



St George's Church of England Primary School

Religious Education Policy – Revised September 2026

“Out of his heart will flow rivers of living water” John 7:38

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the church at parish and diocesan level.

The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all pupils

Our Vision

St George's is clear about its mission. We are here to bring learning to life for every member of our school community, just as water brings life to the world. We are here to prepare children for their journey through life as responsible respectful citizens of the future who are **ambitious, courageous and kind**. We are a school that is proud to be creative, caring, nurturing and challenging in equal measure. We aim to develop life-long learners who thrive in our care and bring life to the future of our world.

Our Christian Values

Our core values are kindness, courage and ambition. Like the flow of water in a river, they flow through our vision and in everything we do for our children to be the life-giving future of our world. We learn about our values during worship, class time, playtime and with our friends, teachers and families.

Kindness - Water of Life

"Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you."

Ephesians 4:32

- Be kind to the world that God gave us.
- Be kind to yourself, look after your own physical and mental health.
- Be kind to each other.

Courage - The Strength of Water

"I can do all things through him who strengthens me."

Philippians 4:13

- Through God we have courage.
- Courage to stand up for what is right even when others around us may not.
- Courage in our own self-belief.
- Courage to take risks and accept a challenge.

Ambition - The Power of Water

"But seek first the kingdom of God and his righteousness, and all these things will be added to you"

Matthew 6:33

- Water is powerful it can overcome any obstacle. We have power through God to achieve our own goals and any obstacles that life sets in our way.
- We celebrate the gifts that God has given us and develop these talents to achieve our vocational, technical and academic ambitions.

Introduction

Religious Education is central to the purpose of St George's because as a church school, we see that the Christian faith informs all aspects of our life, locally, nationally and through global contexts. We create learning opportunities in Religious Education that will inspire, enthuse and motivate children in their exploration of religions. Religious Education supports and strengthens our Christian vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance of the whole child, spiritually, morally, culturally and intellectually is reflected in our RE curriculum.

The importance of Religious Education

RE develops pupils':

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and worldviews;

- understanding and respect for different religions, beliefs, values and worldviews (including ethical life stances), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

RE encourages pupils to:

- consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures;
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths, beliefs and worldviews are different from their own.

RE enhances pupils':

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;

- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

RE offers opportunities for personal reflection and spiritual development. RE does not seek to urge religious beliefs on pupils nor compromise the integrity of their own beliefs by promoting one religion over another. RE is not the same as collective worship, which has its own place within school life.

Aims in Religious Education

As a Church School, we aim to help children explore the spiritual dimensions of life and lay the foundations for understanding the Christian faith.

Religious Education helps to provide a unique contribution within a 'broad and balanced curriculum' to ensure our children are prepared well to live life in modern Britain. We aim for all our children to flourish and thrive as individuals, developing dignity and respect, encouraging all to live well together. The foundation of RE in St George's is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. Whilst this underpins our studies, we have "a deep respect for the integrity of other religious traditions and worldviews and the religious freedom of each person" (Deeply Christian, Serving the Common Good). With this in mind, our syllabus is based on the Herefordshire Agreed Syllabus for Religious Education (2025-2030) and is structured around key questions, the exploration of which encourages pupils to develop and use their skills of reflection, interpretation, analysis and application, as well as developing their knowledge and understanding of religion and worldviews. The syllabus asserts the importance and value of Religious Education for all pupils, with on-going benefits for an open, articulate and understanding society. It states that the principal aim of RE is: **"To explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and worldviews, reflecting on their own ideas and ways of living"**

At St George's, we aim to enable all pupils to:

- make sense of a range of religious and non-religious worldviews
- reflect about their own beliefs
- reflect upon the experiences and mysteries of life and to recognise the significance of awe and wonder in religious belief
- understand the impact and significance of religious and non-religious worldviews
- explore how belief can be expressed in a variety of ways
- learn from religious and ethical teaching enabling reasoned and informed judgements on religious moral issues
- make connections between religious and non-religious worldviews, concepts, practices and ideas
- recognise and respect the religious moral choices of others
- develop a respect and understanding of other religions, cultures and traditions
- be confident to challenge and be challenged through informed discussion
- develop a caring attitude to members of the school community and to the wider community

Using the Herefordshire Agreed Syllabus

The DHMAT adopted the 2025 Herefordshire Agreed Syllabus. This syllabus is designed to support schools in delivering excellence in RE. It responds to national calls for deepening pupils' knowledge about religions and for developing their "religious literacy". It does this by studying one religion at a time (systematic units) and then includes thematic units which build on learning by comparing the religions, beliefs and practice studied. The teaching and learning approach has three core elements which set the context for open

exploration of religion and worldviews: Making Sense of Beliefs, Understanding the Impact and Making Connections. The syllabus also reflects ways of knowing disciplines, theological, philosophical and human and social sciences.

The curriculum

Our curriculum is based on the Herefordshire Syllabus. It sets out an underlying teaching and learning approach where the three core elements are woven together to provide breath and balance within teaching and learning about religions and worldviews. These elements set the context for open exploration and offer a structure through which pupils can encounter diverse religious traditions alongside non-religious world views. Our curriculum is based around a key question approach. These key questions are also based on the core elements and have been carefully sequenced to support pupils develop key skills and knowledge, building on what has been learnt before and preparing for what is to come. Our curriculum has been structured to make sense to pupils, focus on core concepts, allow pupils to encounter diverse examples of religion and worldviews, enable pupils to embed learning, allow for pupils' personal worldviews, encourage pupils' personal development and allow pupils to make connections between ideas, the world around them and their own worldviews.

SEE APPENDIX

EYFS

The Agreed Syllabus for RE sets out experiences, opportunities and appropriate topics for children in the Foundation Stage which connect to the seven areas of learning. RE sits very firmly within the areas of Personal, Social and Emotional Development and Understanding the World. The framework enables children to develop a positive sense of themselves, others and how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within the

enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness. In Reception, children will encounter Christianity and other religious and non-religious worldviews, as part of their growing sense of self, their community and their place within it.

Key Stage One and Two

The Agreed Syllabus requires that all pupils develop an understanding of Christianity in each Key Stage. The three elements of teaching and learning also incorporate the teaching resource Understanding Christianity.

In addition, across the age range, pupils will develop an understanding of the principal religions and non-religious worldviews represented in the UK.

In Key Stage 1, pupils study the religious traditions of Christians, Jews and Muslims. In Key Stage 2, pupils study the religious traditions of Christians, Muslims, Hindus, Jews and non-religious worldviews (for example Humanists). As a church school, we provide an increased amount of time devoted to the teaching of Christianity.

Teaching and learning

At St George's, RE is generally taught on a weekly basis, but occasional enrichment days to support Christian festivals such as harvest and Easter offer more teaching time. The allocation for Religious Education will be at least 5% of the curriculum time.

EYFS: 36 hours, 50 minutes a week either in short sessions or implemented through continuous provision

KS1 36 hours, an hour a week

KS2 45 hours, an hour a week or a series of RE days/weeks amounting to 45 hours

Our scheme of work for RE maintains a balance between the three core elements of Making Sense, Understanding the Impact and Making Connections. Units are based on the key questions and also identify tools/methods/ways of knowing that pupils can use to find out information and create knowledge. The scheme of work ensures that there is continuity and progression for pupils and opportunities for assessment, with clear unit outcomes. We employ a variety of teaching methods to ensure Religious Education is a lively, active subject. These include discussions, recording, drama, art, music, the use of artefacts, stories, visits and periods of stillness and reflection. We include activities that challenge pupils, promote independent enquiry, promote creative thinking, enable collaboration and enable opportunities for pupils to organise and reflect upon their own learning. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values and enable children to build on their own experiences. Where possible, we want our pupils to have opportunities to encounter local faith communities through visits to places of worship or visits from members of religious and non-religious communities.

Assessment and monitoring

Assessment is related to End of Phase Outcomes and expectations, which focus on knowledge, understanding and skills **SEE APPENDIX**. Within each unit of work, learning outcomes are presented that relate to the End of Phase Outcomes. These unit learning outcomes are specifically related to the knowledge and skills required to address key questions and relate to the three elements of the teaching and learning approach-Making Sense of Beliefs, Understanding the Impact and Making Connections. The spiral nature of the curriculum means that pupils will encounter some of the same concepts in different questions at different stages. Exploring the same concepts again, from a different perspective and using different materials is essential to support pupils' ability to connect ideas and develop a coherent understanding of religion and belief, consolidating and embedding learning.

During Religious Education lessons, learning intentions are shared with the children and pupils are encouraged to develop skills to enable them to self assess their own progress and to understand how to improve their work in RE. Throughout the unit, teachers should be aware of how far pupils achieve the outcomes, so as to guide their next steps in teaching and learning. Each teacher is responsible for regular assessment, through questioning, observation and marking. RE will be assessed against the End of Phase Outcomes in order to

make an overall judgement as to whether children are: working towards, at expected, at greater depth. Parents receive an annual report containing attainment and progress in Religious Education. The Governor who has responsibility for Religious Education and the subject leader, will monitor RE in line with the School Development Plan, through learning walks, lesson observation and book/planning scrutiny.

The Religious Education Self Evaluation document is completed by Foundation Governors, the Head teacher, staff and parents.

There are numerous ways in which our children demonstrate that our RE curriculum is effective, for example the quality of responses in RE books, their verbal responses, photos, their reflections, their use of quality questions, the ability to make links/connections and through pupil voice.

The right of Withdrawal from Religious Education

At St George's school, we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from Religious Education. We would ask any parent considering this to contact the Head teacher to discuss any concerns or anxieties about the policy, provision and practices of Religious Education.

RE Long term plan

EYFS	Autumn	Spring	Summer
Cycle A	The natural world CREATION/GOD Christianity F1 Why is the word God so important to Christians? Harvest, Diwali, Remembrance day, Advent, Christmas	Special times SALVATION Christianity F3 Why is Easter special for Christians? Lent, Easter	Special places THEMATIC F5 Which places are special and why? Eid, Shavuot, St George's day

EYFS	Autumn	Spring	Summer
Cycle B	Myself INCARNATION Christianity F2 Why is Christmas special for Christians? Harvest, Diwali, Remembrance day, Advent, Christmas	Special stories GOSPEL Christianity F6 Which stories are special and why? Lent, Easter	Special things THEMATIC F4 Being special, where do we belong? Eid, Shavuot, St George's day

Key Stage One CYCLE A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1.2 Who do Christians say made the world? CREATION Christianity Builds on unit F1, exploring Christian ideas about Creation Leads onto units 1.9, L2.1 and U2.2 that develops an understanding of Christian beliefs about Creation	1.3 Why does Christmas matter to Christians? INCARNATION Christianity Builds on from unit F2, exploring Christian ideas about Incarnation Leads onto units L2.3 and U2.3 that develop an understanding of Christian beliefs about Incarnation, Trinity and the Messiah	1.7 Who is Jewish and how do they live? GOD TORAH GOD'S PEOPLE Judaism Builds on from F6, exploring stories special for Jewish people Leads onto 1.10 and 1.9 that develop an understanding of being part of a Jewish community and Jewish beliefs about creation and stewardship Leads onto L2.10 and U2.9 exploring festivals, family and the Torah	1.1 What do Christians believe God is like? GOD Christianity Builds on F1, exploring Christian ideas about God Leads onto L2.3 and U2.1 that develops an understanding of Christian belief about God	1.10 What does it mean to belong to a faith community? THEMATIC Christianity Judaism Builds on F4, exploring community and belonging Leads onto L2.11 which explores how people from different communities mark significant events in life	1.9 How should we care for the for others and the world and why does it matter? THEMATIC Christianity Judaism Builds on F1, 1.2, 1.9, exploring Christian ideas about Creation Leads onto L2.1, U2.2 and L2.12 that develop an understanding Creation and how Christians, Jews, Muslims and people with non-religious worldviews try to make the world a better place

Key Stage One CYCLE B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1.4 Double unit What is the good news Christians believe Jesus brings? GOSPEL Christianity Builds on F2, F3, F6 and 1.3, exploring Christian beliefs about Jesus Leads onto L2.4 and U2.4 that develop an understanding of Christian beliefs about Gospel	1.4 Double unit What is the good news Christians believe Jesus brings? GOSPEL Christianity Builds on F2, F3, F6 and 1.3, exploring Christian beliefs about Jesus Leads onto L2.4 and U2.4 that develop an understanding of Christian beliefs about Gospel	1.6 Who is a Muslim and how do they live? (part 1) GOD TAWHID IBADAH Islam Builds on F4, F5 and F6 where pupils are introduced to Islam Leads onto 1.6, L2.9 and U2.8 that develops an understanding of Muslim beliefs about God Tawhid and Ibadah	1.5 Why does Easter matter to Christians? SALVATION Christianity Builds on F3, exploring Easter and 1.4 which explored Christian beliefs about Jesus Leads onto L2.5 and U2.5 that develop an understanding of Christian beliefs about Salvation	1.6 Who is a Muslim and how do they live? (part 2) GOD TAWHID IBADAH Islam Builds on F4, F5, F6 and 1.6 where pupils are introduced to Islam, G-d, Tawhid and Ibadah Leads onto L2.9 and U2.8 that develops an understanding of Muslim beliefs about God Tawhid and Ibadah	1.8 What makes some places sacred to believers? THEMATIC Christianity Islam Judaism Builds on F5 exploring special places and 1.3, 1.1, 1.4, 1.5, 1.6 which are systematic studies of Christians and Muslims

Lower Key Stage 2 CYCLE A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
L2.2 What is it like for someone to follow God? PEOPLE OF GOD Christianity Leads onto U2.11 which develops an understanding of the People of God concept	L2.3 What is the Trinity and why is it important for Christians? INCARNATION/GOD Christianity Builds on from F1, F2, 1.3 and 1.1 where pupils are introduced to the Christian beliefs about Incarnation and God Leads onto U2.1 and U2.3 which develop an understanding of Christian beliefs about God, and Incarnation	L2.9 How do festivals and worship show what matters to Muslims? IBADAH Islam Builds on from units F4, 1.6 where pupils are introduced to and explore Muslim beliefs about Ibadah Leads onto U2.8 which develops an understanding of Islamic beliefs of Ibadah and Tawhid in action	L2.10 How do festivals and family life show what matters to Jewish people? GOD/TORAH/PEOPLE/THE LAND Judaism Builds on from 1.7 where pupils explore Jewish beliefs about God and Jewish ways of life Leads onto unit U2.11 which develops an understanding of the People of God concept and U2.9 which develops an understanding of why the Torah is important to Jewish people	L2.1 What do Christians learn from the Creation story? CREATION/FALL Christianity Builds on from F1, 1.2, and 1.9 where pupils explore Christian beliefs about creation Leads onto U2.2 which develops an understanding of Christian beliefs about creation linked to the fall in Genesis	L2.12 How and why do people try to make the world a better place? THEMATIC Christianity Judaism Islam Builds on from 1.9 where pupils explore Christian and Jewish ideas about creation and ways of caring for people in the world Leads onto U2.10 which develops an understanding of actions, values and religious and nonreligious worldviews

Lower Key Stage 2 CYCLE B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
L2.4 What kind of world did Jesus want? GOSPEL Christianity Builds on from 1.4 exploring the Christian concept of Gospel Leads onto U2.4 that develops an understanding of the Christian concept of Gospel	L2.6 For Christians what was the impact of Pentecost? KINGDOM OF GOD Christianity Builds on from F3 and 1.5 exploring Easter Leads onto U2.6 that develops an understanding of Christian beliefs about Kingdom of God	L2.7 What do Hindus believe God is like? HINDU DHARMA ATMAN BRAHMAN Hinduism Builds on from F4 where pupils were introduced to Hindu Dharma Leads onto L2.8 and U2.7 that develop an understanding of what it might be like to be a Hindu in Britain today, Hindu Dharma, Atman, Karma and Moksha	L2.5 Why do Christians call the day that Jesus died 'Good Friday'? SALVATION Christianity Builds on from F3 and 1.5 where pupils explored Christian beliefs about Salvation Leads onto U2.5 that develops an understanding of Christian beliefs about Salvation	L2.8 What does it mean to be a Hindu in Britain today? HINDU DHARMA Hindu Dharma Builds on from F4 and L2.7 where pupils were introduced to Hindu Dharma and Atman Leads onto U2.7 that develops an understanding of Hindu Dharma, Atman, Karma and Moksha	L2.11 How and why do people mark the significant events of life? THEMATIC Christianity Judaism Islam Non-religious world views Builds on from F4 where pupils were introduced to key life events and ceremonies linked to them

Upper Key Stage Two CYCLE A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
U2.1 What does it mean if Christians believe God is holy and loving? GOD Christianity Builds on from 1.1 and L2.3 exploring Christian ideas about God and Incarnation Leads onto U2.2, U2.11, U2.4, U2.3, U2.5 and U2.6 that develop an understanding of the Christian concepts in line with the 'Big Story' of the Bible	U2.8 What does it mean to be a Muslim in Britain today? IBADAH/TAWHID Islam Builds on from F4, F5 and F6 where pupils are introduced to Islam Builds on from 1.6 and L2.9 where pupils explored Muslim beliefs about Ibadah and Tawhid in action	U2.9 Why is the Torah so important to Jewish people? TORAH/GOD Judaism Builds on from 1.7 and L2.10 where pupils explored the Jewish beliefs about God, Jewish ways of life and why the Torah is important to Jewish people Builds on from the thematic units L2.12 and L2.11 where pupils focused on how Jewish people try to make the world a better place and mark significant life events	U2.2 Creation and science, conflicting or complimentary? CREATION Christianity Builds on from F1, 1.2, 1.9, L2.11 and U2.2 where pupils explored creation Leads onto U2.4, U2.3, U2.5 and U2.6 that develop understanding of the Christian concepts in line with the 'Big Story' of the Bible	U2.5 What do Christians believe Jesus did to save people? SALVATION Christianity Builds on from F3, 1.5, L2.5 where pupils explored Christian beliefs about Salvation	U2.10 What matters most to Humanists and Christians? THEMATIC Christianity Humanism Builds on from L2.11 where pupils were introduced to key life events and ceremonies linked to them

Upper Key Stage Two CYCLE B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
U2.4 How do Christians decide how to live? What would Jesus do? GOSPEL Christianity Builds on from 1.4 and L2.4 where pupils explored Christian beliefs about the Gospel	U2.3 Why do Christians believe that Jesus was the Messiah? INCARNATION Christianity Builds on from F2, 1.3 and L2.3 which explored the understanding of Christian beliefs about Incarnation	U2.7 Why do Hindus want to be good? HINDU DHARMA ATMAN KARMA MOKSHA Hindu Dharma Builds on from F4 in which pupils are introduced to Hindu Dharma, alongside L2.7 and L2.8 that explored the understanding of Hindu Dharma, Atman, Karma and Moksha	U2.11 What does it mean to be a Humanist in Britain today? Humanism Builds on from 1.9, 1.10, L2.11, L2.12 and U2.10 where pupils explored Humanism Leads onto U2.12	U2.6 For Christians, what kind of king is Jesus? KINGDOM OF GOD Christianity Builds on from L2.6 that developed an understanding of Christian beliefs about the Kingdom of God and sources of wisdom on this	U2.12 How does faith help people when life gets hard? THEMATIC Builds on from L2.11 and U2.10 that developed an understanding of non religious worldviews, specifically Humanism

Unit Key Questions

Understanding Christianity

Reception	F1 Why is the word <i>God</i> so important to Christians? Creation F2 Why is Christmas special for Christians? Incarnation F3 Why is Easter special for Christians? Salvation
KS1	1.1 What do Christians believe <i>God</i> is like? God 1.2 Who do Christians say made the world? Creation 1.3 Why does Christmas matter to Christians? Incarnation 1.4 What is the Good News Christians believe Jesus brings? Gospel (Double unit) 1.5 Why does Easter matter to Christians? Salvation
Lower KS2	L2.1 What do Christians learn from the Creation story? Creation/Fall L2.2 What is it like for someone to follow <i>God</i>? People of God L2.3 What is the Trinity and why is it important for Christians? God/Incarnation L2.4 What kind of world did Jesus want? Gospel L2.5 Why do Christians call the day Jesus died Good Friday? Salvation L2.6 For Christians, what was the impact of Pentecost? Kingdom of God
Upper KS2	U2.1 What does it mean if Christians believe <i>God</i> is holy and loving? God U2.2 Creation and science, conflicting or complementary? Creation/Fall U2.3 Why do Christians believe Jesus was the Messiah? Incarnation

	U2.4 How do Christians decide to live? What would Jesus do? Gospel
	U2.5 What do Christians believe Jesus did to save people? YR5 Salvation
	U2.6 For Christians, what kind of king is Jesus? Kingdom of God

End of Phase Outcomes

Teaching and learning approach	End of KS1 Pupils can...	End of lower KS2 Pupils can...	End of upper KS2 Pupils can
Element 1 Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways and developing skills of interpretation	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers	Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the core concepts studied Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority

Element 2 Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice	Make clear connections between what people believe and how they live individually and in communities Using evidence and examples, show how and why people put their beliefs into practice in different ways
Element 3 Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied and the ideas studied to challenge pupils' thinking; discerning possible connections	Think, talk and ask questions about whether the ideas they have been studying have something to say to them Give a good reason for the views they have and the connections they make	Make links between some beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Give good reasons for the views they have and the connections they make	Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently Consider and weigh up how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

between these
and pupils' own
lives and ways of
understanding the
world