	
<p>Is belief in god rational?</p> <p>Vertical Concepts: <i>Knowledge and Meaning</i> <i>Human Context</i> <i>Sacrifice</i></p>		<ul style="list-style-type: none"> • Philosophers show their thinking in steps to show what they know and how it leads to their new idea. Logic helps us to decide if we are convinced by an argument. • Philosophers examine & critique different philosophical approaches to the existence of God using rational argument. • Ontological Argument – An argument or proof about being or existence. Anselm of Canterbury (French Theologian) in <i>Proslogion</i> (c. 1077CE) , claims God is "that than which nothing greater can be conceived." So God is perfect. What if God only exists in our minds? Anselm claimed existence in reality is greater than existence in imagination, and as God is, "that than which nothing greater can be conceived.", then God must exist in reality not just in our minds. Gaunilo of Marmoutiers (1078CE) said this was flawed. • Cosmological argument – Moses Maimonides (c. 1190 CE), suggested all corporal things are finite and can only contain finite power, so must run out of energy and stop moving. Yet, as planets keep turning, something with infinite power must have caused them. That infinitely powerful something, is God. • Thomas Aquinas (1225-1274 CE), claimed everything has a cause and if we track things back there must have been a "first cause", which he claimed was God as a "necessary being" needing no explanation or cause. • Intelligent Design Argument – First associated with Socrates (470-399 BCE), but argued and added to by many others over the years, suggests that the complex functionality of the world looks like it is designed, and what is designed must have a designer , i.e. God. • William Paley (1745-1805 CE), was a Christian philosopher who explained the design argument using the "Watchmaker Analogy". A design implies a designer, intelligent design implies an intelligent designer, ie. A creator deity. • David Hume (1711-1776 CE) Disagreed with intelligent design, claiming that humans can only judge based on experience and observation to make inferences about events and cause. He claimed humans do not observe God or other universes, so we can't infer their existence. • Most Humanists accept that they cannot prove God does not exist, yet many point to the existence of suffering and evil in the world as evidence that an omnipotent, omnibenevolent God is unlikely to exist. 	<p>Philosophers:</p> <ul style="list-style-type: none"> • Explain different philosophical answers to questions about God's existence. • Explain some philosophical approaches to the abstract concept of God's existence. • Explain if an argument for God's existence seems logical.
	<p>Year 6</p>	<p>Christianity</p>	<ul style="list-style-type: none"> • It is a core Christian belief that Jesus was God incarnate, the prophesized Messiah.



Religious Education Whole School Overview

<p>Why is the resurrection significant for Christians?</p> <p>Vertical Concepts: <i>Knowledge and Meaning</i> <i>Human Context</i> <i>Sacrifice</i></p>	<ul style="list-style-type: none"> The Gospels include different versions of the narrative of Jesus life, death and resurrection, some similarities and differences can be seen in the narratives of the resurrection: Matthew 28: -10; Mark 16: 1-8; Luke 24: 1-10; John 20: 1-18. Most Christians would argue that the differences are not materially significant and are due to time, perspective and narrator (some were recorded a long time afterwards and are not necessarily claimed to be directly written by the narrator). However, the similarities in substance of Jesus' resurrection are what is important to Christians. If it were concluded that the narratives were unreliable, that Jesus' resurrection was a fiction, the consequences for Christian belief are devastating. Paul claimed this in 1 Corinthians 15:14, "<i>And if Christ has not been raised, our preaching is useless and so is your faith.</i>" Christianity is built upon the idea of Jesus as ultimate sacrifice, his resurrection brings salvation, brings sinners back to God after the Fall. For a Christian, Christ's death means forgiveness and everlasting life in God's presence. The significance of Christ's death and resurrection is expressed in many diverse ways by Christians across the world in Good Friday and Easter Sunday festivities. 	<ul style="list-style-type: none"> Explain how the Gospels connect with Christian beliefs and discuss their reliability. Explain the influence of belief in historical events on Christian worldviews. Explain theological similarities and differences within Christian worldviews. Explain how beliefs in Jesus' resurrection might influence a Christians life, how they view the world and other people.
<p>Christianity Are religion and science in conflict?</p> <p>Vertical Concepts: <i>Knowledge and Meaning</i> <i>Human Context</i></p>	<ul style="list-style-type: none"> The Old Testament story of Creation is found in Genesis 1:1 -2:3 Some Christians see this as a literal truth account of the creation of the world, others see it as a story from which Christians can infer and understand the influence of a Creator God in the beginning. Understanding the genre of writing of Genesis might change our understanding and analysis of it. It could be seen as a poem, a report or a story. Many scientists explain the beginning of the world using the Big Bang Theory of creation (cosmology). Some Christian scientists accept the Big Bang Theory and do not see that it discounts the idea of a creator God as the "first cause", Thomas Aquinas (1225-1274 CE). Richard Dawkins (1941- CE), Evolutionary Biologist, claims the intelligent design theory (Y5), is wrong. In The Blind Watchmaker (1986), he argued evolutionary processes are not guided by a designer. In The God delusion (2006), he claimed a supernatural creator does not exist and religious faith is delusion. Pope Francis said, "When we read about creation in Genesis, we run the risk of imagining God was a magician, with a magic wand able to do everything. But that is not so." Albert Einstein (1879-1955), was a theoretical physicist, who suggested 3 human impulses lead to religious belief: fear, social or moral concerns, and cosmic religious feelings based in awe and wonder. <p>Blaise Pascal (1623-62 CE), French Philosopher who suggested "betting on God", if we can't prove God exists, we are best believing</p>	<p>Theologians:</p> <ul style="list-style-type: none"> Explain how the Genesis text connects with beliefs and discuss the reliability of the source. Explain that religious texts can be interpreted in different ways by different believers. Explain theological similarities and differences within and between worldviews. <p>Explain how beliefs about creation and science might influence a person's life, how they view the world and other people</p>



Religious Education Whole School Overview

<p>Hindu Dharma In what diverse ways do Hindus build a sense of community?</p> <p>Vertical Concepts: <i>Human Context</i></p>	<ul style="list-style-type: none"> • Hindus connect in diverse ways through celebrations and festivals, at home and in the wider community. How a community celebrated depends on where they are in the world. • Diwali means “row of lights”, festival of lights which links with the story of the Ramayana (y5) and brings in the Hindu New year (in October/November) and celebrates the triumph of good over evil. • Diwali is a 5 Day festival honouring Lakshmi, goddess of wealth, lights are lit in windows and doors left open to let her in. • At Diwali, many Hindus spring clean home, gifts & sweets, new clothes, decorate homes, watch fireworks, light diya lamps and create rangoli patterns. • Holi is the festival of spring, colour & new life. Holi celebrates the story of Krishna and the legend of Holika and Prahlad. • Celebrations of Holi are expressed through bonfires, putting grain in the fire and next day throwing of coloured powder and water, many Hindus share food & presents. • Pilgrimage is a journey of religious significance. For many Hindus, the river Ganges has spiritual significance and many Hindus make pilgrimages to significant places associated with the river. • The Ganges runs through northern India and Bangladesh the river had huge significance in India and Hindu culture. • Some believe the Ganges flowed from heaven to purify humans. Sometimes, the river is referred to as mother or she. • Kumbh Mela – 55 day festival every 12 years (pilgrims visit and bathe in the Ganges, take bottles of water back to loved ones.) • Varanasi is a city on the Ganges in Northern India, believed to have been the home of Lord Shiva. At Varanasi the river changes direction. Millions visit to bathe in the Ganges at sunrise. • Hindu pilgrims may visit important temples near the river: • Kashi Vishwanath Mandir - dedicated to Lord Shiva • Durga Temple - dedicated to the goddess Durga • Tulsi Manas Temple - dedicated to Lord Rama • The Ganges and running water significant in funeral rites. 	<p>Social Scientists:</p> <ul style="list-style-type: none"> • Begin to evaluate similarities and differences of forms of expression within Hindu worldviews (locally, nationally & globally) • Describe how beliefs impact choices in individuals' lives, community & society. • Explain how the context of individuals, community & society can shape beliefs
<p>What do philosophers teach us about life's purpose?</p> <p>Vertical Concepts: <i>Knowledge and Meaning Human Context</i></p>	<ul style="list-style-type: none"> • Some philosophers claim humans are the only animal who have an understanding that they will one day die and that this makes people question life's meaning. • Philosophers cannot prove what happens after we die so seek explanations. • Some philosophers see the mind and body as different types of things. • Ibn Sina (980-1025 CE) (also known as Avicenna), was an Arabic philosopher, who argued our minds are separate from our bodies using the “Flying Man” thought experiment. • Many philosophers have argued the body and soul or self are separate, others that the soul or self ends with the body. • Socrates (470-399 BCE) Greek Philosopher, believed in the idea of a soul that lives in our bodies and goes to heaven when we die. 	<p>Philosophers</p> <ul style="list-style-type: none"> • Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. • Begin to analyse if an argument is logical and show awareness of divergent opinions. • Use appropriate evidence to support or counter an argument. • Begin to explain connections between beliefs and behaviour.



Religious Education Whole School Overview

		<ul style="list-style-type: none"> • Plato (428-348 BCE), Greek Philosopher, believed in the idea of an eternal soul, that would exist beyond the physical body. This meant that the world itself is not important, the soul will return to heaven. • Plato's ideas influenced many Christians, who may accept that life on earth may not be great, but there is something better to come for the soul. • Hypatia (370-415 CE) Female Greek Philosopher, Neoplatonist – meaning she believed that the soul would return to a divine being. An idea that appealed to her students, both Christian monotheists and pagans. • Democritus (460-370 BCE), Greek Philosopher who suggested life is given meaning by the pursuit of pleasure, “joy and sorrow are the distinguishing mark of things beneficial and harmful.” (Hedonism) Some hedonists have seen this as intellectual pleasure, others physical pleasure. • Friedrich Nietzsche (1844-1900), German philosopher, said people are never satisfied which prevents us finding meaning in life (Nihilism). • Simone de Beauvoir (1909-86), French Philosopher who challenged the idea of a divine plan. She argued humans born free, without a divine plan. That freedom is a blessing and a burden. Following human desire means we should not restrict others freedom to do so (Existentialism). 	
	<p>How is an understanding of life's purpose reflected in people's lives?</p> <p>Vertical Concepts: <i>Knowledge and Meaning</i> <i>Human Context</i> <i>Sacrifice</i></p>	<ul style="list-style-type: none"> • Many worldviews consider that we all have a soul, the essence of you, that lives beyond the body. • What people believe happens to the soul when the body dies may influence the choices people make in their lives. • Hindu Dharma: • As in the story of the Ramayana (Y5), a person's dharma (duty) depends on who they are (varna) and what stage of life they are at (ashrama). • Ashramas, stages of Hindu life: Brahmacari (Student), Grihastha (householder), Vanaprastha (forest dweller), Sannyasi (homeless renouncer). Stages have specific duties or ashrama dharma. • Purusharthas – goals for living: <ul style="list-style-type: none"> • - dharma, duties of present life • - kama, enjoying life • - artha, working for honest success and family • - moksha, breaking out of cycle of reincarnation (samsara) to reach atman • Fulfilling dharma is individual to each person, so will be inherently diverse. • In the Bhagavad Gita – Epic poem takes place on a battlefield when Prince Arjuna must fulfill his Dharma as a warrior in battling unjust members of his family. Arjuna has a conversation with Lord Krishna, expressing his fear of death, he is told it is “like going to sleep, taking off your clothes and putting on new ones”. • Karma is the cycle of death and rebirth, with the aim of reaching Moksha (oneness with God). • These beliefs have a significant impact on how Hindus live their lives, especially that living a good life will lead to a better next life. <p>Christianity:</p>	<p>Social Scientists:</p> <ul style="list-style-type: none"> • Begin to evaluate how 'religion' and 'belief' mean different things depending on people's religious or non-religious worldview. • Recognise that conversations about religion and belief can be controversial. • Begin to evaluate similarities and differences of forms of expression between and within worldviews (locally, nationally & globally) • Describe how beliefs impact choices in individuals' lives, community & society. • Explain how the context of individuals, community & society can shape beliefs.



Religious Education Whole School Overview

- In Christianity, it is widely believed that **Jesus' sacrifice means that believers can return to God**, this was part of God's plan for humanity. Jesus' defeat of death in his resurrection, means that although physical death will happen, **belief in Christ and living a good life will lead to heaven for the soul.**
- John 3:16 *"God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life."*
- Many Christians believe that in **the presence of God, their actions in life will be judged**. Some Christians think this will happen when they die, others that everyone will be judged at a future "judgement day", others that there is a personal judgement followed by a final judgment.
- **Heaven** could be the result of **good deeds. Some see this a literal place** of paradise where a divine God rules eternally, others think of it more as the **reward of being with God.**
- **Hell** could be the result of **bad deeds. Some see this as a literal place of fire**, pain and punishment, **others that it is a psychological state**, a metaphor for the harm we do ourselves through **division from God.**
- Medieval art depicted graphically the idea of soul tortured in hell. Many Christians ask, would a loving God do this to his people?
- Catholicism – **Purgatory** (place in between) where a sinful soul can be purged.
- In practice, most Christians believe they **so do good things because they are right, not just for the reward in Heaven** and that they should develop a **relationship with God** through prayer and worship.

Islam:

- **Most Muslims** believe in **life after death**. They believe they must **live morally in submission to the will of Allah**. If this is life's purpose, then **it influences what happens after death.**
- The **Qur'an** promises **"two gardens"** on in this life and one in the next.
- Islam teaches humans have **free will** and will be held **responsible** for their **intentions and actions on Earth**, these are recorded and taken into account on the "Last Day" or "Day of Judgement".
- A **person's soul** is believed to be **judged** based on what they did in their lifetime, the **soul is given a new body bright or dark, depending on their deeds**. Pure souls will be bright and go to **heaven**. Impure souls will be dark and will go to **hell**, the soul will then wait, knowing its fate, until the resurrection.
- The Angel **Israfil will blow the trumpet and all creation will be destroyed**. The second trumpet blow is the **resurrection**. Some think this will be physical, so bodies need to be buried. Most Muslims think it is the **soul that is taken to the afterlife.**
- **Jannah (Paradise)**, a **beautiful place** with material rewards for a good life.
- **Jahannam, (Hell)**, a place of **suffering and pain**, is where those who reject the teachings of the prophets go. This is described a fiery place of torture, but many Muslims believe the language of the Qur'an to be symbolic. To **deter people from committing sin.**
- **Some Muslims** think that hell is only temporary, that the **forgiving Allah will eventually allow all people to heaven.**



Religious Education Whole School Overview

- For many Muslims this is a **motivation to follow the teachings in the Qur'an** and live a good life.

Judaism:

- Jewish teachings are **unclear on what happens after death**,
- Many Jewish people believe what is important is how a person lives their life and **what happens after death should be left to God**. Good deeds should be done for their own sake.
- In the **Mishnah** it says: *"Be not like servants who serve their master for the sake of receiving a reward"*. **Ethics of the Fathers 1:3**
- Some Jewish people believe there is **some kind of life after death as the idea of a soul that will return to G-d** is mentioned in some traditions.
- Some Jewish people believe there will be **some kind of eventual judgement** when **good deeds will be rewarded and bad deeds will be punished**, how is not clear.
- Many **Orthodox Jews** consider that if there is to be judgement, they **must follow the rules** set down in scripture strictly including **observing Shabbat** and **keeping the 613 Mitzvot** (Jewish laws)
- Many **Orthodox Jews are still awaiting the Messiah** when the world will be different.
- Many **Reform or Liberal Jews** see the **Jewish laws as in need of interpretation for a modern age**, while still needing to **live a moral life**.
- Many Reform or Liberal Jews do not see the coming of the Messiah as literal, but as the coming of a "Messianic age" seeing the a just world.
- There is **still no clarity over what happens after death**.

Buddhist:

- There is huge diversity in Buddhism.
- **Many Buddhists** believe that the **Buddha taught** that we are in a **cycle of rebirth** because we have **attachments in life** through bad actions.
- **Good actions** in life can lead to a **higher level of rebirth**.
- Being human is a gift, if it is wasted your next cycle of rebirth may be lower.
- Buddhists aim to **break the cycle of rebirth** and **attain Nirvana** through **enlightenment**.

Humanism:

- **Humanism** is a worldview that suggests we have **one life**.
- Some humanists suggest we cannot remember before we were born and death will be like that too, a state of non-existence, **no soul** will live on because the essence of us is dependent on the physical systems of our body and brain.
- Humanists advocate for **living the best life** we can as we don't get a second chance.
- Many humanists believe that the **purpose of life**, therefore **should be to live a happy life** and **help others to be happy too**.
- Many humanists believe that **good things** should be done for the world and other people **without expecting a reward** in the future this is called **altruism**.
- Many humanists believe we have a responsibility **to look after the world** for **future generations**.



Religious Education Whole School Overview

		<p>Sikhi:</p> <ul style="list-style-type: none"> • Many Sikhs believe that Waheguru (God or eternal being) exists in everything. • The soul must be reincarnated through many cycles of life in order to purify itself and become one with Waheguru and escape from the cycle of death and rebirth (mukti). • The cycle of life and death can take animal or human form, but only in the human form can a soul understand right and wrong and decide on “intentional action” (karma). • Good actions, right choices and remembering God, can be rewarded with merit and avoid punishment, • The Guru Granth Sahib teaches: <i>Those who meditate on God attain liberation. For them, the cycle of birth and death has been completed.</i> • Many Sikhs believe they can gain merit in life and achieve Mukti by following the teachings of the Gurus and the 3 Principles of Sikh: Remembering God, Honest Work and Selfless Service. 	
--	--	---	--

KS3 Curriculum

KS3 Curriculum		
Social Sciences	Theology	Philosophy
<p>Explain and interpret ways that the history and culture of religions and world views influence individuals and communities.</p> <p>Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions.</p> <p>Explain why individuals and communities express the meanings of their beliefs and values in different ways,</p>	<p>Explain the religions and world views they encounter clearly, reasonably and coherently and be able to evaluate them.</p> <p>Observe and interpret a wide range of ways in which commitment and identity are expressed.</p> <p>Consider and evaluate the question. What is religion?</p>	<p>Explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses.</p> <p>Examine and evaluate issues surrounding community cohesion and respect of different perspectives from varied religions and world views.</p> <p>Explore and express insights into significant moral and ethical questions.</p>