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Term and Topic	Coverage	Example enrichment opportunities
LKS2 (a) Term 1 (Our wonderful world)	This term we will identify things that make our world special. Students will think about things in our world that are amazing. They will explore the Jewish, Christian and Islamic and Hindu creation stories and the different accounts of the creation of the sky and Heaven. They will explore different accounts of the creation of plants, animals and humans.	A walk around the grounds to identify sights and sounds that make our world amazing
LKS2 (a) Term 2 (Why do Christians give gifts at Christmas?)	Students will think about some of the reasons why people give gifts. They will consider how it feels to both give and receive gifts, drawing on their own experiences. They will start to consider what makes a present precious. Students will read the story of the nativity, focusing on why the three wise men gave gifts of gold, frankincense and myrrh to Jesus when they visited him. They will start to relate this to Christian ideas of giving and receiving. They will consider gifts that babies receive today and think about what they would give to baby Jesus if they had visited him in the stables today. Students will think about why people give gifts at Christmas and consider presents that can be given but not seen. Students will think about concepts such as kindness, friendship and love as presents they can give their loved one. They will compare the importance of these 'invisible' presents compared to physical gifts. Students will think about why Christians remember the birth of a baby more than 2000 years ago and discuss the Christian beliefs that Jesus was a gift from God to the world. It also teaches them Christian beliefs about what Jesus brought to the world, such as hope and peace. They will also consider what gifts they would like to give their loved ones at Christmas and why.	Making and giving gifts.
LKS2 (a) Term 3 (Special Books)	Students will consider what makes books important. They will find out about the books of some famous people before thinking about their favourite books and why they are special. They are encouraged to discuss their responses with other Students to understand that different people enjoy different types of books. Students will identify the Bible, Torah and Qur'an as the holy books of Christianity, Judaism and Islam respectively. They will think about why these books are special and identify that they have some similar stories. They will compare accounts of the story of Adam and Eve told in each of the three special books. Students will recap that the Torah is the most important book in Judaism. They will find out how the Torah is used, including what a yad is and why it is used. They will read the story of Abraham and consider its meaning for Jews. They can also find out about the Ten Commandments. Students will recap that the Bible is the Christian holy book. They	A visit to a Library

	<p>will discover how the Bible is used by Christians in churches and at home. They will also consider how its production has changed over time. They will read and consider the story of Noah's Ark. Students will find out about the Qur'an, the holy book of Islam. They will learn how it came into existence, why it is written in Arabic and not translated into other languages, and some of the ways in which Muslims believe the Qur'an should be treated to show it respect.</p>	
<p>LKS2 (a) Term 4</p> <p>(What did Jesus teach us?)</p>	<p>Students will understand that Jesus lived a long time ago but that lots of people still remember him and believe he was the Son of God. They will read through the story of Jesus' life from the nativity to the resurrection. Students will consider how different characters might have been feeling at different points of the story. They can then recall and order the main events of the story. Students will identify a parable as a story with a special meaning or lesson. They will read through the parable of the prodigal son and discuss what they think Jesus was trying to teach people by telling this story. They can retell the parable in a variety of ways. Students will recap what a parable is. They will read the story of the Good Samaritan and discuss what they think Jesus was trying to teach through this parable. They will consider ways in which they could help people for themselves and consider how they might act in various situations. Students will identify that Jesus taught his followers in many ways, including sermons. They will look at some of the things Jesus taught at the Sermon on the Mount and what they mean for Christians today. They will look at the Lord's Prayer and describe what it is. They can also think about special people in their own lives who have taught them special things. Students will start to understand some of the ways in which Jesus' actions were an example to his disciples and to Christians today. They will read the story of how and why Jesus washed his disciples' feet and what this can teach Christians. Students will think about times they have been kind to others. Students will recall key facts about the life of Jesus and some of the ways in which he taught people. They will consider what they think Jesus was like as a person and come up with adjectives to describe him. They will summarise the most important messages he taught his followers.</p>	<p>Students to re-enact a famous parable.</p>
<p>LKS2 (a) Term 5</p> <p>(What do Hindus celebrate?)</p>	<p>Students are given an overview of the Hindu religion. They will explore where and when Hinduism began and go on to look at what Hindus believe. They will find out about some of the major deities of Hinduism and explore some of the key features of Hindu worship. Students will find out about the samskaras – special moments in the lives of babies and Students as they grow towards adulthood. They will discover what happens at some of these celebrations and what the events and actions symbolise. They will also think about special celebrations they have experienced in their own childhoods. Students will find out</p>	<p>Visit to a Hindu temple</p>

	<p>what traditional Hindu wedding celebrations are like. They will find out about the ceremony itself as well as some of the other rituals and traditions that are undertaken to prepare the bride and groom for marriage. Students will consider how Hindu weddings are similar or different to weddings from other faiths and cultures. Students will explore the festival of Divali. They will read the story of Rama and Sita and understand why Divali is celebrated. They will find out about some of the customs and traditions surrounding Divali and how it is celebrated by Hindu families. Students will find out about the festival of Raksha Bandhan which celebrates the relationship between brothers and sisters. Students will find out how this Hindu festival is celebrated, such as through rakhi bracelets and tilak blessings. They will also consider people in their own lives they look out for and who look out for them in return. Students will start by thinking about how they celebrate their birthdays. They will then find out that Ganesh Chaturthi is a Hindu festival that celebrates the birthday of Ganesh, the elephant-headed god. They will find out what happens during the Ganesh Chaturthi celebrations and think about how this birthday is different or similar to their own birthday celebrations.</p>	
<p>LKS2 (a) Term 6 (What do Muslims celebrate?)</p>	<p>Students will understand Islam as the religion followed by Muslims. They will find out who Muhammad was and how he founded Islam. They will find out what is commemorated during the Islamic New Year and how Muslims celebrate this today. Students will find out what the Day of Ashura means to Muslims. They will find out that Shi'a and Sunni Muslims observe this day in different ways. They can then either explore the story of Moses freeing the Israelites or they can find out about some of the important prophets in Islam. The plenary introduces the class to Muslim mosques. Students will find out how and why Muslims celebrate the Prophet Muhammad's birthday. They will be encouraged to think about why his birthday is a quiet celebration. During their independent learning activities, they will either think about things they are thankful for or they will have a look at some pictures from Mawlid al-Nabi celebrations and discuss what they can see. Students will find out about the well-known Muslim festival of Ramadan. They will discover what Muslims do during Ramadan and why, and will also have the option of exploring a section of the Qur'an during their independent learning. During the plenary, they will think about what it means to be part of a community. Students will identify that Eid is celebrated to mark the end of Ramadan. They will discover some of the ways in which Eid is celebrated, such as wearing special clothes, sharing food and sweets with friends and family, and praying together. During the plenary, Students will consider why some Muslims give money to charity during Eid. Students will find out what a pilgrimage and why Muslims are expected to undertake the pilgrimage to Mecca at least once in their lifetime. They will find</p>	<p>Visit to a mosque</p>

	<p>out some of the ways in which the pilgrimage promotes unity between Muslims and what happens at the Hajj. During the plenary, Students will recap what they have learnt about each of the Muslim celebrations they have studied.</p>	
<p>LKS2 (b) Term 1</p> <p>(Leaders and Teachers)</p>	<p>Students will consider what a leader is and does, as well as think of times when they have been leaders. They may then either discuss being leaders with a partner, or find out about leaders in school such as teachers, school council representatives, sports captains, etc. Students will learn about the responsibilities of leaders, and share their ideas about what makes a good leader. They may then either explore these ideas in depth through role play, or speak with a religious leader you arrange to visit your school. Students will learn about an important leader in Sikh religion (Guru Gobind Singh Ji) by reading a story about him from a religious text. They will then either discuss and explain what they have learned, or find out more about other religious leaders. Students will learn a little about important global religious leaders such as the Dalai Lama and the Pope, then either make plans as if they were expecting one of these leaders to visit, or create works of art depicting religious leaders. Students will identify distinct features of leaders of worship in Christianity, Islam and Judaism. They may then work in groups to discuss and explain what they have learned, adding prior knowledge of local religious leaders.</p>	<p>Meeting with a leader in school and a religious leader.</p>
<p>LKS2 (b) Term 2</p> <p>(Christmas Celebrations)</p>	<p>Students will think about what a celebration is and identify some of the major religious festivals of world religions. They will think about the features of some common celebrations, including birthdays and weddings, and describe some of the different ways in which people celebrate religious and nonreligious occasions. Students will read the story of the nativity together. They will learn about the key events and characters in the story and think about why the birth of Jesus is so important to Christians. They will retell the story in a variety of ways. Students will recap the story of the nativity and identify exactly what Christians are celebrating at Christmas. They will go on to explore some of the different ways Christians celebrate, including going to church services, singing carols, putting up Christmas trees and giving presents. They will compare ways in which Christians and non-Christians celebrate Christmas. Students will find out how Christians celebrate Christmas in various different countries around the world. They will think about those traditions that are based on religious beliefs and those that are more cultural. They will learn that even though Christmas is different in various places around the world, the message of Christmas remains the same for Christians globally. Students will consolidate their understanding of how and why Christians celebrate Christmas. They will use the questions who? what? when? where? And how? To describe what Christmas is and how it is</p>	<p>A nativity performance</p>

	celebrated. They can express their understanding of Christmas and its origins and celebrations in a variety of ways.	
LKS2 (b) Term 3 (Who was Buddha?)	Students will begin to learn about some core principles of Buddhism, and about the man who many Buddhist statues represent: Siddhartha Gautama. Students may then either retell his story in their own words, or discuss how some of its issues relate to them. Students will study statues of Buddha and find out about the meaning of Buddhist symbols. They may then undertake activities to show what they have learned and understood about these symbols. Students will read the parable of the Monkey King, then discuss its meanings. Following this, they may either answer questions about the parable, or retell it in their own words. Students will take a look at one particular Buddhist symbol: the wheel of life. They will find out what it represents, then produce texts or images to show what they have learned and understood. Students will study images of Buddhist temples and learn about the worship rituals that occur in them. Following this, they may either describe the role of a variety of artefacts in Buddhist rituals, or listen to stories and try out meditation techniques. Students will learn about the Vesak festival, then undertake a variety of activities where they can recreate or experience aspects of the festival. Following this, Students may do an end of unit quiz.	A visit to a Buddhist temple
LKS2 (b) Term 4 (Why is the Torah special?)	Students will identify Judaism as one of the major world religions. They will find out how Judaism started by reading the story of Abraham. They will go on to explore some of the key beliefs, traditions and features of Judaism. Students will identify the Ten Commandments as laws given to Moses on Mount Sinai by God. They will explore what these laws are and what they mean before relating them to rules they have to obey in their own lives. They will identify the Ten Commandments as the beginnings of the Torah. Students will find out about the Torah and its significance for Jews today. They will find out how Jews use the Torah to worship and learn about God, as well as some of the practices surrounding us of the Torah (such as using a 'yad' so that the scroll is not touched). Students will find out about some of the different types of writing in the Torah and some of its wellknown stories. They will read the story of David and Goliath and consider what Jews can learn about God from the story. Students will find out about some of the rules set out in the Torah, particularly in relation to food and eating. Students will learn about kosher and nonkosher foods and identify some foods that fit into both categories. Students will find out about some of the ways in which the Torah teaches them to be kind and generous to others. They will find out how and why Jews give money to charity and some of the other	Food tasting of kosher foods

	ways they help out people in their communities. Students are challenged to relate this to their own experiences of helping others.	
LKS2 (b) Term 5 (Christian Rites of Passage)	Students will consider which events in their life have been most important or significant to them so far and discuss why these events were so important. They will find out what a rite of passage is and think about some major life rites of passage. Students will identify the five main rites of passage of Christianity. They will then go on to look at baptism, reading the story of the baptism of Jesus before going on to look at how and why Christians get baptised today. They will also find out about some of the symbols and objects associated with baptism. Students will find out about the rite of communion and why it is so important to Christians. They will read the story of the Last Supper and find out how Christians commemorate this today. They will also look at why a Catholic child's first Holy Communion is such a special occasion. Students will think about what a marriage is before looking at what happens at a traditional Christian marriage ceremony. They will think about who is involved, what is done and what objects are used. They will also find out about wedding receptions and how this important rite of passage is celebrated. Students will find out about Christian beliefs in life after death. They will explore what happens at a Christian funeral and have the chance to discuss their own ideas about what happens when a person passes away.	Visit to a Baptist church
LKS2 (b) Term 6 (What do Sikhs believe?)	Students will be introduced to Sikhism and recognise that it is one of the major world religions. They will discover how Sikhism started thanks to teachings of Guru Nanak. They will then find out about some basic Sikh beliefs, including the '5 Ks'. Students will start to understand equality as one of the core beliefs of Sikhism. They will investigate how this affects the way Sikhs behave and how it affects their rights and responsibilities. Students will identify focusing on God as one of Sikhism's core beliefs. They will find out why Sikhs meditate and what they hope to achieve from doing this. They will consider why it is important to give their minds quiet time to think and reflect, as well as thinking about why it is important to train our brains so that they can concentrate more effectively. Students will recap the core beliefs of equality and meditation before looking at the Sikh belief in hard work. They will find out about the jobs of some key workers in the community and consider what would happen if they decided not to work hard. They will also consider the concept of honesty and why it is important. Students will learn about Sikh beliefs on sharing. They will find out about Sikh community kitchens and how they are organised. They will then either think about a time they shared something with someone or	Visit to a Sikh temple

	they can hold their own community kitchen. During the plenary they will consider why working together is so important.	
UKS2 (a) Term 1 Signs and Symbols	Students will look at a variety of everyday symbols and identify their meaning. They will understand that symbols can carry important meanings. They will look at some of the symbols used in the story of Noah's Ark to start identifying how symbols are used in religious stories. Students will be given a brief overview of what the Passover festival is and what it commemorates before looking at the Seder plate used during this festival. They will identify the meaning behind each of the objects on the Seder plate and relate this to the idea of certain foods being symbolic in their own lives. Students will look at some familiar metaphors before exploring some Christian metaphors and the reasons behind why they are used. Your class will consider the meaning behind phrases such as 'God is my rock' and think about how these metaphors can help Christians in their faith and understanding. Students will identify that different religions have different views on what God is like. They will explore some of the different beliefs surrounding God and how God or gods are represented, before considering their own views on what they think God is like. Students will think about how symbols can be used to express tricky concepts, such as the trinity. They will then look at a variety of other Christian symbols and identify what they represent. Your class will also think about how symbols can be used in ways other than through pictures and images.	Creation of a Seder plate
UKS2 (a) Term 2 Diwali	Students will identify some key information about the festival of Diwali. They will then read the story of Rama and Sita, identifying the key characters and events of the story. They will consider why this story is still relevant to Hindus today. Students will find out about diyas and why they are lit during the Diwali celebrations. They will make connections between celebrations that involve light in other world religions as well as thinking about why light is so often used as a symbol. Students will identify why and when people send greetings cards. They will then have a look at some different examples of Diwali cards, thinking about why they are sent during this festival. They can then design and create their own Diwali cards. Students will identify what rangoli patterns are. They will find out how and why they are created during Diwali and other Hindu celebrations. They will look at the colours, features and patterns used in rangoli art before creating some rangoli patterns of their own. Students will identify Lakshmi as the goddess who is worshipped during Diwali and be able to explain why. They will find out how a typical Hindu family might celebrate Diwali at home and consider how Diwali is similar to or different from other religious celebrations.	Creation of a Rangoli pattern

<p>UKS2 (a) Term 3</p> <p>What do we know about Jesus?</p>	<p>Students will understand that Jesus is a historical as well as a religious figure. They will consider reasons why no one knows exactly what he looked like and think about why different groups of people represent Jesus in different ways. Students will study some different representations of Jesus in art and consider what each representation says about the artist's perception of Jesus. They will start to think about personal perceptions of Jesus for Christians and consider their own ideas about what they think Jesus was like. Students will identify what the Gospels are. They will read some extracts from the Gospels to help them find out what Jesus was like as a person according to these accounts. Students will find out why not everyone liked or trusted him during his lifetime. They will understand that Jesus lived during Roman times and that his teachings went against many Roman laws. They will start to understand why different groups of people saw Jesus in different ways. Students will consider metaphors Jesus used to help his followers understand him, such as 'the Good Shepherd' and 'the Light of the World'. They will understand the meaning behind each of these metaphors. Students will consolidate what they have learnt about Jesus. They are encouraged to express their own views on what Jesus was like and evaluate the evidence they have looked at.</p>	<p>Visit to an art gallery to look at religious pictures</p>
<p>UKS2 (a) Term 4</p> <p>(Jewish Celebrations)</p>	<p>Students will consider what they already know about Judaism. They will be given an overview of the Judaic faith, identifying what Jews believe, where Jews worship, what the Torah is and who rabbis are. They will identify Judaism as one of the major global religions. Students will read the story of Moses and the exodus from Egypt. They will understand what Passover represents and identify how it is celebrated by Jews today. They will look at the Seder plate and understand the symbolism of each of the objects of the plate in relation to the story. Students will recap the story of the exodus from Egypt before finding out what happened to the Israelites in the desert. They will understand what the festival of Sukkot commemorates and how it is celebrated by Jews today. Students will identify the main characters and events in the story of Esther. They will understand what is being celebrated at Purim and why it is such a lively and joyous festival. They will describe the main features of Purim and understand how it is celebrated by Jews today. Students will start by thinking about what they would do if someone tried to force them to do something they knew was wrong. They will go on to read the story of the Maccabees and the Miracle of Oil. They will understand how and why Jews celebrate Hanukkah today, considering the importance of the symbol of light. Students will identify Rosh Hashanah as the Jewish New Year. They will understand that it marks the anniversary of the creation of Adam and Eve, and identify some of the ways in which it is celebrated today. Students will</p>	<p>Visit to a Jewish temple</p>

	have the chance to consider things they have done wrong in the past year, as Jews do during Rosh Hashanah, and think about who they would want to ask for forgiveness	
UKS2 (a) Term 5 (What is the Bible and why is it important to Christians?)	Students will consider their favourite books and think about why books are important. They will understand that the Bible is an important book for Christians. This is demonstrated through the story of Mary Jones which the Students will read, retell and analyse. Students will find out how Christians use the Bible both at home and at church as the basis for worship. They will focus particularly on how Christians use Bible verses as the basis for hymns and worship songs. Students will look at some examples of popular worship songs and identify where in the Bible the words originated from. Students will understand that the Bible is comprised of different genres of writing by many different authors. They will look at some of the different genres, such as laws, poems and stories, and identify why they are important. They will consider what kind of information is able to be portrayed in each genre. Students will consider what makes pieces of writing special to different people. They will recall some of the different genres of writing in the Bible before considering some different stories, poems, songs or rules that are important to them. They will relate this to special pieces of writing in the Bible. Students will understand that the Bible is like a library with different books. They will find out about the books of both the Old and New Testaments. They will look at extracts from three different books in the Bible and consider what Christians can learn about God through them. They can also portray their own ideas about God in a variety of ways. Students will recap that the Bible is split into the Old Testament and the New Testament. They will then look at the different books of the Bible in order and start to identify the location of different books within the Bible. Students can then consolidate what they have learnt about the Bible and why it is important for Christians.	To listen to traditional worship songs.
UKS2 (a) Term 6 (Islamic Rites of Passage)	Students will identify what Islam is. They will explore the Five Pillars of Islam to gain a deeper understanding of the Islamic faith, identifying the effect each pillar has on a Muslim's life. Students will consider the importance of naming a child before exploring what happens in the Muslim community when a baby is born. They will find out about some of the ceremonies and celebrations that occur before going on to look at the meaning behind some different Islamic names. Students will identify what a marriage is and find out about some of the key features of Islamic weddings. They will explore some of the traditions surrounding the engagement and wedding preparations, as well as the actual marriage ceremony itself. Students will understand what happens at a Muslim funeral ceremony and discover how Muslims prepare bodies for burial. They will consider ways in which	Online viewing of the Hajj

	members of the community support one another after the loss of a loved one and consider Islamic beliefs on death. Students will identify what a pilgrimage is. They will then find out about the Hajj and why it is an important rite of passage for Muslims. They will discover what happens during this pilgrimage and some of the specific tasks and ceremonies that are undertaken. They will consider the impact the Hajj has on Muslims.	
UKS2 (b) Term 1 (Sikh Rites of Passage)	Students will understand that Sikhism is one of the major world religions. They will find out how Sikhism began and why, before looking at some of the core beliefs and practices of Sikhism. Students will identify what happens during the 'Naam Karan' ceremony. They will find out how names for boys and girls are generated by reading from the Guru Granth Sahib, and find out that names can be given to both boys or girls. They will consider ways in which Sikh naming ceremonies are similar or different to other naming or birth ceremonies in different religions. Students will learn what the Amrit ceremony is and what happens during this ceremony. They will consider the importance of this ceremony to Sikhs and find out how and when the practice began. They will understand what the 5 Ks are and their importance to Sikhs in their daily lives. Students will find out about the importance of marriage in the Sikh religion before looking at the features of a Sikh wedding ceremony. They will consider how Sikh weddings are similar to or different from weddings in other faith groups or communities. Students will identify some of the features of Sikh funerals and identify Sikh beliefs in life after death and reincarnation. They will consider their own beliefs on life after death and compare this with the Sikh belief in reincarnation.	Sikh naming ceremony
UKS2 (b) Term 2 (Christmas Journeys)	Students will find out where Bethlehem is and start to understand why it is a significant location in Christianity. They will learn what a pilgrimage is and think about why people go on pilgrimages to Bethlehem. They will also identify some pilgrimages sites for other major religions and explore what Israel is like today. Students will discover why Mary and Joseph had to travel to Bethlehem from Nazareth and look at how far the journey would have been. The emphasis is on how Mary and Joseph would have felt at this time and encourages your class to think about what the journey would have been like. Students will read and re-tell the section of the nativity story that tells of the angels' visit to the shepherds. Students will consider what the shepherds might have been feeling and describe why they are an important part of the nativity story. Students will study the role of the three wise men in the nativity story and look at how they have been represented in music and art across the centuries. They will read the story of the visit of the wise men, find out what gifts they brought Jesus and consider how these visitors to the stable were different to the shepherds. Students will consider Herod's motivations for infanticide and think about why Mary, Joseph and Jesus had to flee to Egypt. They will relate this to	Nativity performance

	refugees today. There is also the chance to re-tell the story of the nativity from start to finish.	
UKS2 (b) Term 3 (Hindu Worship at Home and in the Mandir)	Through the story of Svetaketu, Students will learn about some core principles of Hinduism. They may then either create Hindu art, or explain some Hindu beliefs in their own words. Students will learn about some characteristics of Hindu gods and goddesses, some artefacts associated with them, and how these relate to Hindu beliefs. They may then either explain these in their own words or consider how they show aspects of their own personalities. Students will learn about the importance of shrines for many Hindus, then either draw and label pictures to show what they have learned and understood, or consider which places are special for them, and why. Students will learn about puja: its rituals, their meaning, and the symbolism of offerings. They may then either draw, label and describe puja trays, or take part in a range of meditation activities. Students will learn about what a Mandir is, the significance of some of their features, and how Hindus worship in them. They may then compare this to Hindu worship at home, or create Hindu art. Students will collect and share what they have learned and understood about Hindu worship through a range of differentiated writing activities, then do an end of unit quiz.	Students to create their own Mandir
UKS2 (b) Term 4 (Why is Easter important to Christians?)	Students will recall what they already know about Christianity and who Jesus was before looking at the events surrounding Jesus' entrance into Jerusalem. They will consider why he was greeted by cheering crowds and find out how Christians commemorate Palm Sunday today. Students will identify the events surrounding the Last Supper and consider what Jesus was trying to teach his disciples through his actions. They will find out how Christians commemorate the Last Supper through communion and think about the meaning behind the bread and wine. Students will find out what happened after the Last Supper and before Jesus was arrested. They will find out how Jesus was let down by his disciples in the Garden of Gethsemane and consider why some of the disciples acted in the way that they did. Students will read about the events surrounding the crucifixion, considering the reasons why Jesus was put to death. They will think about how other characters within the story were feeling at various points. They can then study some art portraying the crucifixion as a stimulus for considering how they feel about it. Students will find out what happened after Jesus was crucified and read the story of the resurrection. They will consider how different characters might have been feeling before exploring Christian beliefs about life after death. Students will find out the meaning of the word	Re-enactment of the Last Supper

	'Messiah' and Christian beliefs about Jesus as the Messiah, reading the story of Mary Magdalene as an example. They will then be given the chance to consolidate what they have learnt about the events of Holy Week and answer the question, 'Why is Easter important to Christians?'	
UKS2 (b) Term 5 (Buddhist Festivals)	Students will recap prior knowledge of Buddhism, then learn more about its core principles. They will then either collect their own ideas, adding other information to mind maps, or discuss similarities and differences between the principles of Buddhism and those of other religions. Students will read a story about Siddhartha Gautama and consider how it relates to some of the rituals and celebrations during Vesak. They may then either retell the story in their own words, or describe their own moments of 'enlightenment'. Students will learn about a Buddhist festival principally celebrated in Thailand. They will read another story about the life of the Buddha, then determine why this moment in his life is celebrated, and in what ways. Through studying the festival of Loy Krathong, Students will learn about many of the typical rituals associated with Buddhist worship. They will give reasons why certain objects are significant for Buddhists, then either recreate aspects of the festival. Students will suggest reasons why water is significant for Buddhists during this festival particularly, then either learn more about the concept of parinirvana, or recreate aspects of the Songkran festival.	Making and floating of Krathong
UKS2 (b) Term 6 (Identity and Belonging)	Students will consider how a number of external actors help shape our identity. They will then draw mind maps, create fact files, or write at length about how their identities are shaped by many things around them. Students will consider ways in which they, and others, express their identity through their actions. They may then either describe how they express their own identities, or how religious communities express themselves by helping others. Students will think about what 'diversity' means (in terms of the UK population). They will also consider how opinions about what constitutes a 'minority' group varies, and the importance of showing tolerance and understanding. Students will consider how the place where they live shapes who they are, then ask and answer questions about the experiences of refugees forced to leave their homes and communities. They may then either study what religions say about welcoming newcomers, or produce posters about their own senses of belonging. Students will learn what is meant by 'global community', then consider the rights and responsibilities of its citizens. They will then undertake a range of activities where they will show what they think the responsibilities of global citizens are. Continuing from the last lesson, Students will consider what we share with members of the global community, including shared responsibilities. They may then either find out what	Communicating with partner school to think about global citizenship

	different religions say about sharing, or identify ways in which they help others through charitable activities.	
KS3 (a) Term 1 (Where did the Christian Bible come from?)	Students will understand that the Bible is the bestselling book of all time and relate this to other bestselling books. They will consider what they already know about the Bible, including stories, characters and teachings, and generate questions about the Bible they would like to find answers to. Students will learn about the history and layout of the Bible. They will learn that the earliest parts of the Bible were passed down through generations orally before looking at examples of some of the oldest written Bible texts. They will know that the Bible is a selection of writings from different periods. Students will understand that the Bible is comprised of many different books that are divided into the Old and New Testaments. They will explore some of the different genres of the Bible and identify examples of each. They will consider the purpose of different genres within the Bible. Students will learn that the Bible was originally written in Hebrew and Greek. They will then find out how it was written in Latin until the Reformation. They will go on to consider why there are so many translations of the Bible today and compare and contrast some different English translations of Bible verses. Students will consider the meaning of the word 'truth' before reading the Christian creation story. They will consider why Christians disagree as to whether the story is literally or figuratively true, offering their own opinions as to what they believe.	Interview with Christians who have different views of the Bible.
KS3 (a) Term 2 (Why is Muhammad important to Muslims?)	Students will find out who Muhammad was and when he lived. They will read the story of how the Qur'an was revealed to him and consider how Muhammad might have felt when he realised he was a prophet. They can also identify similarities and differences between Muhammad and other religious figures. Students will read some descriptions of what Muhammad was like from first-hand accounts to help them identify key features of his personality. They will consider his impact on the world and compare his life with the life of other people who changed the world. Students will identify the Qur'an as the holy book of Islam. They will consider the concept of the Qur'an being the literal word of God and find out about some of the ways in which the Qur'an is treated to reflect this belief. Students will explore how Muhammad's actions, morals and teachings make him an inspiration and role-model for Muslims today. They will read some of the things he said during his lifetime and consider the effect his teachings can have on Muslims today. Students will think about why Muhammad is a role-model and some of the ways in which Muslims try to emulate the way he lived his life. They will then relate this to their own lives as they think about people who inspire them.	A thank you letter/video to someone who has inspired them.

<p>KS3 (a) Term 3</p> <p>(Jewish Worship and Community)</p>	<p>Students will be given a brief history of Judaism before going on to look at what worship means to Jewish people. They will explore some of the key features of worship in Judaism, including where Jews worship, what the Siddur and Torah are, and what happens during the weekly keeping of Shabbat. Students will identify prayer as being central to Jewish worship. Students are encouraged to think about what and how Jews might pray, including the use of tefillin, prayer shawls and kippahs. They will have the chance to look at some specific Jewish prayers for themselves and see if they can interpret their meaning. Students will consider what it means to belong to a community before looking at some of the special ceremonies that initiate Students and young people into the Jewish faith, particularly the Bar and Bat Mitzvah ceremonies. Students will explore what happens during these rituals and how these special occasions are celebrated. Students will identify some of the reasons people in different faith groups give to charity and support people in the wider community. They will then go on to look at the Jewish law of 'tzedakah' and how this affects Jews in their daily lives, as well as considering global and local causes your Students would consider supporting themselves. Students will find out what happens when Jews go to the synagogue to worship, looking at key people involved in worship and finding out how the Torah and other objects are used, before questioning the significance of the Star of David for Jewish worshippers.</p>	<p>A Sabbath Dinner Experience</p>
<p>KS3 (a) Term 4</p> <p>(Buddhist Worship and Beliefs)</p>	<p>Students will learn, through stories, about how Siddhartha Gautama achieved enlightenment and became the Buddha. They will then retell the story in their own fashion. Students will learn about the Three Signs of Being (central to the teachings of Buddhism). They will then discuss their meaning in relation to their own views. Some Students may generate lists of morals to live by. Exploring the teachings of Buddha in greater depth, Students will describe and explain the Four Noble Truths and the Eightfold Path in their own words. Students will learn about the Buddhist belief in a cycle of life, working towards achieving a state of nirvana. They will then describe the concepts of karma and reincarnation in their own fashion. Students will study information about a variety of places of worship, then describe their features and aspects of the worship that occur in them. Students will learn about some of the symbols, artefacts and activities associated with Buddhist worship. They may then either recreate aspects of these (such as prayer flags and shrines), or describe how Buddhists worship in their own words.</p>	<p>create an artwork to portray the Buddhist beliefs of karma and/or rebirth.</p>

<p>KS3 (a) Term 5</p> <p>(Stories of Christianity)</p>	<p>Students will be reminded about some familiar Bible stories and have the chance to recall the main characters and plot points in each one. They will also read an overview of the story of the Bible itself, from the creation of the world in Genesis to the Second Coming predicted in Revelation. Students will understand why stories are told in the Bible and how these stories help Christians today. They will read the story of Ruth and Naomi, and interpret the messages presented in the story. They will start to understand that the stories in the Bible are interlinked and identify Ruth as David's great-grandmother. Students will read and retell the story of Daniel and the Lion's Den. They will consider the main messages of the story and relate the idea of modern religious persecution around the world with Daniel's story and experiences. Students will understand the difference between the Old Testament and the New Testament. They will identify what a parable is before reading and analysing various parables that Jesus told his disciples. Students will learn what baptism is and identify its significance for Christians. They will read the story of John the Baptist to find out when and why the practice began, and look at both infant and adult baptismal ceremonies undertaken by Christians today. Students will read the story of Paul's conversion from a man who relentlessly persecuted the Christians of the early church to someone who dedicated his life to spreading the news of Jesus. They will discover the New Testament books written by Paul and consider their significance. They will start to consider the importance of Paul both to the early church and to Christians today.</p>	<p>create a piece of artwork showing Paul's conversion on the road to Damascus.</p>
<p>KS3 (a) Term 6</p> <p>(Belief In Our Community)</p>	<p>Students will consider differences between what it means to have 'faith', and what it means to have 'beliefs' (including how non-religious people have beliefs). They will go on to find out about religious and non-religious communities in their local area. Students will read about a teenager's experiences as a member of a Jewish community, then consider ways in which being a member might help her in situations outside of that community. They will also consider some difficulties she might experience as a consequence of her beliefs. Students will learn about Mo Farah (a Muslim) and Daniel Radcliffe (an atheist) – their achievements, what they have said about faith and beliefs, and their charity work. They will consider how their beliefs may have shaped their lives. Following this, Students may research and write about significant and inspirational figures. Students will consider how members of religious communities are also a part of many other, nonreligious communities too. They will suggest reasons why religious people may experience difficulties in these communities at times, and consider how their beliefs may help them overcome difficulties. They may also consider how others can support people from different communities. Students will continue to consider ways in which everyday life can make it difficult to live</p>	<p>Interview of someone about their membership of a local club/society/religious community</p>

	<p>according to some religious beliefs, and suggest ways in which people can help themselves, and each other, in this regard. They may then either create art to show their own sense of pride as a member of a community, or discuss some given dilemmas.</p>	
<p>KS3 (b) Term 1 (Stories of Hinduism)</p>	<p>Students will identify some key beliefs and features of Hinduism. They will recognise Hinduism as one of the major religions of the world and start to identify some key Hindu deities. They will read the story of Knappar the Hunter and find out what Shivalingas are. Students will identify Krishna as the eighth avatar of Vishnu. They will read two stories about Krishna and discuss what they can learn from them. They will use the stories as a basis for considering some big questions, such as 'Is it always wrong to steal?' Students will consider what they work hard at and what they have succeeded at so far in life, even when they have found something challenging initially. They will read two stories which portray Hindu beliefs of hard work, effort and success, and consider what messages lie within the stories. Students will consider the idea of transformation through the story of Ajamil. They will think about the concepts of punishment and forgiveness, and debate their opinions. Students will read the story of Kabir to help them identify Hindu beliefs about honesty. They will consider why telling the truth can sometimes be challenging and identify the consequences of not telling the truth in a variety of scenarios.</p>	<p>A modelling of one of the 10 avatars</p>
<p>KS3 (b) Term 2 (What is a church?)</p>	<p>Students will consider whether a 'church' is a building, its people, or both. They will go on to find out about makeshift or adapted places of worship, then read and discuss what is written about the formation of the Christian church in the Bible. Students will study images and videos of some unusual and varied places of Christian worship around the world, identifying similarities and differences. They will then consider how churches reflect local culture and communities. Students will consider the effect that the design and layout of churches has on visitors coming to worship. They will also consider and discuss reasons why Christians may meet in many other places, too. Through reading excerpts from the Bible, Students will consider how Christians serve members of their own community. They will go on to consider ways in which churches also serve other communities such as the neighbourhoods in which they are based. Students will read some facts and statistics about Christianity globally, then do research to find out more about how churches are linked, and what they do as members of the global Christian community. They may present their findings in a variety of ways Students will work in groups to gather and synthesise what they have learned and understood during these lessons, then feed back to the class. They may also provide written feedback about their learning.</p>	<p>Visit to a Church</p>

<p>KS3 (b) Term 3</p> <p>(What is the Qur'an and why is it important to Muslims?)</p>	<p>Students will understand what the Qur'an is and where it originated. They will consider what the word 'sacred' means and identify that the Qur'an is sacred to Muslims. They will go on to reflect on what is important or sacred to them in their own lives. Students will start by listening to the 'Bismillah' and identifying what it says about God. They will consider what the words 'compassionate' and 'merciful' within this recitation mean before looking at the '99 Beautiful Names of Allah'. Through these names, your class will start to get an understanding of how Muslims view God. Students will read some extracts from the Qur'an to help them identify ways in which the Qur'an can give Muslims guidance for how to live their lives. They will then consider where they look for guidance themselves when they have a problem and consider texts that have influenced them. They will also suggest ways in which the guidance in the Qur'an is similar or different to guidance in other religious texts. Students will understand what Madrasah is and what Muslim Students do there. They will consider why it is important to Muslim parents to send their Students to Madrasah to learn about the Qur'an and grow in their faith. Students will relate this to their own experiences of what their parents or other adults in their lives want for them when they grow up. Students will summarise the importance of the Qur'an for Muslims through class discussions and through independent work in a variety of formats. They will consider everything they have found out about the Qur'an and how Muslims use it to deepen their faith and help them live their lives.</p>	<p>Visit to Al-Rahma Madrasah, Liverpool</p>
<p>KS3 (b) Term 4</p> <p>(Expressing faith through the arts)</p>	<p>Students will consider the idea that faith is an emotional experience. They will think about ways in which emotions can be portrayed using facial expressions, tone of voice and body language, as well as identifying why people like to express their emotions in a variety of different ways. Students will think about how music can evoke emotions and feelings. They will identify that music can make them feel different things before moving on to explore how religious music is often taken directly from scripture. Students will consider how they can express their own religious beliefs through music. Students will find out why members of the clergy wear different coloured vestments at different times during the Christian calendar. They will also think about other symbols associated with Christian festivals and consider how symbols and colours can often be linked. Students will look at a variety of different paintings from different world religions. They will think about why people choose to express religious ideas and beliefs through art. They will focus particularly on Christian art and the symbols that are often used in Christian paintings. Students will also have the chance to express their own religious ideas through art. Students will explore the idea of idolatry and identify why Muslims believe it is wrong to portray Muhammad and Allah in artwork. They will go on to explore Islamic art, looking at the patterns, colours and features</p>	<p>Creation of a piece of music or drama, conveying their own feelings</p>

	used, and consider ways in which Islamic and Christian artwork differ. Students will think about why portraying religious stories through drama might help people to understand religious concepts or ideas. They will then have the chance to portray a religious story of their choice through drama or through a variety of other activities.	
KS3 (b) Term 5 (Sikh Worship and Community)	Students will identify Sikhism as one of the major world religions. They will find out how Sikhism began and how it developed through the teaching of the ten gurus. They will find out what the gurus taught and some key features of Sikh worship and belief. Students will consider what prayer is before looking at the Mool Mantar. They will identify this as a key prayer in Sikhism and consider what we can learn about Sikh beliefs from it. They will also find out about the Ik Onkar symbol and its significance for Sikhs. Students will identify Naam Karan and Amrit as two ceremonies that welcome Students, young people and adults into the Sikh faith. They will find out what happens at these ceremonies, including what the 5 Ks are and how Sikh Students are given their names They will then compare these ceremonies with their own experiences of joining a group or community Students will find out about the langar and what happens during this communal meal. They will consider the caste system and identify that Sikhs believe equality to be a crucial aspect of their faith. Students will consider their own ideas about equality and how people of different races, creeds and beliefs should be treated. Students will find out what the Sikh practice of 'sewa' is and identify that it is an important form of Sikh worship. They will find out about the three different aspects of sewa: physical, mental and material service. Students will then consider ways in which they help other people and consider how they could apply the Sikh idea of sewa in their own lives.	To try food served in Langar
KS3 (b) Term 6 (What happens when we die?)	Students will think about losses, and how big or small they may be. They will go on to consider the importance of understanding how they and others might feel when experiencing a bereavement, and how people cope with this type of loss. Students will firstly share their own ideas about what happens when a person dies, then learn about what happens inside the body. They will go on to study and describe funeral traditions in a variety of communities. Students will consider their own views about what happens when a person dies, as well as the views of some religions. They will go on to consider how these ideas may help those experiencing a bereavement. The views of some humanists and atheists are also shared. Students will consider the importance of expressing sadness when experiencing loss, and learn about ways in which people cope and seek help with their feelings of sadness. Following this, Students may explore ways in which feelings can be expressed through art. Students will learn about ways in which we remember people	Students will write obituaries for significant historic figures

	<p>who have died, and why. Following this, Students may either think of ways a person experiencing a bereavement may wish to remember the person who has died, or write obituaries for significant historic figures.</p>	
<p>KS3 (c) Term 1</p> <p>(Why do some people believe that God exists?)</p>	<p>This investigation enables pupils to learn in depth from different religious and non-religious groups about belief in God. Pupils enquire into the key question- raising questions about the nature and existence of God focussing on Christian ideas about God. Pupils will consider why people do or don't believe in God and the impact that might have on the way they live their everyday life. This investigation provides an opportunity to meet Christians, agnostics and atheists and ask questions about why they do or don't believe in God. The investigation implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p>	<p>Students will meet Christians, agnostics and atheists and ask questions about why they do or don't believe in God</p>
<p>KS3 (c) Term 2</p> <p>(What would Jesus do? Jesus in the twenty-first century.)</p>	<p>This investigation enables pupils to learn in depth from Christianity, considering in a detailed way some teachings of Jesus and the ways they are applied today. Pupils will consider examples of what Jesus said, and how Christians today respond to the challenges of his teachings. The investigation implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p>	<p>A debate about the most important parable</p>
<p>KS3 (c) Term 3</p> <p>(What do religions say to us when life gets hard?)</p>	<p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death. We have exemplified the unit in this way as we are aware that this is a difficult but essential topic for teachers to explore with Students. By the age of 10 many Students will have experienced grief and death. This unit allows them to talk about these ideas when emotions are less raw than after a bereavement. The activities enable pupils to share their ideas but do not force Students to do so. The use of story acts as a distancing device within the unit. School will ensure that we have considered any pupils who have experienced a difficult or traumatic family event, or have experienced loss within their family.</p>	<p>A sympathy card/ letter to somebody struggling with loss.</p>

<p>KS3 (c) Term 4</p> <p>(What matters most to Christians and to Humanists?)</p>	<p>This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. If it is pupils' first encounter with Humanism, then teaching will need to secure their understanding of what a non-religious way of life means, both similar to and different from Christianity.</p>	<p>An interview with a Humanist</p>
<p>KS3 (c) Term 5</p> <p>(Is it better to express beliefs in art or charity?)</p>	<p>This investigation enables pupils to learn in depth from two different religions about why their holy buildings and works of art matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity. Muslim and Christian examples are sometimes criticised by non-religious people: this critique is examined too. Of course, the rather polarising title can receive the response 'both matter.'</p>	<p>An encounter with a local charity</p>
<p>KS3 (c) Term 6</p> <p>(What difference does it make?)</p>	<p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life through exploring three important ideas from three different religions in ways that relate to commitment.</p>	<p>Students will present their own commitments to their class</p>
<p>KS4 (a) Term 1</p> <p>(Religion and Euthanasia)</p>	<p>Students will learn about the four types of euthanasia, with definitions of each. Students will compare and contrast different forms of euthanasia and learn the current laws. They will consider what different religions might say about euthanasia and explore their own beliefs.</p>	<p>Many of these topics will lead to a debate which will also enable students to practise for their speaking and listening English exam</p>
<p>KS4 (a) Term 2</p> <p>(Religion and family life)</p>	<p>Students will learn about different Christian views on pre and extra-marital sex. They will evaluate what different religions might say about the use of contraception. They will learn why some Christians believe marriage is important and investigate different religious views on same-sex marriage and cohabitation. Students will learn about different trends in family life in the UK.</p>	
<p>KS4 (a) Term 3</p> <p>(Religion and Abortion)</p>	<p>Students will learn about different views about when life begins and the current law on abortion. They will consider what different religions might say about abortion and explore their own beliefs.</p>	

<p>KS4 (a) Term 4 and 5</p> <p>(Peace and Conflict)</p>	<p>Student will learn what war is and some of the causes of war. They will explore pacifism is and why some Christians believe in pacifism. Students will learn what terrorism is and some of the reasons people commit terrorist acts. They will learn different religious views on terrorism. Students will describe what forgiveness and reconciliation are and different religious views on this. Students will discuss bullying and the problems it causes. They will apply different religious teachings to bullying.</p> <p>As part of this topic, students will learn what the UN is and what the UN does. Students will learn how and why religious organisations work for peace and reflect on the ways peace can be achieved.</p>	
<p>KS4 (a) Term 6</p> <p>(Challenges to religion)</p>	<p>Students will learn what secularism is and why some people support secularism. They will learn how religious and secular approaches to religious issues are different. They will be encouraged to evaluate whether the UK is a secular society or not. Students will explain what humanists believe and evaluate conflicts between religious and non-religious views</p>	
<p>KS4 (b) Term 1</p> <p>(The existence of God)</p>	<p>Students will learn about the relationship between the Abrahamic religions and different religious beliefs about God. They will discuss and evaluate beliefs about God. Students will explain what a miracle and revelation is and learn to identify different types of visions. Students will learn what is meant by atheism and how atheism developed.</p>	
<p>KS4 (b) Term 2</p> <p>(Crime and Punishment)</p>	<p>Students will learn to identify different types of punishment and will be able to explain how some people justify reasons for using different forms of punishment for different crimes. They will learn to relate the different forms of punishment to religious views of punishment and forgiveness. Students will learn about some forms of suffering being different to others and consider their own opinions. Students will study different viewpoints relating to capital punishment. They will investigate Buddhist views of suffering and compare this to other views of suffering.</p>	
<p>KS4 (b) Term 3</p> <p>(Religion and Genetic Engineering & Cloning)</p>	<p>Students will learn what is meant by genetic engineering. They will learn why some religious and non-religious people are in favour and why some religious and non-religious people are opposed to it. They will consider the importance of origin and think about blank slate theory. Students will explore the moral case for cloning and consider human rights in relation to cloning.</p>	

KS4 (b) Term 4 and 5 (Religion and social justice)	Students will learn what prejudice and discrimination are. They will consider what human rights we have and why they are important. Students will study the different views on women's rights in Islam and issues related to gender equality in Islam. Students will evaluate the role of women in religion. Students will learn what racism is and how it can affect people, analysing different religious scriptures that link to racism. Students will study the current state of gender equality in the UK. They will be able to describe different types of sexuality and consider the problem of homophobia. They will consider different views on the roles of men and women in Christianity, analysing Biblical passages relating to gender equality. In this topic students will also study global poverty and consider Muslim and Christian beliefs about wealth and charity and what might be suggested through their scriptural passages..	
KS4 (b) Term 6 (Religion and Animal Testing)	Students will learn what animal experimentation is and different reasons why it is carried out. They will learn about different views on animals' rights and what different religions and non-religions might say about it.	
KS5 Term 1 and 2 (Do you have to be a vicar to have a "religious job?")	Students will learn about key roles (employment and/or voluntary) within a range of different religions and describe similarities and differences between each of them (Christianity, Hinduism, Sikhism, Buddhism, Islam and Judaism) Students will compare job roles of Religious Leaders, to those of Leaders within non-Religious organisations and analyse key similarities and differences. Students to job descriptions of Religious/Spiritual Leaders from a range of different religions . Students will learn about the day-to-day tasks completed by a Vicar as part of their role as a Spiritual Leader within Christianity. They will compare and contrast the day to day tasks completed by a Vicar to that of Spiritual Leaders of other religions. Students to identify and discuss the specific clothing that a Vicar wears as part of their role and compare this to Spiritual Leaders within other religions	Students to visit places of worship and ask questions to religious leaders about their job roles Students to write thank you cards and deliver to Vicars and other religious leaders for the help they give to their local communities

<p>KS5 Term 3 and 4</p> <p>(How can Christian ethics help you in the work place?)</p>	<p>Students will identify and discuss what Ethics and morals are. They will also learn what a Worldview is and describe a range of different worldviews, analysing the key features of them. Students will learn, describe and discuss a range of religious and non-religious worldviews (Spiritual, Humanistic) and consider what their worldview is and describe how this impacts on their decision making and future plans. They will consider a range of ethical dilemmas and describe how Religious and non-Religious people may respond differently based on their worldviews. Students to share their views within ethical dilemmas and determine their worldview based on the value they place on ethics and morals. Students will identify the Ten Commandments and describe how the Law of God links to Ethics and Morals. They will consider how living a life as a Christian impacts decision making in the workplace. Students will learn how secular organisations (businesses within any of the six growth sectors) value Ethics and Morals, analysing the importance of a code of conduct in the workplace. Learning will take place of the importance of professional and personal conduct within the workplace. Students will learn what religious discrimination is and how it affects Christians within a work environment. They will discuss laws that protect employees of experiencing religious discrimination and how this impacts their performance within their workplace.</p>	<p>Interview a Christian who has had a positive experience in the workplace, after conducting themselves based on their Christian worldview</p> <p>Interview a Christian who experienced religious discrimination in the workplace, and how this has impacted their job performance</p>
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<p>KS5 Term 5 and 6</p> <p>(Which approach works best for decision-making? Kant vs Bentham)</p>	<p>Students will discuss big decisions that people have to make in their lives, linking their previous learning of worldviews and ethics/morals to analyse the impact this has on people of faith. They will analyse the theories of Kant, relating to doing good and helping others and discuss the impact this has when considering ethics and morals in the workplace. Students will identify and discuss the role freedom, respect and dignity plays in developing people's ethics and moral code. They will evaluate the impact Kant's theory has on successful outcomes within the workplace, and how it develops a person's ethics and morals. Students will evaluate the notion of thinking positively about others, and how this impacts day-to-day decision making. Students will evaluate the notion that 'people have a duty to do the right thing' and debate on which occasions they agree or disagree with this statement. Students will analyse the theories of Bentham, relating to an action or decision being good if it helps someone or leads them to feel happiness, analysing what utilitarianism is and how it impacts a person's decision making process. Students will compare and contrast the views of Kant and the views of Bentham in relation to decision making and actions, and how they are determined by people's moral and ethical worldviews. They will evaluate which of Kant and Bentham's theories/approaches link most closely to key teachings in the Bible and reflect on decisions they have made, noting which of Kant and/or Bentham's approaches to decision making they may have inadvertently followed.</p>	<p>Students to link the Kant approach to decision making with key student roles within school such as Head Boy or Head Girl.</p> <p>Students to link the Bentham approach to decision making with key student roles within school such as Student Council.</p>
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