



Religious Education 2025-2026

Curriculum Intent Statement

Taken from the Aims of the Norfolk Agreed Syllabus

High-quality RE will support pupils' religious literacy. In the context of this syllabus, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

Aims:

- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
- To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multidisciplinary approach. These are the disciplines of theology, philosophy and human/social sciences.
- To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews.

This syllabus promotes an enquiry based process, utilising the following stages:

Engage Stage 1: The new enquiry is introduced by exploring the conceptual focus and core question.

Enquire Stage 2: The enquiry is co-constructed with the pupils whilst staying within the parameters of the learning outcomes.

Explore Stage 3: Pupils enquire into the core question through the suggested core knowledge.

Evaluate Stage 4: Pupils respond to, analyse and evaluate their understanding of the core question.

Express Stage 5: Pupils express the knowledge and understanding they have gained to answer the key question, with an opportunity for the teacher to assess if pupils have met the age-related expectations if appropriate

Parents have the right to withdraw their child from these lessons.

ELGs related to Subject and Topics

Make the links from EYFS into KS1 and KS2:

Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Make comments about what they have heard and ask questions to clarify their understanding

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Managing self

Explain the reasons for rules, know right from wrong and try to behave accordingly

Literacy

Comprehension

Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Writing

Write simple phrases and sentences that can be read by others

Understanding the World

Past and Present

Talk about the lives of the people around them and their roles in society
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
Understand the past through settings, characters and events encountered in books read in class and storytelling

Understanding the World

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

	Topic	Year 1	Topic	Year 2
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Autumn	HT1	<p>How do people decide what is right and wrong?</p> <p>Religion: Christianity</p> <p>Discipline: Philosophy</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -That the bible is made of two books – the Old Testament and the New Testament -That Jesus’s life is an example for Christians to follow – ‘what would Jesus do?’ concept -What the 10 commandments are 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -State the 10 commandments -Identify the two books of the bible -Describe how Jesus’s life is an example to Christians -Explain how Christians live differently because of their beliefs 	<p>Who made the world?</p> <p>Religion: Christianity</p> <p>Discipline: Theology</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -There are two parts to the bible, the Old Testament before Jesus and the New Testament, after him. Focus on the Old Testament. -How the world was made and how long it took -What the story tells Christians about God, creation and the world. -How Christians treat the world well because God made it and that they thank God for the world. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -Describe the Christian creation story and state how long it took God -Be able to identify which part of the bible the creation story is in. -State what Christians know about God, the world and creation from the creation story. Identify ways Christians treat the world well due to their belief that God made it.
	HT2	<p>How do celebrations bring a people together?</p> <p>Religion: Christianity, Judaism, Hinduism</p> <p>Discipline: Human/social sciences</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -What communal celebrations include for Christmas, Hannukah and Diwali -What happens at places of worship during these celebrations -The role of charitable giving during these celebrations 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -Describe communal celebrations during Christmas, Hannukah and Diwali -State the role of places of worship in communal celebrations -How charitable giving during religious festivals brings people together and strengthens communities 	<p>What does it mean to be part of a Christian family?</p> <p>Religion: Christianity</p> <p>Discipline: Human/social sciences</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -What a family is and how this can be extended to a faith family. -What faith families do together -Why faith families meet together (church) -What faith families do when they meet together (church service) -Special places faith families might visit together (pilgrimage) -Special occasions that faith families celebrate together (Christmas) 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -State what is meant by a ‘faith family’ -Identify things faith families do together, including church services, pilgrimages and celebrations -State what happens at a church service to bring a faith family together.
Spring	HT3	<p>What does the cross mean to Christians?</p> <p>Religion: Christianity</p> <p>Discipline: Theology</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -That for Christians, Jesus dying on the cross paid for the sins of humankind so people can go to heaven and that the cross is a symbol of this. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -State the importance of the cross as a symbol and explain what it represents for Christians -State what happened when Jesus died and 	<p>How do Jewish people celebrate Passover/Pesach?</p> <p>Religion: Judaism</p> <p>Discipline: Human/social sciences</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -The story of Passover -The role God played in the story of Passover (using Moses as a messenger of his demand that the Israelites are 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -Describe the story of Passover -Identify what God did during the story

				explain what Jesus dying on the cross means for Christians		freed and intervening by sending plagues)	
	HT4	<p>What does the cross mean to Christians?</p> <p>Religion: Christianity</p> <p>Discipline: Theology</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -That the Eucharist (bread and wine) is a Christian ritual to remember the sacrifice of Jesus. -That Easter is a happy festival for Christians as it was the event which allows them to go to heaven. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -Give reasons why Easter is a happy celebration for Christians -Describe the stages of the Eucharist ritual and what it symbolises 	<p>How do Jewish people celebrate Passover/Pesach?</p> <p>Religion: Judaism</p> <p>Discipline: Human/social sciences</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -How Jews celebrate Passover -The foods that are included on a Seder plate and their symbolic significance 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -Describe ways Jewish people celebrate Passover -State what is on a Seder plate and explain what each item symbolises.
Summer	HT5	<p>What do Jewish people remember on Shabbat?</p> <p>Religion: Judaism</p> <p>Discipline: Philosophy</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -When Shabbat is (sunset on Friday to sunset on Saturday). -Why Shabbat is celebrated (creation & Torah instruction) 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -State when Shabbat is celebrated -Explain why Shabbat is celebrated -Describe what happens during Shabbat 	<p>Why do people have different views about the idea of God?</p> <p>Religion: Christianity, Judaism</p> <p>Touch on: Islam, Hinduism</p> <p>Discipline: Philosophy</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -Where views/beliefs come from and who helps people to form them (holy books and religious teachers) -What do Christians/ Jews /Muslims /Hindus use to learn about their gods? (Holy books) 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -State where views and beliefs come from -Identify which holy book belongs to which religion -Identify which religious leader belongs to which religion -List ways God is viewed in Christianity, Judaism, Islam and Hinduism
	HT6	<p>What do Jewish people remember on Shabbat?</p> <p>Religion: Judaism</p> <p>Discipline: Philosophy</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -The importance of candles -The meals eaten during Shabbat - The visit to the synagogue -What the Havdalah ceremony is 	<p>What children will be able to do</p> <ul style="list-style-type: none"> -State what happens during Shabbat -Describe how and when candles are used and explain the significance of them -Describe the meals eaten during Shabbat Describe the Havdalah ceremony 	<p>Why do people have different views about the idea of God?</p> <p>Religion: Christianity</p> <p>Discipline: Philosophy</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -Stories from Christianity and Judaism that teach believers about the nature of God -Ways Jews/Christians live differently because of their beliefs about the nature of God 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -Retell a story from Christianity and state two views about what God is like based on this. -Retell a story from Judaism and state two views about what God is like based on this. Identify ways Christians and Jews live differently

							due to their beliefs about the nature of God
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		Topic	Year 3		Topic	Year 4	
Autumn	HT1	<p>How do the beliefs of Hindus affect the way they live their lives?</p> <p>Religion: Hinduism</p> <p>Discipline: Human/social sciences</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -Hindu beliefs about the soul -What the Upanishads are and that they are a source of authority for Hindus -Beliefs in atman which lead to beliefs in samsara, karma and the value of ahimsa. -The ways beliefs impact on the ways Hindus live and how they see others. -The link between Hindu beliefs and vegetarianism, non-violence, dharma, treatment of women and minorities, environmentalism and ascetism. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -State what Hindus believe about the soul -State what the Upanishads are and why they're important for Hindus -Identify Hindu life choices -Link a Hindu belief to the resulting lifestyle choice from a list provided by teachers. 	<p>Can we know if prayer works?</p> <p>Religion: Christianity and Islam</p> <p>Discipline: Philosophy</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -What prayer is -Why people pray -How prayer creates a relationship with God -Differences in ways religious groups pray. - Comparing Christianity with Islam <ul style="list-style-type: none"> • Places of worship/prayer for Christians and Muslims -Ways religious people feel their prayers are answered (no can be an answer!) 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -State what prayer is and give examples of prayers -Explain reasons why people pray -Identify differences in prayers between religions and within religions -Identify places of worship/prayer for Muslims and Christians -Describe ways religious people feel their prayers are answered
	HT2	<p>What is the trinity?</p> <p>Religion: Christianity</p> <p>Discipline: Theology</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -That God is one in three parts -The three parts of the trinity – Father, Son, Holy Spirit - Which parts of the bible tell Christians about the trinity and baptism: <p>There is one God (e.g. Deuteronomy 6:4 states</p>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -State the three parts of the trinity -Identify which parts of the bible tell Christians about the trinity and baptism 	<p>How do Christians contribute to society and culture?</p> <p>Religion: Christianity</p> <p>Discipline: Human and social scientist</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -The role the church/Christianity played in medical care throughout history -The role the church/Christianity played in schooling and education throughout history -Religious beliefs and Christianity inspiring art -The role Christianity played in creating laws 	<p>What children will be able to do</p> <ul style="list-style-type: none"> -Explain how the laws in the UK reflect Christian 'laws' such as the 10 Commandments -Give examples of Christian art and architecture -Give examples of Cultural practices founded in Christianity e.g. school holidays,

			that “The Lord our God is one Lord”) The Trinity consists of 3 persons e.g. Genesis (1:26) states that God said "Let us make man in our image"; Matthew wrote in his gospel: “Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit (Matthew 28:19).			-The role Christian places of worship influenced progress in architecture -Christian charities and their contribution to society -Cultural practices founded in Christianity e.g. school holidays, shops shut early on Sundays, Sunday as a rest day etc	shops shut early on Sundays etc -Give examples of Christian charities and the impact they have -Explain the role Christianity had in giving medical care throughout history
Spring	HT3	What is the trinity? Religion: Christianity Discipline: Theology	What children will learn: -How belief in the trinity is reflected in worship -How the trinity is represented in Christianity	What children will be able to do: -Explain how Christians worship in ways which honour all parts of the trinity -Identify ways the trinity is represented in Christianity	Why do Christians call the day Jesus died, ‘Good Friday’? Religion: Christianity Discipline: Theology	What children will learn: -What happened on Palm Sunday (Jesus riding into Jerusalem) -What happened on Maundy Thursday (the last supper was Passover as Jesus and his disciples were Jewish) -Judas’s betrayal and Peter’s denial being foretold and what they mean	What children will be able to do: -Describe the events in the Easter story with specific focus on Palm Sunday and Maundy Thursday. -Explain the meaning behind the foretelling of Judas’s betrayal and Peter’s denial.
	HT4	What do Muslims believe about God? (Please be aware that no images of Allah or Mohammed should be shared as part of presentations or worksheets due to cultural sensitivity) Religion: Islam	What children will learn: -Who prophet Mohammed was and what he did -What the Revelations mean to Mohammed and his followers -What the Qur’an is and why it is important -What the Hadith is and what Mohammed taught. Why the Hadith is important	What children will be able to do: -Explain who Mohammed was and what the Revelations meant to him and his followers -Identify the role Mohammed played in the receiving Allah’s message and recording the Qur’an	What do Muslims believe about God? (Please be aware that no images of Allah or Mohammed should be shared as part of presentations or worksheets due to cultural sensitivity) Religion: Islam	What children will learn: -How remembering the Easter story through Easter rituals makes a difference to how Christians live -The ways Christians mark Easter events in their communities	What children will be able to do: -Describe a Christian Easter celebration -Explain how the Easter celebration rituals make a difference to the lives of Christians

		Discipline: Theology	-What the six articles of Sunni Belief are -That Muslims have 99 names for Allah How Muslims show respect to Allah in their daily life (prayer rituals)	-Explain what Mohammed taught and why the Hadith is important to Muslims. -State the six articles of Sunni Belief -State ways Muslims show respect to Allah in their daily life	Discipline: Theology		
Summer	HT5	What is Philosophy? How do people make moral decisions? Religion: multiple Discipline: Philosophy	What children will learn: -What philosophy means (the love of knowledge translation/the study of the nature of knowledge, reality, and existence.) -How we know what is real and the difference between knowing and believing	What children will be able to do: -State what philosophy means -Describe the differences between knowing and believing, giving examples of ways we 'know' that something is real or true.	The 5 pillars of Islam	What children will learn: -What the 5 pillars of Islam are -The words of Shahadah -How the 5 Salah prayers are practiced -What Zakat is	What children will be able to do: -Identify ways Muslims put their beliefs into practice e.g. praying 5 times a day -State what the 5 pillars of Islam are -Recite the Shahadah in English. -Identify the important steps in Salah prayers -State what Zakat is and how it helps others in the Islamic community
	HT6	HT4	What is Philosophy? How do people make moral decisions? Religion: Multiple Discipline: Philosophy	What children will learn: -What philosophers do and the philosophy of Socrates and Plato -What morality is and how we know what is right and wrong	The 5 pillars of Islam	What children will learn: -Why Ramadan is important to Muslims -The Hajj pilgrimage, where it is and why it is important to Muslims -The two Eid festivals, what they are celebrating and how they are celebrated	What children will be able to do: -State what Ramadan is and explain why it is important to Muslims -Identify where Hajj takes place, describe the rituals involved and explain the importance to Muslims -Describe both Eid festivals and why they are celebrated

		Topic	Year 5	Topic	Year 6
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Autumn	HT1	<p>What reasons are there for believing in God?</p> <p>Religion: Multiple</p> <p>Discipline: Philosophy</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -Explore ancient beliefs about gods/goddesses. Why did they believe? Why do they no longer believe today? -Why God is important/special to religious believers -The role upbringing plays in belief in God -The role religious experience plays in belief in God - miracles -The complexity of the universe and the design argument – Paley’s watch -What God look like. Reasons why God is viewed differently by different people and different religions 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -Describe ancient religious beliefs and explain why these beliefs are no longer popular today -Give reasons why God is important to religious believers -Explain the role upbringing plays in holding a belief in God -Describe miracles, explain what they are and why they lead to belief in God -Describe the design argument (Paley’s watch) and how it leads to belief in God. 	<p>Is being happy the greatest purpose in life?</p> <p>Religion: Christianity and Buddhism</p> <p>Discipline: Philosophy</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -What humanism is and the role happiness plays for them -What Hedonism is and the role happiness plays for them -What Dukkha is for Buddhists -What the four noble truths and the eightfold path teaches Buddhists about the purpose of life -The golden rule in Christianity -Examples of Christian parables showing the Golden Rule as being the purpose in life 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -Explain the purpose of life for a hedonist -Explain what the purpose of life is for a humanist -Explain what the purpose of life is for a Christian, using at least one parable and the golden rule as evidence -Explain what the purpose of life is for a Buddhist using the four noble truths and the eightfold oath as evidence
	HT2	<p>How do Hindus express their beliefs about God?</p> <p>Religion: Hinduism</p> <p>Discipline: Theology</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -What happens during Hindu worship in the mandir -Why a bell is rung when entering a mandir -What puja worship is and how it is practiced at home -What a murti statue is and why it is important to Hindus -Examples of mantras used during prayer -Examples of offerings made during worship -Values which are important to Hindus 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -Describe worship at a mandir -Describe worship at home -Explain the importance of murti statues and what they represent -Give examples of how Hindus show respect to their gods during worship -Explain what atman is and how it links everyone to Brahman -State the values which are important to Hindus 	<p>Does religion bring peace, conflict or both?</p> <p>Religion: Islam, Christianity, Judaism</p> <p>Discipline: Human/social sciences</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -Christian attitudes towards war with evidence from the bible -Islamic attitudes towards war with evidence from the Qur’an and hadith -Jewish attitudes towards war with evidence from the Torah -Examples of religious wars e.g. crusades. -Impact religious beliefs have had on wars in modern history – WW2 -Examples of world religions working together to solve issues 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -Explain Christian attitudes towards war with evidence from the bible -Explain Islamic attitudes towards war with evidence from the Qur’an and hadith -Explain Jewish attitudes towards war with evidence from the Torah -Give examples of religious wars e.g. crusades. -Explain the role attitudes towards other religions played in WW2

			-What Atman is and how it links everyone to Brahman	and how they reflect beliefs about God		e.g. the IFN (Inter-faith organisation)	-Give examples of religious groups working together to solve world issues
Spring	HT3	<p>What difference does resurrection make to Christians?</p> <p>Religion: Christianity Hinduism</p> <p>Discipline: Theology</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -What reincarnation means for Hindus -What resurrection means for Christians -The difference between reincarnation and resurrection -That Christians use Jesus's resurrection as evidence that he was God incarnate. -That Christians believe Jesus being God incarnate allows people to receive salvation -That people live differently if they believe Jesus was God incarnate. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -Define reincarnation -Define resurrection -Compare resurrection and reincarnation -Explain how Christians believe that Jesus being reincarnated shows Jesus was God incarnate. 	<p>Creation and science: conflicting or complementary?</p> <p>Religion: Islam, Christianity, Judaism</p> <p>Discipline: Human/social sciences</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -The Hindu creation story -The Christian '7 days of creation' story from Genesis -An overview of the Big Bang Theory -An overview of evolution 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -Describe Hindu and Christian creation stories -Give an overview of the Big Bang Theory and evolution
	HT4	<p>What difference does resurrection make to Christians?</p> <p>Religion: Christianity Hinduism</p> <p>Discipline: Theology</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -That Christians use Jesus's resurrection as evidence that he was God incarnate. -That Christians believe Jesus being God incarnate allows people to receive salvation -That people live differently if they believe Jesus was God incarnate. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -Explain how Christians believe that Jesus was God incarnate allows them to receive salvation Identify the ways Christians live differently because of their beliefs that Jesus was God incarnate. 	<p>Creation and science: conflicting or complementary?</p> <p>Religion: Christianity and Hinduism</p> <p>Discipline: Theology</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -The similarities between creation stories in religion and science -The differences between creation stories and science 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -Compare the creation stories to the scientific theories -Give reasons why the religious creation stories are compatible with science -State differences between the scientific theories and the creation stories.
Summer	HT5	<p>What does it mean to be part of a global Islamic community?</p> <p>Religion: Islam</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -The importance of going to Mosque for Muslims -What Ummah is 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -Explain why going to the Mosque is important for Muslims 	<p>How do people make sense of the world we live in?</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> -Illusion – can we trust our senses? -Reason – how it helps us to know what is real 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> -Explain ways our senses are unreliable with examples.

		<p>Discipline: Human/social sciences</p>	<p>-What Zakat is and where the money goes</p>	<p>-State what the Ummah is -Explain what Zakat is and where the money goes</p>	<p>Religion: Christianity and Buddhism</p> <p>Discipline: Philosophy</p>	<p>-How following a religion gives people an understanding of the nature of the world -What makes a religion and whether you need belief in God for it to be a religion (Buddhism) -The role holy books play for understanding the world and how religious stories help believers to make sense of the world (e.g. creation stories)</p>	<p>-Explain how reason can help us to understand the world we live in -Explain what it means to follow a religion -Explain what components are needed for religion, including the role God plays -Explain how religious stories help believers to understand the world and the roles holy books play for religious believers and their relationship to the world</p>
HT6	<p>What does it mean to be part of a global Islamic community? Religion: Islam</p> <p>Discipline: Human/social sciences</p>	<p>What children will learn: -The work of Islamic relief and why Muslims donate to them The importance of Hajj and how it supports the idea of Ummah</p>	<p>What children will be able to do: -Identify examples of work by Islamic Relief and the contribution they make to the Muslim community -Describe the Hajj and explain how it contributes to the concept of Ummah</p>	<p>How do people make sense of the world we live in?</p> <p>Religion: Christianity and Buddhism</p> <p>Discipline: Philosophy</p>	<p>What children will learn: -Miracles and what causes them according to religious believers -What different religious and non-religious believers think happens when we die – legacy/reward in afterlife etc.</p>	<p>What children will be able to do: -Describe miracles and how they affirm belief for religious believers and their understanding of the world -Describe beliefs in the afterlife and how this can help people to make sense of their lives</p>	