



Luxulyan School

Embracing Community, Shaping Futures

Luxulyan School Spiritual, Moral, Social and Cultural development Programme

	Aspect	Early Years	Key stage 1	Key stage 2
Spiritual	Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life.	<p>In EYFS, children begin to talk about the beliefs of their immediate family and community, recognising that people have different beliefs and celebrate special times in different ways. They listen to religious and modern-day stories and compare and contrast characters, including figures from the past.</p> <p>RE Units - Children explore the questions 'Why is Christmas Special for Christians?' and 'Why is Easter special for Christians?'. As part of these units they make connections with personal experiences.</p> <p>RE Unit – 'Being Special: where do we belong?' – children talk about belonging to a family, school community etc and share</p>	<p>Children develop their awareness of religion and worldviews in Key stage 1, focusing on conceptual knowledge through the study of a limited range of religions and worldviews represented in the UK, including Christianity.</p> <p>RE – In Key Stage 1, children explore the questions 'What do Christians believe God is like?', 'Who do Christians say made the world?', 'Why does Christmas matter to Christians?' and 'Why does Easter matter to Christians?'</p> <p>History – Kapow Y1/Y2 children learn about changes in living memory through the topics 'How am I making History?', 'How have toys changed?', 'What is History?' and 'How was school different in the past?'</p>	<p>Children build knowledge they can refer to throughout their learning in Key stage 2 while encountering a greater range of religions and worldviews and considering further the diverse nature of religious and non-religious lived experience.</p> <p>Opening Worlds RE – In Y4 Christianity 1 – The family of Jesus, children explore the question 'Why is the idea of 'Messiah' so important to Christians?'</p> <p>Opening Worlds RE – In Y4 Christianity 2 – The birth of Jesus, children explore the question 'How do Christians express their beliefs about Jesus at Christmas time?'</p> <p>Opening Worlds RE – In Y4 Christianity 3 – Life and teachings of Jesus, children explore the</p>

		<p>occasions when things have happened in their lives that make them feel special.</p> <p>Theme – Let’s Celebrate - Children explore the significance of various festivals including Diwali, Hannukah and Christmas, through stories, images and creative activities; learning about the customs and meanings behind these celebrations.</p>		<p>question ‘How does the life and teaching of Jesus affect the way in which Christians live?’</p> <p>Opening Worlds RE – In Y4 Christianity 4 – The death and resurrection of Jesus, children explore the question ‘What does the death and resurrection of Jesus mean in Christian traditions?’</p>
	<p>Knowledge of and respect for different people’s faiths, feelings and values.</p>	<p>RE Unit – ‘What stories are special and why?’ - listening to different stories, children will explore what they can learn about people’s beliefs. They will understand that stories have the power to inspire and teach, encouraging people to do good things, which makes stories special.</p> <p>RE Unit – ‘What places are special and why? – children learn that some religious people have places which have special meaning for them. Children explore things that are special and valued in a place of worship.</p> <p>RE – ‘Being Special: where do we belong?’ – children learn about</p>	<p>RE Units – ‘Who is Jewish and how do they live part 1 and part 2?’ and ‘Who is Muslim and how do they live part 1 and part 2?’ – children explore what different people believe and what difference this makes to how people live</p> <p>Re Unit – ‘What does it mean to belong to a faith community?’ – children think about belonging an how Christians, Muslims and Jews show they belong to a faith community</p> <p>Weekly newsround Weekly picture news assemblies Daily stories – choice of texts covers a range of cultures, beliefs and values.</p>	<p>Opening Worlds RE Y3, children learn about Hinduism through units on : ‘A Hindu Story’ They explore the question ‘What does the story of Rama and Sita mean to Hindu peoples?’ ‘More Hindu Stories’ They explore the question ‘What do Hindus learn from Vishnu’s stories and symbols?’ ‘Even more Hindu stories’ They explore the question ‘How do Hindus show their devotion?’</p> <p>Opening Worlds RE Y6, Sikhism 1 – The teaching of the Gurus. Children learn how Sikhs use their stories and sayings in their everyday lives.</p>

		<p>how babies are welcomed in the Muslim tradition and how Hindu brothers and sisters show their love for each other at a festival</p> <p>Theme – Let’s Celebrate - Children explore the significance of various festivals including Diwali, Hannukah and Christmas, through stories, images and creative activities; learning about the customs and meanings behind these celebrations.</p> <p>Weekly picture news assemblies Daily stories – choice of texts covers a range of cultures, beliefs and values.</p>		<p>Christmas Carol Service for KS2 at the local church Weekly newsround Weekly picture news assemblies</p>
	<p>Sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>	<p>RE Unit – ‘Why is the word God so important to Christians?’ – children think about the wonders of the natural world, expressing ideas and feelings and talk about what people do to mess up the world and what they can do to look after it.</p> <p>Theme – Marvellous Me - Children explore the different ways people are special; using stories, discussions and creative activities to learn about what makes themselves, people</p>	<p>RE Units – Children explore the questions ‘How should we care for the world and for others, and why does it matter?’ and ‘Who do Christians say made the world?’</p> <p>Kapow History Y1/Y2 unit ‘How was school different in the past?’ Children develop an understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities</p>	<p>Opening Worlds RE Y3 Judaism 3 - Samuel, Saul, David and the Kingdom Children explore the question ‘How do Jews today show the importance of the Jewish Temple and the kingdom of Israel?’</p> <p>Geography units on Rivers, Mountains, Settlements, Agriculture, Volcanoes, Climate and Biomes in Y3.</p> <p>Geography units on The Rhine and the Mediterranean,</p>

		<p>around them and in the community special.</p> <p>Theme – Let’s Celebrate - Children explore the significance of various festivals including Diwali, Hannukah and Christmas, through stories, images and creative activities; learning about the customs and meanings behind these celebrations.</p> <p>Theme – The Circle of Life – Children learn about growing and changes focusing on themselves, animals and plants. They consider how they can help to look after the planet.</p> <p>Theme – Amazing Adventures – Children explore and learn about a range of different environments through stories.</p> <p>Theme – Blue Planet – Children learn about the beach and the sea. They also find out about plastic pollution and the impact it has.</p> <p>Trips – Lost Gardens of Heligan, Eden Project, Beach trip</p>	<p>and differences; using a range of sources to recognise continuity between children’s lives past and present.</p> <p>Kapow Geography Y1/Y2 unit ‘What is it like here? Locating where they live on an aerial photograph and recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.</p> <p>Geography unit ‘Would you prefer to live in a hot or cold place?’ Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.</p> <p>Geography unit ‘What can you see at the coast?’ Naming and</p>	<p>Population, Coastal processes and landforms, Tourism, Earthquakes and Deserts in Y4. Geography units on Why is California so thirsty?, Oceans, Migration, North and South America, The Amazon and The Interconnected Amazon in Y5.</p> <p>Geography units on Energy and Climate change, Ethiopia, Changing Birmingham, Jamaica and a Local Enquiry unit in Y6.</p> <p>Trips Community based projects such as developing the Glebe Land, Cornwall Heritage and Friends of Luxulyan Valley.</p>
--	--	---	---	--

			<p>locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.</p> <p>Trips and visitors linked to the curriculum</p>	
<p>All Art and Design and Design Technology units promote a sense of enjoyment and children learn about the world around them.</p> <p>In English, enjoyment is shared through love of reading, choice of texts to engage children and inspire writing.</p> <p>In Maths children use multiple representations to explore thinking of different methods to answer a question.</p> <p>In Science enquiry and investigations foster a sense of curiosity. Science day enables all children to explore practical science activities linked to stories and the world around them.</p>				
	<p>Use of imagination and creativity in their learning.</p>	<p>During OWL (Our Wonderful Learning) Time, children have the opportunity to use and explore resources in the art studio, craft workshop, shape and create zone, imagination station, picture production zone, build factory and construction zone that all foster and develop the use of imagination and learning.</p>	<p>Children use imagination and creativity in daily writing lessons.</p> <p>In Art in Y1 children study units on Drawing: Make your mark, Painting and mixed media: Colour splash, Sculpture and 3D: Paper play and Craft and Design: Woven wonders</p>	<p>Opening Worlds RE units allow opportunities for children to be creative and explore their understanding through art, story telling and role play activities.</p> <p>E.g. Year 3 Rama and Sita Lesson 3 – storytelling, Lesson 4 exploring art representations</p>

Children use imagination and creativity in daily writing lessons.

RE units allow opportunities for children to be creative and explore their understanding through art and role play activities.

In Art in Y2 children study units on Drawing: Tell a story, Painting and mixed media: Life in colour, Sculpture and 3D: Clay houses and Craft and Design: Map it out

RE Unit – children explore the question ‘Who do Christians say made the world?’. They explore the Christian story of creation in imaginative ways, children present their own ideas using art and language. They consider how the creation story helps some people understand what God is like.

More Hindu stories Lesson 1 – storytelling and pictorial representations of stories, Lesson 5 pictorial representations of stories

Living Hindu traditions Lesson 2 – Creating an Aum design, Lesson 6 using art to represent the festival of Teej

Opening Worlds Y4 Christianity 2 – The birth of Jesus How have Christians shown their importance in their drama, art and music?

Opening Worlds Y6 Art and Action: three Christian lives

In Art in Y3 children study units on Drawing: Growing artists, Painting and mixed media: Prehistoric painting, Sculpture and 3D: Abstract shape and space and Design: Ancient Egyptian scrolls

In Art in Y4 children study units on Drawing: Power prints, Painting and mixed media: Light and Dark, Sculpture and 3D: Mega materials and Design: Fabric of nature

In Art in Y5 children study units on Drawing: I need space, Painting and mixed media: Portraits, Sculpture and 3D:

				<p>Interactive installation and Craft and Design: Architecture</p> <p>In Art in Y6 children study units on Drawing: Make my voice heard, Painting and mixed media: Artist study, Sculpture and 3D: Making memories and Craft and Design: Photo opportunity</p>
<p>All Art and Design and Design Technology units promote children's use of imagination and creativity in their learning.</p>				
	<p>Willingness to reflect on their experiences.</p>	<p>PSHE – Aut 2 – Celebrating Difference focuses on reflecting on their experiences of their homes and why they are special to them.</p> <p>RE units usually begin with an opportunity to reflect on what is special to them – for example special places, special books, belonging.</p> <p>RE Units - Children explore the questions 'Why is Christmas Special for Christians?' and 'Why is Easter special for Christians?'. As part of these units they make connections with personal experiences</p>	<p>RE Units In Key Stage 1, children explore the questions 'Why does Christmas matter to Christians?' and 'Why does Easter matter to Christians?' – children reflect on their own experiences of Christmas and Easter.</p> <p>Children reflect on learning through editing their work. Use of restorative conversations. Use of metacognition strategies to reflect on previous learning.</p>	<p>Opening Worlds Y4 Christianity 2 – The birth of Jesus reflect on their experiences of Christmas and the Christmas story</p> <p>Opening Worlds Y5 Christian sites and space – reflect on visit to local church</p> <p>Opening Worlds Y6 Holy Spaces - Children reflect on their experiences of studying / visiting 2 religious sites.</p>

		Assemblies and Picture News always have a reflection period where children can share their reflections.		
Moral	Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.	<p>PSHE – Aut 1- Being me in my world unit focuses on managing their feelings, working with others and why it is good to be kind and use gentle hands. They discuss children’s rights including the right to learn and play. They learn about what it means to be responsible.</p> <p>RE Unit – ‘What stories are special and why?’ – children explore different religious stories and their teachings.</p>	<p>PSHE – Y1 Aut 1- Being me in my world unit focuses on rights and responsibilities and choices and consequences.</p> <p>Kapow History Y1/Y2 – What is a Monarch? – children find out the role of a monarch and compare the monarchy today with the monarchy in the past.</p> <p>RE Unit – ‘What is the ‘good news’ Christians believe Jesus brings?’ – children look at stories from the Bible and what they teach people.</p>	<p>Opening Worlds Y6 Living Sikh traditions, children learn about Sikhism in practice.</p> <p>PSHE – Y5 Aut 1- Being me in my world unit focuses on their rights and responsibilities as a member of their class, school, wider community and the country they live in.</p> <p>Opening Worlds – Y5 Living Muslim traditions, children explore the question ‘ What lies behind the traditions of hajj?’</p> <p>Opening Worlds Y6 Stories which point to truth, children will explore a variety of fables which point to truth.</p>
		<p>Children learn about the school code of conduct and British Values as part of our assemblies and in class.</p> <p>Newsround and current affairs discussions.</p> <p>Use of behaviour policy and restorative conversations.</p>		
	Understanding of the consequences of their behaviour and actions.	PSHE – Aut 1- Being me in my world unit focuses on managing their feelings, working with others and why it is good to be	PSHE – Y1 Aut 1- Being me in my world unit focuses on rights and responsibilities and choices and consequences.	World Earth Day – Y4 project with Wheal Martin to celebrate World Earth Day

		<p>kind and use gentle hands. They discuss children’s rights including the right to learn and play. They learn about what it means to be responsible.</p>		<p>Opening Worlds RE Y3 Rama and Sita Opening Worlds RE Y3 Judaism 2 - Joseph, Moses and the Exodus - The 10 commandments Opening Worlds RE Y3 Judaism 3 - Samuel, Saul, David and the Kingdom Opening Worlds RE Y5 Islam 3 – Living Muslim traditions – 5 pillars of Islam Opening Worlds RE Y5 Buddhism 1 – The prince who became the</p>
<p>Children learn about the school code of conduct part of our assemblies and in class. Use of behaviour policy and restorative conversations. Anti-bullying week activities</p>				
	<p>Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.</p>	<p>Thematic units in RE allow children to learn about different peoples viewpoints. Weekly picture news assemblies</p>	<p>RE Units – ‘Who is Jewish and how do they live part 1 and part 2?’ and ‘Who is Muslim and how do they live part 1 and part 2?’ – children explore what different people believe and what difference this makes to how people live Weekly newsround Weekly picture news assemblies Class voice sheet for school parliament</p>	<p>Opening Worlds RE In Y4, Islam 1 (Ramadan), children explore the question ‘What does ‘Ramadan mean to Muslims today?’ Opening Worlds Y5 – Buddhism 2 – Buddhist stories and traditions Children explore the question ‘What do Buddhist stories teach Buddhists about enlightenment?’ PSHE – Y3 Aut 1- Being me in my world unit focusses on rights and responsibilities, choices and consequences, working collaboratively and seeing things from other people’s point of view.</p>

				<p>Opening Worlds RE- In Y6, Reason and Revelation, children will ask big questions without reference to religion, God, holy scriptures e.g. How can I live a good life? What is good? What happened before birth? What will happen after death?</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Social</p>	<p>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.</p>	<p>EYFS and Key Stage 1 RE Units and Opening Worlds RE encourages active learning and gives many opportunities for group work across every year group as well as facilitating learning about religion and social issues.</p>		
		<p>RE Unit – ‘Being Special – where do we belong?’ – children talk about groups that they belong to.</p> <p>PSHE – In Sum 1 Relationships, they focus on making friends and knowing how to be a good friend.</p>	<p>RE Unit – ‘What does it mean to belong to a faith community?’ Children think about belonging an how Christians, Muslims and Jews show they belong to a faith community</p> <p>PSHE – In Y1 Aut2 Celebrating difference they focus on how to make friends and that it is ok to be different from their friends.</p>	<p>Year 6 languages day at Penrice</p>
<p>Children play with different year groups at playtimes Playground mentors Buddy reading Poltair partnership PE events provide opportunities for children to meet children from different backgrounds</p>				

<p>Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</p>	<p>Anti bullying week assemblies support whole school strategies to support anti-bullying. St. Austell Festival of Music and Speech Library visits Poltair sports partnership Playground leaders Luxulyan Feast Week including Carnival</p>		
	<p>PSHE – Aut 1- Being me in my world unit focuses on managing their feelings, working with others and why it is good to be kind and use gentle hands. They discuss children’s rights including the right to learn and play. They learn about what it means to be responsible.</p> <p>PSHE – Sum1 – Relationships unit focuses on strategies they can use to mend friendships and what makes a good friend.</p>	<p>PSHE – Y2Aut 1- Being me in my world unit focuses on rights and responsibilities, how to work collaboratively and how to listen to each other.</p>	<p>Stay Safe Anti-bullying workshops. Y6 School Council – fundraising events</p>
<p>Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>Daily book vote</p> <p>Themes Amazing Adventures and Blue Planet - Children explore what makes the world around them special, children will learn why the world can be special to both themselves and others. Listening to other people’s ideas about caring for the world and</p>	<p>Daily book vote</p> <p>PSHE – Y4 Aut 1- Being me in my world unit focuses on democracy linking it to school parliament.</p> <p>RE Unit – ‘What is the ‘good news’ Christians believe Jesus brings?’ – children look at stories</p>	<p>Opening Worlds Y5 RE – Islam 2 – The story of the prophets Children explore the question ‘What do Muslims learn from the prophets as role models?’ Sikhism 1 – The teaching of the Gurus Children explore the question ‘How do Sikhs use their stories and sayings in their everyday lives?’</p>

		<p>discussing reasons why this is important.</p> <p>RE Unit – ‘What stories are special and why?’ – children explore different religious stories and their teachings.</p>	<p>from the Bible and what they teach people.</p> <p>Kapow History Y1/2 Unit ‘What is a monarch?’ Finding out about the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p>	<p>PSHE – Y5 Aut 1- Being me in my world unit focuses on democracy and how it benefits the school and how they can contribute to it.</p> <p>PSHE – Y6 Aut 1- Being me in my world unit focuses on the United Nations Convention on the rights of the child.</p> <p>School Council St.Pirans Day March</p>
		<p>The idea that not all people of faith are the same is explored throughout RE and Opening Worlds, emphasising individual liberty and the consequences of personal choice.</p> <p>Remembrance Day assembly with 2 minute silence to reflect.</p> <p>British values assemblies throughout the year focus on developing children’s understanding of the British values. These are embedded through weekly Picture News assemblies which always give time for children to reflect.</p>		
Cultural	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p>	<p>Whole school Harvest assembly Children collect food for the local food bank St. Piran’s Day assembly Go Cornish for Primary Schools Gorsedh Kernow Young People’s Awards Link with Cornwall Heritage and Luxulyan Viaduct</p>		
		<p>Daily stories/reading texts link to different cultures</p> <p>RE Unit – ‘What places are special and why?’ Children</p>	<p>Daily stories/reading texts link to different cultures</p> <p>Kapow History Unit Y1/2 ‘What is History?’</p>	<p>Opening Worlds Y5 Christianity 5 The message of Jesus spreads Children explore the question ‘How did Christianity develop in</p>

		<p>Investigate what makes places special and significant to different people. Starting by discussing places that are special to them, they will learn about religious buildings and places of worship and discuss the importance of these places to others</p> <p>RE Unit – ‘What stories are special and why?’ Listening to different stories, children will explore what they can learn about people’s beliefs. They will understand that stories have the power to inspire and teach, encouraging people to do good things, which makes stories special.</p>	<p>Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born. Exploring what holidays were like in the past through asking questions and examining photographs.</p> <p>RE Unit – children explore the questions ‘What makes some people and places in Cornwall special?’</p>	<p>the early Church and how do we know? History curriculum in Y3 units on Ancient Egypt, Cradles of Civilisation, Indus Valley Civilisation, Persia and Greece, Ancient Greece and Alexander the Great. History curriculum in Y4 units on The Roman Republic, The Roman Empire, Roman Britain, Christianity in three empires, Islamic Civilisations (Arabia and Early Islam) and Islamic Civilisations (Muslim Cordoba) History curriculum in Y5 units on Islamic Civilisations (Baghdad – the round city), Anglo-Saxon Britain, Vikings in Britain (Lady of the Mercians), Norse Culture, Vikings in Britain (Changing rulers, Changing worlds) and a Local History Study. History curriculum in Y6 units on The Maya, Medieval African Kingdoms, Cities in time (Shock cities), Cities in time, Britain in the era of the Second World War and a Local History Study.</p>
	<p>Understanding and appreciation of the range of different cultures within academy and further afield as an essential element of their</p>	<p>Daily stories/reading texts link to different cultures</p>	<p>Daily stories/reading texts link to different cultures</p>	<p>Opening Worlds Y3 Judaism 2 – Joseph, Moses and the Exodus.</p>

<p>preparation for life in modern Britain.</p>	<p>Thematic RE units – children explore the questions ‘Being Special: where do we belong?’, ‘What stories are special and why?’ and ‘What places are special and why?’.</p> <p>Themes – Marvellous Me, Let’s Celebrate and Amazing Adventures – allow children to explore different cultures</p>	<p>RE Units – ‘Who is Jewish and how do they live part 1 and part 2?’ and ‘Who is Muslim and how do they live part 1 and part 2?’ – children explore what different people believe and what difference this makes to how people live</p> <p>Re Unit – ‘What does it mean to belong to a faith community?’ – children think about belonging and how Christians, Muslims and Jews show they belong to a faith community</p>	<p>Children explore the question ‘Why do Jews celebrate the festival of Passover?’</p> <p>Opening Worlds Y3 Hinduism 3: Even more Hindu stories Children explore the question ‘How do Hindus show devotion?’</p> <p>Opening Worlds Y5 Islam 3 – Living Muslim traditions Children explore the question ‘What lies behind the traditions of Hajj?’</p> <p>Opening Worlds Y5 Christianity 6 - Living Christian traditions Children explore the question ‘How are Christian beliefs and practices around the world similar and different?’</p> <p>Opening Worlds Y5 - Buddhism 2 – Buddhist stories and traditions Children explore the question ‘What do Buddhist stories teach Buddhists about enlightenment?’</p> <p>Opening Worlds Y6 Sikhism 2 – Living Sikh traditions</p>
<p>Ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>	<p>Daily stories/reading texts link to different cultures</p> <p>Picture News</p> <p>Themes – Marvellous Me, Let’s Celebrate and Amazing Adventures – allow children to explore different cultures and compare similarities and differences</p>	<p>Daily stories/reading texts link to different cultures</p> <p>Assemblies</p> <p>Newsround and Picture News</p> <p>Kapow History curriculum / Geography curriculum (see above)</p>	<p>Opening Worlds Y5 Christianity 6 Living Christian traditions Children explore the question ‘How are Christian beliefs and practices around the world similar and different?’</p>

		Thematic units in RE allow children to compare different religions.	Thematic units in RE allow children to compare different religions.	
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	Daily book vote	Daily book vote		Luxulyan School Council Year 5/6 trip to Parliament
	<p style="text-align: center;">School Council meetings British values assemblies Newsround Picture news assemblies</p>			
Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.	<p>St.Austell Speech and Music festival Go Cornish for Primary Schools Awards Poltair sports partnership St.Piran's Day Parade CELT choir festival CELT dance show Luxulyan Feast Week Carnival</p>			
Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	<p>RE includes enquiries across the principal world faiths. Enquiries include learning about the Persian New Year, a pilgrimage to the River Ganges, the significance of the Hajj and the importance of The Golden Temple.</p>			
	Thematic units in RE allow children to explore and compare different religions. Themes – Marvellous Me, Let's Celebrate and Amazing	In RE units, children are introduced to a range of worldviews. They begin to explore the four key concepts: beliefs, practices, wisdom and morality, and community and		Opening worlds Y3: Abraham, Isaac and Jacob Children learn how stories from the Hebrew bible shaped Judaism. They explore the question ' Why is the

		<p>Adventures – allow children to explore different cultures and compare similarities and differences</p>	<p>belonging. Lessons draw on the children's experiences and ideas to help them begin to consider their positionality, thinking about their own beliefs while being open to new ideas.</p>	<p>promised land so important in Judaism? Opening Worlds Y3 Hinduism 3: Even more Hindu stories Children explore the question 'How do Hindus show devotion?' Opening Worlds Y5 Islam 3 – Living Muslim traditions Children explore the question 'What lies behind the traditions of Hajj?' Opening Worlds Y5 Christianity 6 - Living Christian traditions Children explore the question 'How are Christian beliefs and practices around the world similar and different?' Opening Worlds Y5 - Buddhism 2 – Buddhist stories and traditions Children explore the question 'What do Buddhist stories teach Buddhists about enlightenment?' Opening Worlds Y6 Sikhism 2 – Living Sikh traditions PSHE – In Y5 Aut2 Celebrating difference they focus on culture and cultural differences and respecting other people's cultures.</p>
--	--	---	--	---