

Religious Education – Knowledge Progression Framework
 (To be read in conjunction with RE Progression of Skills Document and RE Coverage Document)

Knighton Mead’s RE curriculum is designed to be progressive both in terms of skills and knowledge. Children are taught RE in discrete blocks with a mixture of depth and thematic units. Each unit of work is based upon an enquiry question which children are given the opportunity to explore in depth. In addition to the introduction of new concepts, the curriculum is selected to allow children to revisit prior learning with increasing levels of sophistication as they move through the school. For example, as children become older, they move their thinking from local to global contexts, consider religions in more detail, start to make links between different elements of religions and explore more complex and controversial ideas.

CHRISTIANITY						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Through the events and festivals of Harvest and Easter.</p> <ul style="list-style-type: none"> To know how Easter is celebrated and to understand its significance to Christians. Recognise festivals, celebrations and special times that are important to them. Show respect for festivals and special times that are important to others. 	<p>How do we show we care for others?</p> <ul style="list-style-type: none"> Recognise that religious views of life can influence a caring attitude towards others. Show an awareness of their own and others’ emotions. Recognise their positive and negative feelings and learn that such experiences are part of being human. Learn to be sensitive to the needs of others. Learn how key beliefs affect the ways that people choose to behave, including the idea that the Bible is important to Christians. <p>What makes places special?</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship and their importance to believers. Know some of the ways in which people pray and meditate. Show that they have begun to be aware that some people regularly worship God in different ways and in special places, including in their homes. Begin to show an awareness of respect for the different ways in which religious people use and explain symbolism of food, clothing, ritual objects and behaviour. Show that they have begun to be aware of the special use of some objects, actions, gestures and words in religious worship. <p>Where do I belong? What do I believe?</p> <ul style="list-style-type: none"> Identify what matters to them and other people and share their ideas. Be able to express their feelings of belonging and depending on others, and recognise that other people belong to different groups and depend on others. Show an awareness of the influence of religion on the community. Be aware and begin to develop and understanding of the cycle of life, including birth and death. 	<p>Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> Know some of the ways in which Christians pray and meditate. Be able to recount some stories about significant religious figures. Learn from the stories and experiences of religious figures. Show an awareness that different people belong to different religions. Understand the importance of religion to believers. Show an awareness of Christian festivals and make simple links between festivals in different religions. <p>What can stories teach us about life?</p> <ul style="list-style-type: none"> Recognise that religious teachings have special writings which believers respect. Be aware of the special ways sacred texts are treated. Know some religious stories. Be encouraged to ask questions to aid their understanding. Learn to value and respect their own opinions and those of others. <p>What do different people believe God is like?</p> <ul style="list-style-type: none"> Think about the different words and art which are used to describe what God is like. Compare some different ways believers show respect to God and each other, e.g. head coverings, greetings. Identify and discuss any questions they may have about themselves, life and God. Talk about any experiences of wonder and awe which they may have, recognising that some people explain these feelings in terms of God. 	<p>How does a Christian follow Jesus?</p> <ul style="list-style-type: none"> Identify some of the key beliefs Christians hold. Describe and apply some of the ways that God is represented in Christianity. Describe how and why sacred texts are important to believers. Know the main events in the life of Jesus and their importance to believers. Recognise the influence of religious stories on ideals of character and moral values. Start to understand the impact of Christianity on society today. <p>Who is my neighbour?</p> <ul style="list-style-type: none"> Describe some key events in the lives of contemporary figures who have inspired believers. Recognise and describe the influence of religious stories on ideals of character and moral values. Make links between religious and moral ideas and their influence on lifestyle and behaviour. Make links between what religions teach about right and wrong and their own views. <p>Values: What matters the most?</p> <ul style="list-style-type: none"> Discuss the meaning of morals and values. Understand that people have different points of view. Make links between their own ideas and the way religions and beliefs enable people to value themselves and recognise their responsibility towards others. <p>How did the world come into being and why should we care for it?</p> <ul style="list-style-type: none"> Ask and suggest answers to questions about the origins of human life. Describe some of the difficult questions life presents for everyone, including questions about God. Describe different beliefs about how the world was created, including a non-religious viewpoint. Describe a range of responses from religions and other sources to global issues. Make links between religious beliefs about the world and behaviour of believers and themselves. 	<p>What are the deeper meanings of festivals?</p> <ul style="list-style-type: none"> Understand the meanings of some festivals and their significance for believers. Describe the different ways in which religious people use and explain the symbolism of food, clothing, music, ritual objects and behaviour. Recognise and describe the influence of religious stories on ideals of character and moral values. Understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebration. <p>How is new life welcomed into the world?</p> <ul style="list-style-type: none"> Describe the impacts of ceremonies that mark important stages in people’s lives, making links to their own lives. Describe how people express their beliefs through ceremonies that show the importance of belonging. Understand ways in which faith communities support and strengthen their members. Express views about their own spiritual ideas and questions about life as a journey. <p>Who inspires me?</p> <ul style="list-style-type: none"> Understand what makes somebody inspirational. Know the main events in the life of a significant religious figure and their importance to believers and the impact on society. Identify how religious and non-religious viewpoints have influenced inspirational figures. Make links between religious and moral ideas and their influence on lifestyle and behaviour. 	<p>What can we learn from reflecting on wisdom?</p> <ul style="list-style-type: none"> Recognise that different religions follow different teachings. Recognise and describe the influence of religious stories on ideals of character, moral values and behaviour. Understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebration. Understand that different people have different points of view, engaging thoughtfully with them. Make links between what religions teach about right and wrong and their own views. <p>What can we learn from religions about temptation?</p> <ul style="list-style-type: none"> Understand what temptation is and explore the codes for living used by Christians and Muslims. Identify similarities and differences between the codes for living used by Christians and Muslims. Recognise and describe the influence of religious stories on ideals and character and moral values. Make links between what religions teach about right and wrong and their own lives. <p>What happens when we die?</p> <ul style="list-style-type: none"> Start to understand different religious and non-religious beliefs about death. Describe how people express their beliefs through ceremonies that show the importance of belonging. Describe the impact of ceremonies that mark important stages in people’s lives, making links to their own lives. Understand how religious faith helps some people deal with both positive and negative feelings and experiences. Express views about their own spiritual ideas and questions about life as a journey. 	<p>What is so special about marriage?</p> <ul style="list-style-type: none"> Recognise that there are different types of marriage ceremony and describe how people express their beliefs through ceremonies that show the importance of belonging. Describe the impact of ceremonies that mark important stages in people’s lives, making links to their own lives. Understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebration. Understand how religious faith helps some people deal with both positive and negative feelings and experiences. Express views about their own spiritual ideas and questions about life as a journey. <p>What will make our city a more respectful place?</p> <ul style="list-style-type: none"> Know of the different religions practised in the local community. Describe some examples of how non-religious and different religious communities of Leicester work and celebrate together. Understand some causes of prejudice. Be able to apply ideas from sources of authority (within religion and outside of religion) to questions about race, diversity, community and behaviour. Apply the idea of respect to other people’s beliefs, values and opinions. <p>Can religion help to build a fair world and make poverty history?</p> <ul style="list-style-type: none"> Develop an understanding of what fairness, justice and compassion mean. Describe a range of responses from religious and other sources to global issues such as poverty, injustice and war, making links to religious teachings and their own behaviour. Understand why religious and other communities address economic imbalance through activities such as fair trade. Make links between war and suffering on a global scale and the conflict and sadness they experience in their own lives. Apply what they have learned to their own spiritual ideas, experiences and questions and to religious and social issues in Leicester, the UK and the wider world.

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CHRISTMAS DEPTH STUDY						
EYFS	Year 1	Year 2	YEAR 3	Year 4	Year 5	Year 6
<p><u>Why is the Nativity story told at Christmas?</u></p> <ul style="list-style-type: none"> To know the Nativity story and to understand its significance to Christians. Use the vocabulary: Christmas, story, Jesus. 	<p><u>How is light used in the celebration of Christmas?</u></p> <ul style="list-style-type: none"> Recognise that light is a religious symbol. Talk about their own experiences of Christmas. Use the vocabulary: advent, Christingle and Nativity. 	<p><u>Why do we give and receive gifts at Christmas?</u></p> <ul style="list-style-type: none"> Recognise that religious celebrations are significant because they express meaning and influence communities. Understand the role of the Wise Men in the Christmas story and the reason gifts are given at Christmas today. Use the vocabulary: Christmas, gifts, Melchior, Balthazar, Caspar, gold, frankincense and myrrh. 	<p><u>Why are messages important at Christmas?</u></p> <ul style="list-style-type: none"> Recognise that religious celebrations are significant because they express meaning and influence communities. Understand the role of the Angel Gabriel and shepherds in bringing news about the Baby Jesus. Discuss how news is shared at Christmas. Use the vocabulary: Angel Gabriel, Mary, Baby Jesus and shepherds. 	<p><u>How is Christmas celebrated around the world?</u></p> <ul style="list-style-type: none"> Recognise that religious celebrations are significant because they express meaning and influence communities. Understand some of the different ways Christmas is celebrated around the world and how this links to religious stories. Discuss their own Christmas traditions. Use the vocabulary: Advent, Christmas, Joseph, Mary, Jerusalem, faith and Nativity. 	<p><u>Why is Advent important to Christians?</u></p> <ul style="list-style-type: none"> Recognise that religious celebrations are significant because they express meaning and influence communities. Understand that advent is a period of waiting and explain how it is observed in churches. Understand the significance of the advent wreath. Use the vocabulary: Advent, Christianity, Christmas and advent wreath. 	<p><u>Is Christmas sacred or secular?</u></p> <ul style="list-style-type: none"> Recognise that religious celebrations are significant because they express meaning and influence communities. Understand how Christmas can be celebrated in different ways. Compare religious and secular celebrations and reflect on the celebrations they take part in. Use the vocabulary: sacred, secular, Christmas, carol, culture and tradition.

HINDUISM						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Through the events and celebrations of Diwali and Holi.</p> <ul style="list-style-type: none"> To know the story of Rama and Sita and to understand its significance to Hindus. Recognise festivals, celebrations and special times that are important to them. Show respect for festivals and special times that are important to others. 	<p>Who is a Hindu and what do they believe?</p> <ul style="list-style-type: none"> Know some of the ways in which Hindus pray and meditate. Show that they have begun to be aware of the ways in which Hindus worship in religious buildings and in their homes. Show that they have begun to be aware of some Hindu festivals. Make simple links between festivals in different religions. Recognise that religious celebrations are significant because they express meaning and influence communities. Show an awareness that different people belong to different religions. Understand the importance of religion to believers. <p>How do we show we care for others?</p> <ul style="list-style-type: none"> Recognise that religious views of life can influence a caring attitude towards others. Show an awareness of their own and others' emotions. Recognise their positive and negative feelings and learn that such experiences are part of being human. Learn to be sensitive to the needs of others. Learn how key beliefs affect the ways that people choose to behave, including the idea that the Bible is important to Christians. <p>What makes places special?</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship and their importance to believers. Know some of the ways in which people pray and meditate. Show that they have begun to be aware that some people regularly worship God in different ways and in special places, including in their homes. Begin to show an awareness of respect for the different ways in which religious people use and explain symbolism of food, clothing, ritual objects and behaviour. Show that they have begun to be aware of the special use of some objects, actions, gestures and words in religious worship. <p>Where do I belong? What do I believe?</p> <ul style="list-style-type: none"> Identify what matters to them and other people and share their ideas. Be able to express their feelings of belonging and depending on others, and recognise that other people belong to different groups and depend on others. Show an awareness of the influence of religion on the community. Be aware and begin to develop and understanding of the cycle of life, including birth and death. 	<p>What do different people believe God is like?</p> <ul style="list-style-type: none"> Think about the different words and art which are used to describe what God is like. Compare some different ways believers show respect to God and each other, e.g. head coverings, greetings. Identify and discuss any questions they may have about themselves, life and God. Talk about any experiences of wonder and awe which they may have, recognising that some people explain these feelings in terms of God. 	<p>How did the world come into being and why should we care for it?</p> <ul style="list-style-type: none"> Ask and suggest answers to questions about the origins of human life. Describe some of the difficult questions life presents for everyone, including questions about God. Describe different beliefs about how the world was created, including a non-religious viewpoint. Describe a range of responses from religions and other sources to global issues. Make links between religious beliefs about the world and behaviour of believers and themselves. 	<p>What does it mean to be a Hindu?</p> <ul style="list-style-type: none"> Identify some of the key beliefs of Hindus. Describe and apply some of the ways that God is represented and show knowledge of different ways of worshipping God. Describe why and how sacred texts are important to believers. Recognise and describe the influence of religious stories on ideals of character and moral values. Recognise and describe the functions of the mandir. Explore and express spiritual feelings and experiences. Experience the learning that comes from visiting places of worship. <p>How is new life welcomed into the world?</p> <ul style="list-style-type: none"> Describe the impacts of ceremonies that mark important stages in people's lives, making links to their own lives. Describe how people express their beliefs through ceremonies that show the importance of belonging. Understand ways in which faith communities support and strengthen their members. Express views about their own spiritual ideas and questions about life as a journey. 		<p>What is so special about marriage?</p> <ul style="list-style-type: none"> Recognise that there are different types of marriage ceremony and describe how people express their beliefs through ceremonies that show the importance of belonging. Describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives. Understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebration. Understand how religious faith helps some people deal with both positive and negative feelings and experiences. Express views about their own spiritual ideas and questions about life as a journey. <p>What will make our city a more respectful place?</p> <ul style="list-style-type: none"> Know of the different religions practised in the local community. Describe some examples of how non-religious and different religious communities of Leicester work and celebrate together. Understand some causes of prejudice. Be able to apply ideas from sources of authority (within religion and outside of religion) to questions about race, diversity, community and behaviour. Apply the idea of respect to other people's beliefs, values and opinions.

ISLAM						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Through the events and festivals of Ramadan and Eid.</p> <ul style="list-style-type: none"> To know how Eid is celebrated and to understand its significance to Muslims. Recognise festivals, celebrations and special times that are important to them. Show respect for festivals and special times that are important to others. 		<p>Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> Know some of the ways in which Muslims pray and meditate. Show that they have begun to be aware of the ways in which Muslims worship in religious buildings and in their homes. Show that they begun to be aware of some Islamic festivals. Make simple links between festivals in different religions. Learn from stories and experiences of religious leaders. Learn from first-hand accounts of members of local faith communities. Show an awareness that people belong to different religions. Understand the importance of religions to believers. 	<p>How did the world come into being and why should we care for it?</p> <ul style="list-style-type: none"> Ask and suggest answers to questions about the origins of human life. Describe some of the difficult questions life presents for everyone, including questions about God. Describe different beliefs about how the world was created, including a non-religious viewpoint. Describe a range of responses from religions and other sources to global issues. Make links between religious beliefs about the world and behaviour of believers and themselves. 	<p>How is new life welcomed into the world?</p> <ul style="list-style-type: none"> Describe the impacts of ceremonies that mark important stages in people’s lives, making links to their own lives. Describe how people express their beliefs through ceremonies that show the importance of belonging. Understand ways in which faith communities support and strengthen their members. Express views about their own spiritual ideas and questions about life as a journey. 	<p>What can we learn from reflecting on wisdom?</p> <ul style="list-style-type: none"> Recognise that different religions follow different teachings. Recognise and describe the influence of religious stories on ideals of character, moral values and behaviour. Understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebration. Understand that different people have different points of view, engaging thoughtfully with them. Make links between what religions teach about right and wrong and their own views. <p>What can we learn from religions about temptation?</p> <ul style="list-style-type: none"> Understand what temptation is and explore the codes for living used by Christians and Muslims. Identify similarities and differences between the codes for living used by Christians and Muslims. Recognise and describe the influence of religious stories on ideals and character and moral values. Make links between what religions teach about right and wrong and their own lives. 	<p>What does it mean to be a Muslim?</p> <ul style="list-style-type: none"> Identify and describe some of the key beliefs of Muslims. Describe and apply some of the ways that God is represented. Know some reason why people pray, considering the idea that people believe they can communicate with God in prayer. Describe how and why sacred texts are important to believers. Recognise and describe the influence of religious stories on ideals of character and moral values. Show understanding of the value and importance of pilgrimage to believers. Recognise and describe the functions and significance of the mosque. Experience the learning that comes from visiting places of worship. <p>What is so special about marriage?</p> <ul style="list-style-type: none"> Recognise that there are different types of marriage ceremony and describe how people express their beliefs through ceremonies that show the importance of belonging. Describe the impact of ceremonies that mark important stages in people’s lives, making links to their own lives. Understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebration. Understand how religious faith helps some people deal with both positive and negative feelings and experiences. Express views about their own spiritual ideas and questions about life as a journey. <p>What will make our city a more respectful place?</p> <ul style="list-style-type: none"> Know of the different religions practised in the local community. Describe some examples of how non-religious and different religious communities of Leicester work and celebrate together. Understand some causes of prejudice. Be able to apply ideas from sources of authority (within religion and outside of religion) to questions about race, diversity, community and behaviour. Apply the idea of respect to other people’s beliefs, values and opinions. <p>Can religion help to build a fair world and make poverty history?</p> <ul style="list-style-type: none"> Develop an understanding of what fairness, justice and compassion mean. Describe a range of responses from religious and other sources to global issues such as poverty, injustice and war, making links to religious teachings and their own behaviour. Understand why religious and other communities address economic imbalance through activities such as fair trade. Make links between war and suffering on a global scale and the conflict and sadness they experience in their own lives. 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SIKHISM						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Through the events and festival of Diwali.</p> <ul style="list-style-type: none"> To know how Diwali is celebrated and to understand its significance to Sikhs. Recognise festivals, celebrations and special times that are important to them. Show respect for festivals and special times that are important to others. 	<p>How do we show we care for others?</p> <ul style="list-style-type: none"> Recognise that religious views of life can influence a caring attitude towards others. Show an awareness of their own and others' emotions. Recognise their positive and negative feelings and learn that such experiences are part of being human. Learn to be sensitive to the needs of others. Learn how key beliefs affect the ways that people choose to behave, including the idea that the Bible is important to Christians. 	<p>What can stories teach us about life?</p> <ul style="list-style-type: none"> Recognise that religious teachings have special writings which believers respect. Be aware of the special ways sacred texts are treated. Know some religious stories. Be encouraged to ask questions to aid their understanding. Learn to value and respect their own opinions and those of others. 	<p>Who is my neighbour?</p> <ul style="list-style-type: none"> Describe some key events in the lives of contemporary figures who have inspired believers. Recognise and describe the influence of religious stories on ideals of character and moral values. Make links between religious and moral ideas and their influence on lifestyle and behaviour. Make links between what religions teach about right and wrong and their own views. 	<p>How is new life welcomed into the world?</p> <ul style="list-style-type: none"> Describe the impacts of ceremonies that mark important stages in people's lives, making links to their own lives. Describe how people express their beliefs through ceremonies that show the importance of belonging. Understand ways in which faith communities support and strengthen their members. Express views about their own spiritual ideas and questions about life as a journey. 	<p>What does it mean to be a Sikh?</p> <ul style="list-style-type: none"> Identify and describe some of the key beliefs of Sikhs. Describe and apply some of the ways that God is represented and show knowledge of different ways of worshipping God. Describe how and why sacred texts are important to believers. Recognise and describe the influence of religious stories on ideals of character and moral values. Know the main events in the life of a significant religious figure and their importance to believers and impact on society. Recognise and describe the functions of the gurdwara. Experience the learning that comes from visiting places of worship. 	<p>What is so special about marriage?</p> <ul style="list-style-type: none"> Recognise that there are different types of marriage ceremony and describe how people express their beliefs through ceremonies that show the importance of belonging. Describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives. Understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebration. Understand how religious faith helps some people deal with both positive and negative feelings and experiences. Express views about their own spiritual ideas and questions about life as a journey. <p>What will make our city a more respectful place?</p> <ul style="list-style-type: none"> Know of the different religions practised in the local community. Describe some examples of how non-religious and different religious communities of Leicester work and celebrate together. Understand some causes of prejudice. Be able to apply ideas from sources of authority (within religion and outside of religion) to questions about race, diversity, community and behaviour. Apply the idea of respect to other people's beliefs, values and opinions.

OTHER RELIGIONS AND NON-RELIGIOUS WORLD VIEWS						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Through the events and celebrations of Chinese New Year.</p> <ul style="list-style-type: none"> To know how some Chinese celebrate their New Year. Recognise festivals, celebrations and special times that are important to them. Show respect for festivals and special times that are important to others. 	<p>How do we show we care for others? (Judaism)</p> <ul style="list-style-type: none"> Recognise that religious views of life can influence a caring attitude towards others. Show an awareness of their own and others' emotions. Recognise their positive and negative feelings and learn that such experiences are part of being human. Learn to be sensitive to the needs of others. Learn how key beliefs affect the ways that people choose to behave, including the idea that the Bible is important to Christians. 	<p>What can stories teach us about life? (Buddhism)</p> <ul style="list-style-type: none"> Recognise that religious teachings have special writings which believers respect. Be aware of the special ways sacred texts are treated. Know some religious stories. Be encouraged to ask questions to aid their understanding. Learn to value and respect their own opinions and those of others. 	<p>Who is my neighbour? (Humanism)</p> <ul style="list-style-type: none"> Describe some key events in the lives of contemporary figures who have inspired believers. Recognise and describe the influence of religious stories on ideals of character and moral values. Make links between religious and moral ideas and their influence on lifestyle and behaviour. Make links between what religions teach about right and wrong and their own views. <p>Values: What matters the most? (Humanism)</p> <ul style="list-style-type: none"> Know that some people are non-religious (Humanists) and describe a non-religious way of life. Discuss the meaning of morals and values. Understand that people have different points of view. Make links between their own ideas and the way religions and beliefs enable people to value themselves and recognise their responsibility towards others. <p>How did the world come into being and why should we care for it? (Humanism)</p> <ul style="list-style-type: none"> Ask and suggest answers to questions about the origins of human life. Describe some of the difficult questions life presents for everyone, including questions about God. Describe different beliefs about how the world was created, including a non-religious viewpoint. Describe a range of responses from religions and other sources to global issues. Make links between religious beliefs about the world and behaviour of believers and themselves. 	<p>What are the deeper meanings of festivals? (Judaism)</p> <ul style="list-style-type: none"> Understand the meanings of some festivals and their significance for believers. Describe the different ways in which religious people use and explain the symbolism of food, clothing, music, ritual objects and behaviour. Recognise and describe the influence of religious stories on ideals of character and moral values. Understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebration. <p>Who inspires me? (Humanism)</p> <ul style="list-style-type: none"> Understand what makes somebody inspirational. Know the main events in the life of a significant religious figure and their importance to believers and the impact on society. Identify how religious and non-religious viewpoints have influenced inspirational figures. Make links between religious and moral ideas and their influence on lifestyle and behaviour. 	<p>What can we learn from reflecting on wisdom? (Buddhism)</p> <ul style="list-style-type: none"> Recognise that different religions follow different teachings. Recognise and describe the influence of religious stories on ideals of character, moral values and behaviour. Understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebration. Understand that different people have different points of view, engaging thoughtfully with them. Make links between what religions teach about right and wrong and their own views. <p>What happens when we die? (Humanism, Jainism and Judaism)</p> <ul style="list-style-type: none"> Start to understand different religious and non-religious beliefs about death. Describe how people express their beliefs through ceremonies that show the importance of belonging. Describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives. Understand how religious faith helps some people deal with both positive and negative feelings and experiences. Express views about their own spiritual ideas and questions about life as a journey. 	<p>What is so special about marriage? (Judaism)</p> <ul style="list-style-type: none"> Recognise that there are different types of marriage ceremony and describe how people express their beliefs through ceremonies that show the importance of belonging. Describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives. Understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebration. Understand how religious faith helps some people deal with both positive and negative feelings and experiences. Express views about their own spiritual ideas and questions about life as a journey. <p>What will make our city a more respectful place? (Judaism)</p> <ul style="list-style-type: none"> Know of the different religions practised in the local community. Describe some examples of how non-religious and different religious communities of Leicester work and celebrate together. Understand some causes of prejudice. Be able to apply ideas from sources of authority (within religion and outside of religion) to questions about race, diversity, community and behaviour. Apply the idea of respect to other people's beliefs, values and opinions.