I am an Explorer of Beliefs

As an explorer of beliefs, I seek to understand a wide range of beliefs, values and traditions, which will give me a strong sense of identity and support me to know my place in the world. I think deeply about meaning, spirituality and big life questions while developing respect for different religions and worldviews. My understanding of spirituality and moral, social and cultural development supports me to understand and promote equality and inclusion and strengthens my understanding of the importance of community cohesion. Through learning about beliefs, texts and practices, I have the skills to interpret ideas thoughtfully, expressing my own values clearly, using imagination and creativity, and I can engage in respectful dialogue. With this knowledge and understanding, I have the reflective skills I need to participate positively in my local and global community.

I am an Explorer of Beliefs

Expectations:

- Artefacts &/or books should be displayed in classrooms or outside (depending on resources)
- No specific working wall needed

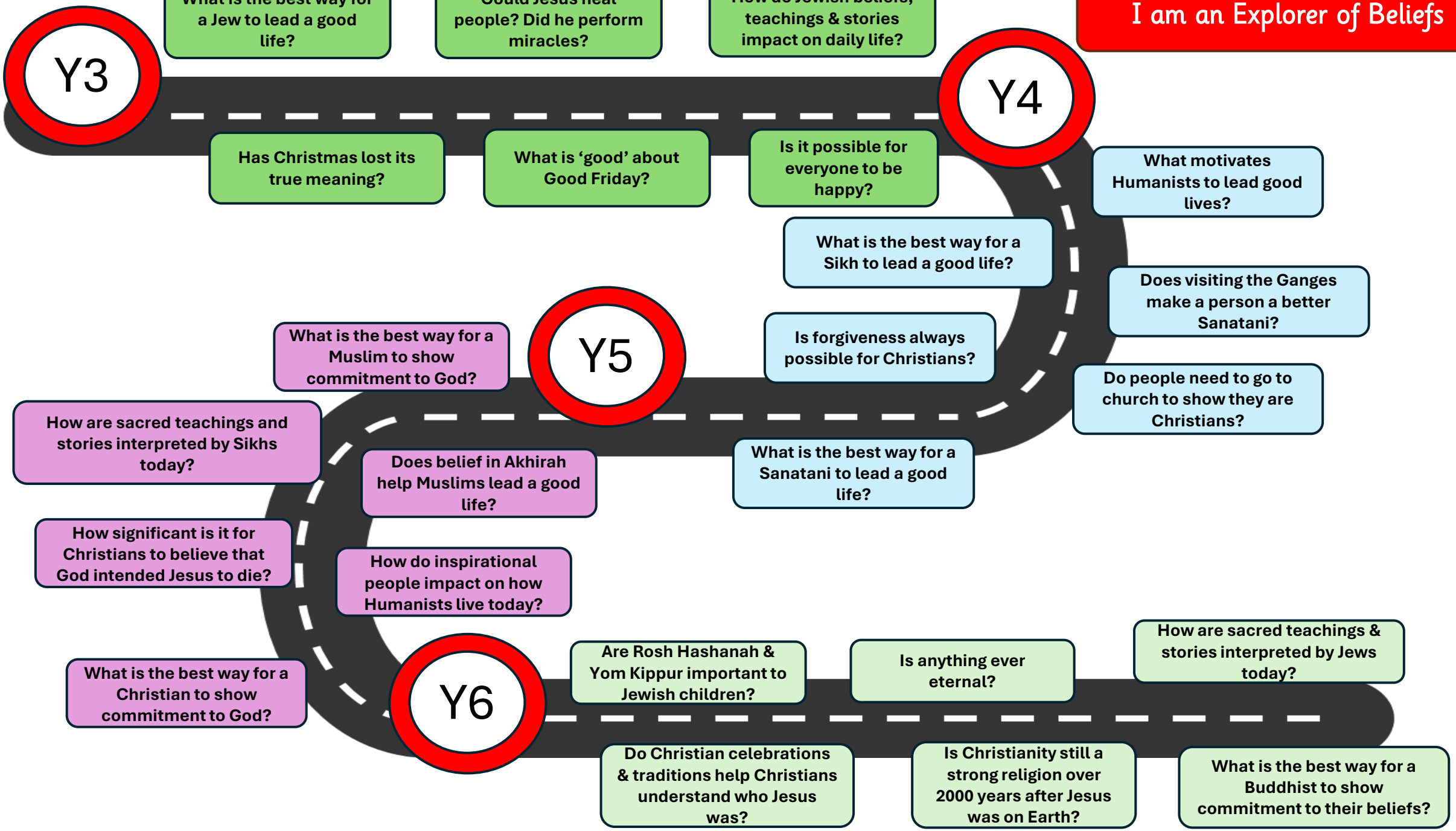
Planning:

- RE planning to follow Jigsaw RE as per 39-week plan & adapted to meet the needs of the class
- Each unit to start with an 'empty vessel' exercise to establish children's understanding of the unit
- Tasks to come from Jigsaw and the school bank of task designs
- End of unit assessment to be completed at the end of the unit (children below expectations, meeting expectations or exceeding expectations)
- Copy of the assessment outcomes given to subject leader

Evidence:

- Each class to have a class RE floor book
- Title page to be stuck into books for each unit – name of unit & term
- Learning label for each piece of work to include the learning objective
- Presentation should be at a high standard
- All children's work should be represented in the class floor book
- Evidence can be from a range of sources such as written, drawn and photographs

I am an Explorer of Beliefs



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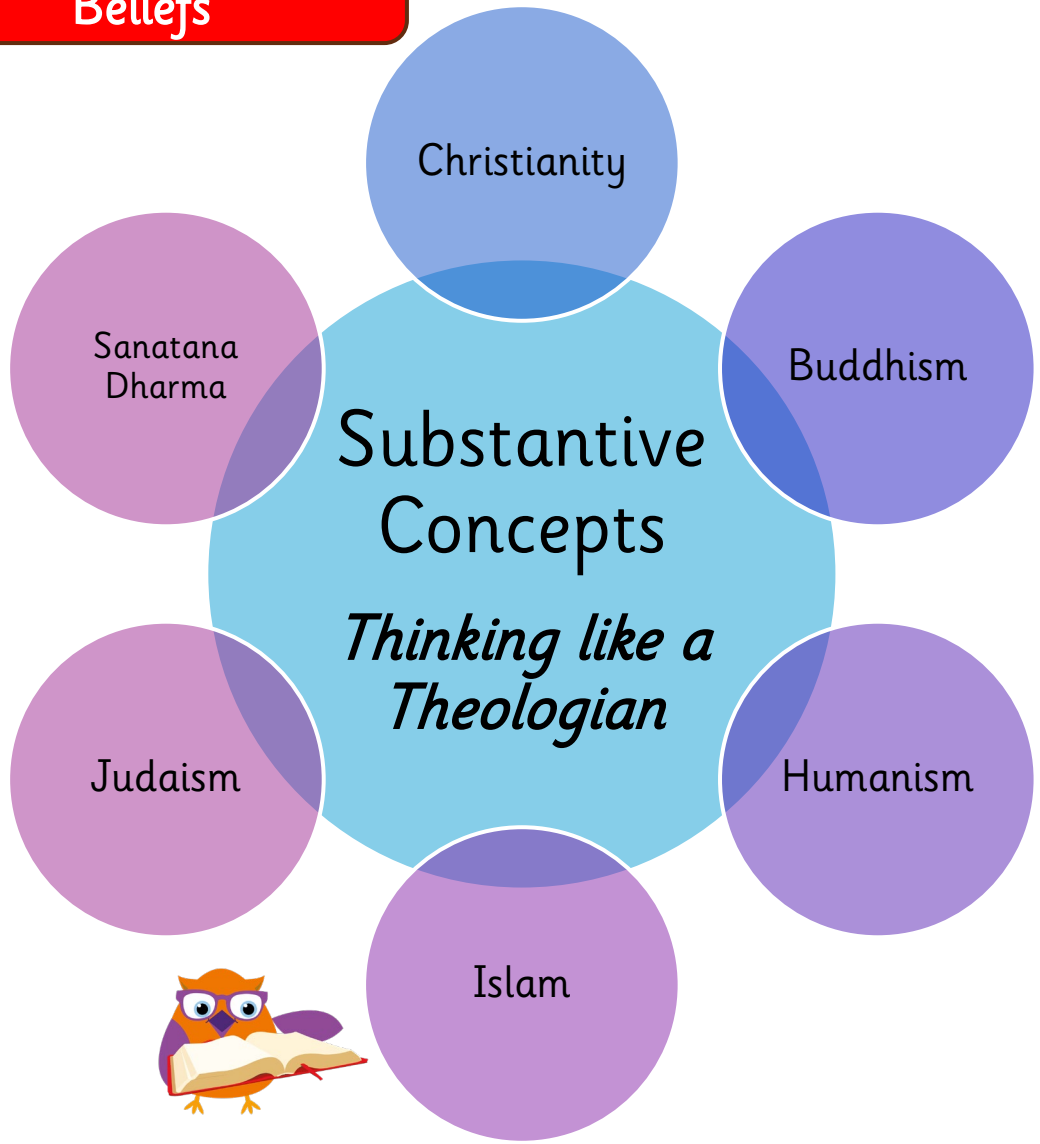


Disciplinary Concepts

Thinking like a Philosopher

Philosophy

Human/Social Science

Christianity

Y6

Do Christian celebrations & traditions help Christians understand who Jesus was & why he was born?
Is anything ever eternal?
Is Christianity still a strong religion over 2000 years after Jesus was on Earth?

- Incarnation looking at how celebrations today do or do not directly relate to the birth of Jesus as the basis of Christmas. This is an alternative unit for schools not wishing to cover the belief in the virgin birth.
- Salvation and eternal life, agape and forgiveness. What might motivate a Christian to show these qualities considering the belief in heaven.
- Festivals and celebrations, symbols and Christian organisations, ways in which Christianity is influencing lives today with its impact on people round the world and in this country.

Y5

How significant is it for Christians to believe that God intended Jesus to die?
What is the best way for a Christian to show commitment to God?

- Salvation, focussing on whether this was Jesus' destiny or his free will, looking at the actions taken in Holy Week.
- Beliefs and practices including the 10 Commandments, Love your neighbour as yourself, charity work and prayer and worship practices.

Y4

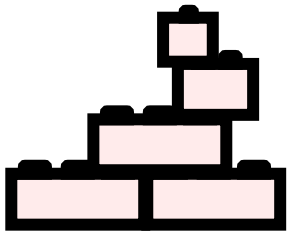
Is forgiveness always possible for Christians?
Do people need to go to church to show they are Christians?

- Revisiting the Easter story with a focus on the teaching of Jesus about forgiveness (7x70 times) and the people that Jesus forgave (Peter and the people who crucified him and were crucified with him).
- Uses of the church for worship and other events such as baptism and taking of Holy Communion.

Y3

Has Christmas lost its true meaning?
Could Jesus heal people? Did he perform miracles?
What is 'good' about Good Friday?

- The meaning of Christmas to Christians including extending kindness and considering why Jesus was born (the incarnation).
- Jesus' Miracles including the healing of the leper, the healing of the wise man and the healing of the paralysed man.
- The Easter story and its meaning to Christians in the belief that Jesus came back to life and therefore they may receive life after death.

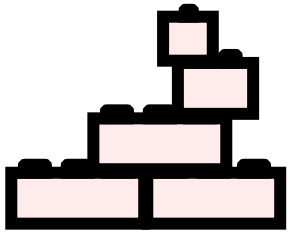


Buddhism

Y3

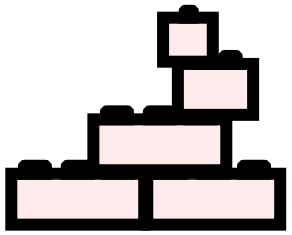
Is it possible for everyone to be happy?

- Revisits the story of the Buddha and his enlightenment, consideration of material against inner happiness, and the Buddha's teachings about lessening suffering.



Humanism

Y5	How do inspirational people impact on how Humanists live today?	• Humanist role models and how they impact on actions a Humanist might take.
Y4	What motivates Humanists to lead good lives?	• Humanist beliefs on how the world began and why it is important to look after it using the example of Humanist Climate Action.

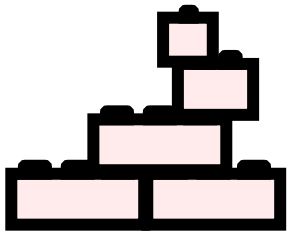


Islam

Y5

What is the best way for a Muslim to show commitment to God? Does belief in Akhirah (life after death) help Muslims lead a good life?

- The importance of prayer, helping the poor and needy, purification of wealth, Ramdan, importance of Allah in the life of a Muslim and why they would want to show Allah respect and commitment.
- Interpretations of what the Qur'an says about life after death (Akhirah), actions a Muslim might take as Jihad, greater and lesser Jihad, how believing in Akhirah influences Muslims in their lives today.



Judaism

Y6

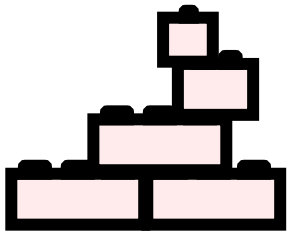
Are Rosh Hashanah & Yom Kippur important to Jewish children?
How are sacred teachings & stories interpreted by Jews today?
What is the best way for a Jew to show commitment to God?

- Torah, aspects of the synagogue, New Year/Rosh Hashanah, Yom Kippur (Day of Atonement), Days of Awe, Mitzvot. Customs of Rosh Hashanah, ways Jews would celebrate Yom Kippur.
- How Shabbat is celebrated amongst different Jewish communities (Orthodox, Reform, Haredi, Masorti, Liberal). Importance of Shabbat in the Torah, diversity and choice within Judaism regarding Kashrut.
- Covenant, the Ten commandments, Shabbat, Kashrut, going to Synagogue and worship, Seder, the Torah and the importance of Jewish Festivals, Bar and Bat Mitzvah.

Y3

What is the best way for a Jew to lead a good life?
How do Jewish beliefs, teachings & stories impact on daily life?

- Abraham and Isaac and God's covenant with Abraham, Jewish marriage, Tikkun Olam, Tu B'Shevat, Mitzvah Day.
- Kosher, Kashrut rules from the Torah, foods that are treif and parev; the story of the Passover and the symbolism of the Seder plate.



Sanatana Dharma

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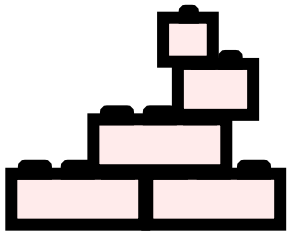
Y4

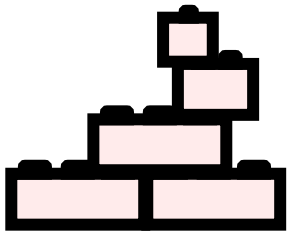
Does visiting the Ganges make a person a better Sanatani?
What is the best way for a Sanatani to lead a good life?

- The importance of the River Ganges to Sanatanis and why they would make a pilgrimage there. What actions are taken at Varanasi because of the belief of Brahman in everything including the waters of the river.
- How the Sanatani beliefs in Karma, Atman and Moksha may affect the actions they take in their lives including devotion to God and actions to help society.



Sikhi

Y5	How are sacred teachings and stories interpreted by Sikhs today?	• Guru Granth Sahib, the Gurus as teachers, Guru Gobind Singh, the story of Bhai Kanhaiya, Malik Bhago and Guru Nanak, Guru Amar Das and his belief in gender equality.
Y4	What is the best way for a Sikh to lead a good life?	• Looking at the Khalsa and the 5 Ks and how these help Sikhs live a good life, the Sikh Golden rules, Seva/Sewa (selfless service), vand ke chanka (vand= sharing, chanka =food), how Sikhs show respect to the Guru Granth Sahib.



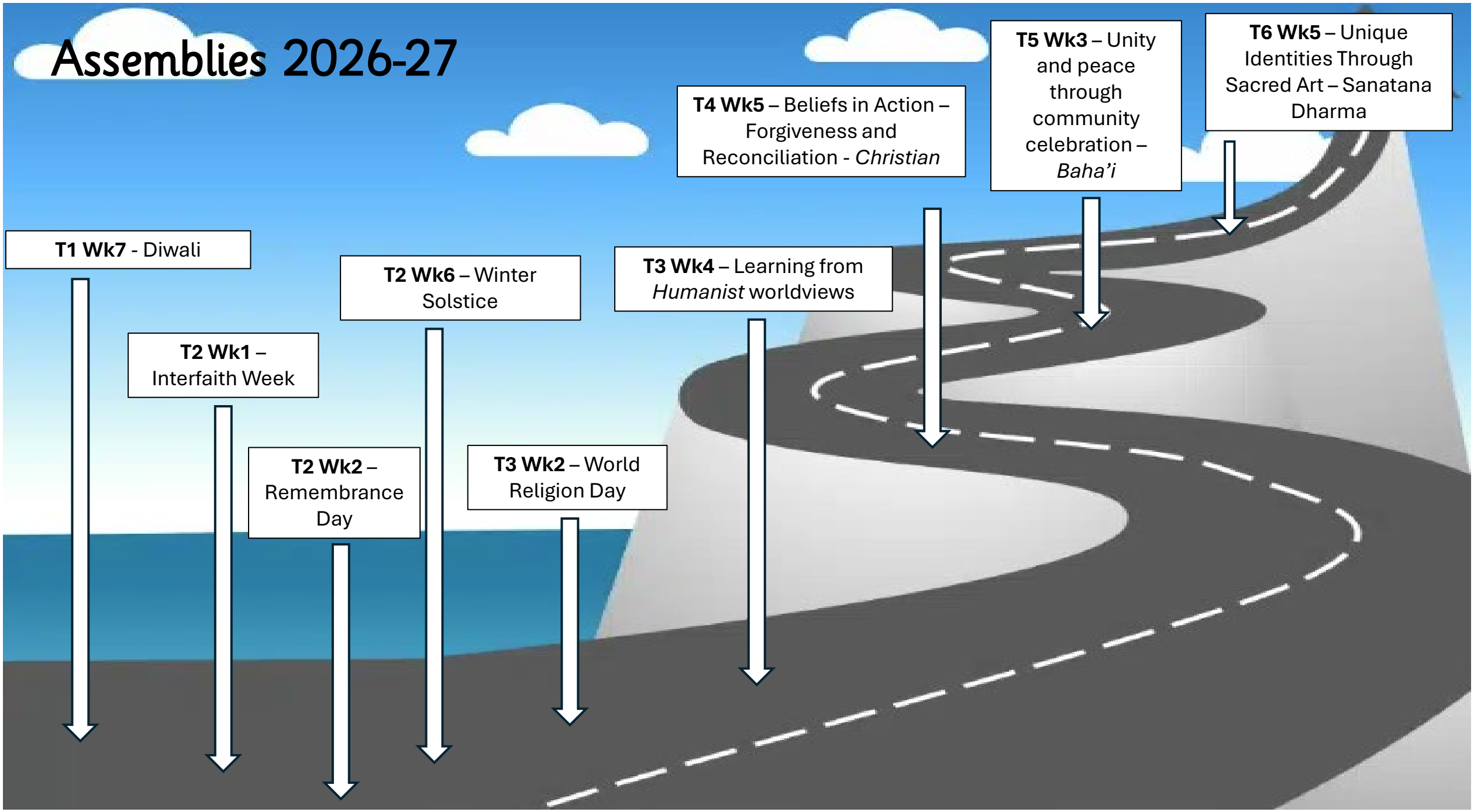
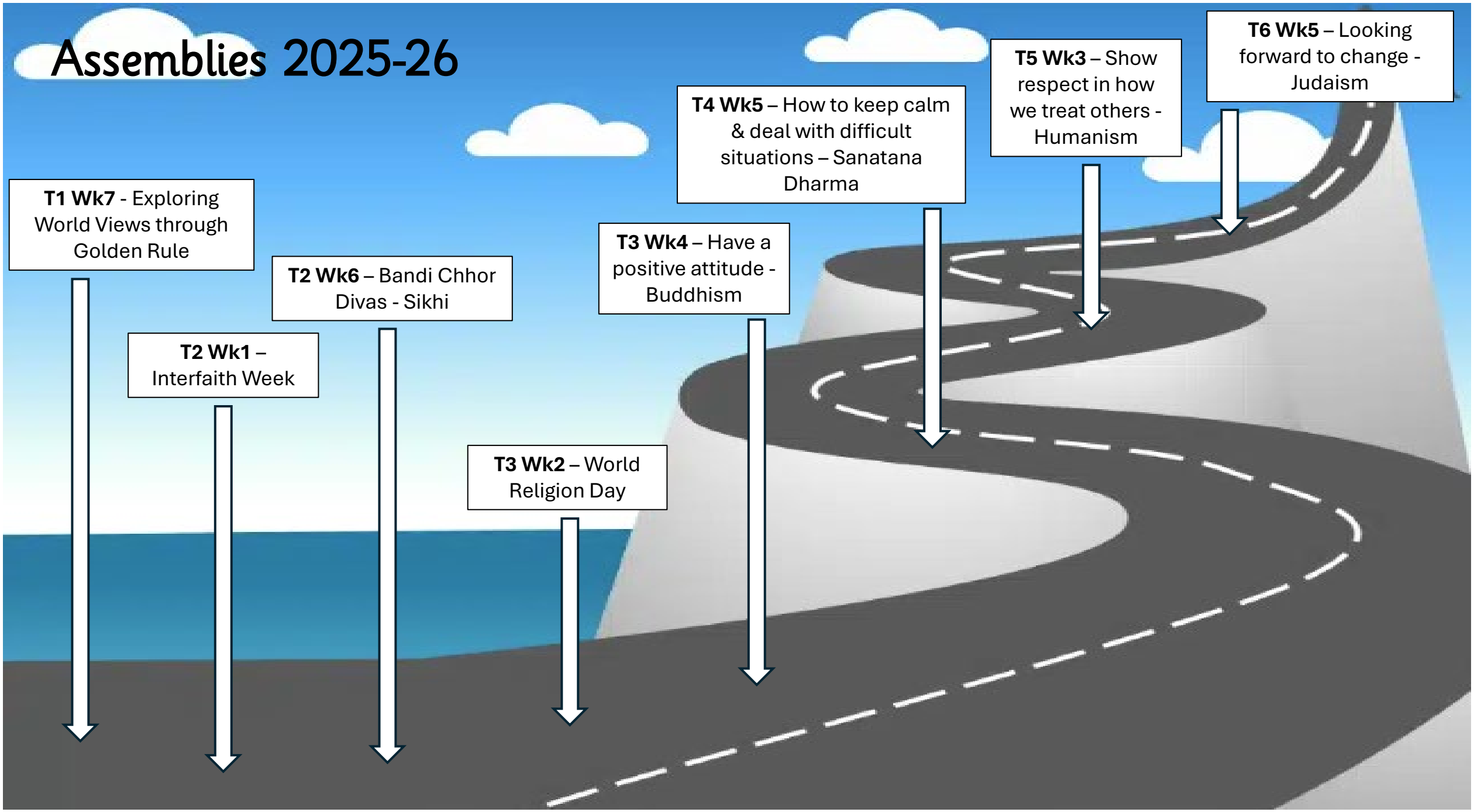
Disciplinary Concepts Progression

'Working At' Expectation Most children are expected to reach these:	Personal development Personal resonance with or reflection on the concept/belief underlying the subject matter of the enquiry. The child's own thoughts, opinions, belief, empathy.	Disciplinary Knowledge Skills of evaluation, research, critical thinking in relation to the enquiry question
Age 7	I can tell you/talk about what concepts like belonging, commitment, kindness, forgiveness, sacrifice, belief mean to me in my world. I can verbalise and/or express my own thoughts and feelings.	I can start to think through the enquiry question using some knowledge and am beginning to see there could be more than one answer.
Age 9	I can tell you/talk about the concept/belief e.g. belonging and start to relate this to the worldview I am studying e.g. Jews I can express my own opinions and start to support them with rationales.	I can apply my knowledge to the enquiry question and give an answer supported by my one or more elements of the knowledge gained in the enquiry from appropriate sources.
Age 11	I can explain how this concept/belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their worldview. I can express my own thoughts and feelings, having reflected on them	I can weigh up evidence from different sources and consider different aspects, the diversity of different beliefs and the knowledge learnt in the enquiry and express my answer supported by evidence and/or a rationale.

Substantive Knowledge Summary

Substantive/Subject Knowledge Knowledge and understanding of the subject matter of that enquiry
I can recall knowledge about the worldviews I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the learning, practices etc.
I can recall knowledge about the worldviews I have studied, select the knowledge that is most significant to the enquiry and start to explain its relevance and importance.
I can recall knowledge about worldviews and explain differences in practice and interpretation within and between worldviews.

Assemblies 2026-27



Assemblies 2025-26