



Religious Education Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1 / Summer 2</u>		
E Y F S	<p>LAS Unit Myself</p> <p><i>(General EYFS - Understanding themselves/bodies/self-control)</i></p> <p>Start with the child then Introduce people who belong to a religious group – Jehovah’s Witness. Christian’s visiting churches for worship, Muslims community festival, Sikhs helping out at the Gurdwara.</p> <p>Exploration generally of how religion is important to people.</p> <p>Diocese- Myself My friends</p> <p>ADD IN STORIES</p>	<p>LAS Unit Special people to me</p> <p><i>(General EYFS Family members/friendships in school)</i></p> <p>Significant people in a religious faith</p> <p>Introduce prophet Mohammed and Jesus. As well as those important people around the children.</p> <p>Special times for me and others Birthdays Key events in life</p> <p>Diwali (fireworks/colour) Christmas (nativity play) Eid (to be discussed if any Muslim children in class)</p>	<p>LAS Unit Our Special Books</p> <p><i>(General EYFS Links to traditional tales/stories)</i></p> <p>Stories from religions – reminder of the nativity</p> <p>Focus on the important books for members of a religious group (My First Qur’an Story book, My First Bible)</p> <p>How religious people treat their books.</p> <p>Jonah & the Whale Prophet Muhammed & the Spider</p>	<p style="background-color: cyan;">VISIT TO THE STUMP</p> <p>LAS Unit Our Special Things</p> <p><i>(General EYFS link to teddy etc)</i></p> <p>Introduce objects that are important to members of a religious group e.g. cross, subha beads, prayer mat etc. Use senses to do this.</p>	<p>LAS Unit Our Special Places</p> <p><i>(General EYFS - special places – house beach etc, also make the flower garden - growing)</i></p> <p>Introduce places of worship e.g. church, mosque</p> <p>My Senses</p> <p>How can artefacts be used in the place of special place.</p>	<p>LAS Unit Our Beautiful World</p> <p><i>(General EYFS - Link with wildflower garden and vegetable patch, pollinators etc.)</i></p> <p>Exploring beliefs about the natural world.</p> <p>Christian and Jewish creation story</p> <p>What is our duty of care to the natural world? How should human beings relate to the natural world. Stewardship – in Christianity and Judaism and every living thing being part of Brahma.</p>	



Religious Education Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1/ Summer 2</u>
					VISIT TO ZION CHURCH
Y1	<p>LAS Compulsory</p> <p>God – Christianity STORY</p> <p>What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc.</p> <ul style="list-style-type: none"> • God’s encounters with people in the Old Testament e.g. Moses, Abraham, Noah • God as a guide • God as faithful • God as protector • God has a plan <p>What do stories in the New Testament tell Christians about Jesus?</p> <ul style="list-style-type: none"> • His life and teachings (parables) • Miracles • His followers 	<p>LAS Compulsory</p> <p>Community – Christianity PERSONAL EXPRESSION</p> <p>What do Christians do to express their beliefs?</p> <ul style="list-style-type: none"> • Through developing a sense of community with other Christians, e.g. by attending church, taking part in prayer events, Bible study • Through worship - different types of churches, styles of worship • Through personal devotion – commitment to God shown through prayer, actions, e.g. baptism, confirmation – (Matthew 3-13-17) • Through everyday actions and behaviour towards other people <p>Which celebrations are important to Christians? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?</p> <ul style="list-style-type: none"> • Key festivals such as Christmas, Easter and Pentecost – what happens and why (stories, practices and beliefs) 	<p>LAS Compulsory</p> <p>God – Islam STORY</p> <p>How is Allah described in the Qur’an?</p> <ul style="list-style-type: none"> • Tawhid (Oneness of Allah), Creator, provider of all good things • 99 names of Allah <p>What do Muslims learn about Allah and faith from the Qur’an?</p> <ul style="list-style-type: none"> • The Qur’an and why it is special - the revealed book for Muslims • Stories which help Muslims understand the power of Allah, e.g. the Night of Power, creation story 	<p>LAS Compulsory</p> <p>Community – Islam PERSONAL EXPRESSION</p> <p>What do Muslims do to express their beliefs?</p> <ul style="list-style-type: none"> • Ibadah (worship and belief in action) - use of significant objects, e.g. prayer beads, prayer mats, compass • Worship in the home • Respect for teachers and elders <p>Which celebrations are important to Muslims?</p> <ul style="list-style-type: none"> • Festivals: the importance of Eidul-Fitr (end of Ramadan) and Eidul-Adha (Ibrahim’s test of faith) 	<p>LAS – Additional Unit</p> <p>Places of worship including Christianity</p> <p><i>Must include one other faith or world view – include Buddhist temple and Jewish Synagogue</i> https://www.bbc.co.uk/bitesize/topics/z99q7yc/articles/zh9xm39</p> <p>Choose three key objects, features or symbols and look at: what they tell us about beliefs about God/humans/the world around them - how they are used in practice – i.e. <i>what impact they have on the community.</i></p>



Religious Education Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1 / Summer 2</u>
			VISIT TO A CATHEDRAL SP1 OR SP2		
Y2	<p>LAS Compulsory</p> <p>Being Human - Islam FAITH IN EVERYDAY LIFE</p> <p>Belonging - What does it mean and why does it matter?</p> <p>When being part of the community what does that mean and how do Muslims behave?</p> <ul style="list-style-type: none"> • Imam (Faith), Sha'adah (statement of faith) • Akhlaq (character, moral conduct) • Serving others, supporting the poor, e.g. Zakah, almsgiving • Stories about Muhammed and other Prophets, e.g. Ibrahim • Examples of stories and teaching, e.g. Abdullah, the Servant of God <p><i>Introduce the Five Pillars of Islam</i></p>	<p>LAS Compulsory</p> <p>Life Journeys – Islam EXPRESSIONS OF BELONGING</p> <p>Muslims celebrating birth Family life - How does this enhance the sense of belonging? – importance of ummah and shariah.</p> <ul style="list-style-type: none"> • Birth of a baby as a blessing - aqiqah ceremony, why belonging is special • Call to prayer (Adhaan) into baby's ear and taste of something sweet • Shaving of head, weighing of hair • Naming – after prophets/important Muslims – compare to Christian baptism (Y1) 	<p>LAS Compulsory</p> <p>Being Human –Christianity FAITH IN EVERYDAY LIFE</p> <p>What does the Bible say about how Christians should treat others and live their lives?</p> <ul style="list-style-type: none"> • Parables (e.g. the Good Samaritan), Creation Story (people should look after what God has made). • Adam and Eve – making choices • Humans are created equal and special • Jesus' teaching – treat each other as special and equal, e.g. the Greatest Commandment (Mark 12:30-31), the Golden Rule (Matthew 7:12) <p>How can Christian faith and beliefs be seen in the actions of inspirational Christians?</p> <ul style="list-style-type: none"> • Examples from the Bible, e.g. Daniel, Noah, David, Esther, Jonah, Mary, the disciples. 	<p>LAS Compulsory</p> <p>Life Journey-Christianity BEGINNING AND BELONGING</p> <p>What do Christians do to celebrate birth?</p> <ul style="list-style-type: none"> • Birth (christening, dedication), meaning of actions and symbols <p>What does it mean and why does it matter to belong?</p> <ul style="list-style-type: none"> • What belonging means to individual Christians in the locality • The church's role in bringing people together, e.g. during key festivals such as Christmas and Easter 	<p>LAS Additional Unit</p> <p>Thankfulness</p> <p><i>Must include at least one religion/worldview other than Christianity and Islam.</i></p> <p>Include Sukhot in Judaism and Holi in Hinduism</p>



Religious Education Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1/Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
				VISIT TO A SYNAGOGUE	
Y3	<p>LAS Compulsory</p> <p>God – Hinduism STORY</p> <p>How are deities and key figures described in sacred texts ad stories?</p> <ul style="list-style-type: none"> • Key scriptures - Vedas, Bhagavad Gita, Ramayana, Mahabharata • Key themes in the Mahabharata – doing the right thing, making ethical choices • Creation stories and stories about deities and key figures • Concept of Trimurti – Brahma, Vishnu, Shiva. Other deities, e.g. Ganesh, Lakshmi, Pavati <p>What might Hindus understand about the Divine through these stories?</p> <ul style="list-style-type: none"> • Sanatana Dharma (Eternal Way) – to find one’s path to Brahman, being a right human being • One God (Brahman), Ultimate Reality, symbolised in diverse forms/formless, male and female, with different images and names, e.g. Rama and Sita, Krishna, Shiva, Ganesh <p>What is the purpose of visual symbols in the mandir?</p> <ul style="list-style-type: none"> • Key symbols: Om/Aum, swastika, lingam, Nandi, Ganesh, lotus flower, murtis • Puja tray: symbolic items include water, a bell, food and incense 	<p>LAS Compulsory</p> <p>God – Islam SYMBOL & FAITH AND BELIEF IN ACTION</p> <p>How do the main concepts in Islam reveal the truth about Allah?</p> <ul style="list-style-type: none"> • Tawhid (Oneness of God) and its reflection in the Shahadah – statement of faith. • God as creator – created the universe to be in harmony Muslim (‘in submission’ to the will of God) Human beings created to be abd (servant) and khalifa (regent) to help him keep things in harmony. • The straight path (shariah) to help maintain this harmony. • The connection between iman (faiths/belief) and ibadah (worship/practice) – the ways in which key practices express Muslim beliefs is through the five Pillars of Islam <p>INTRODUCE FIVE PILLARS OF ISLAM AND WHAT THEY ARE.</p> <p>(Purpose of religious and visual symbols in a mosque)</p> <ul style="list-style-type: none"> • Masjid, ‘place of prostration’. Role of the mosque in belief and practise. • Features of a mosque, e.g. dome, minaret, mimbar, prayer mats, qiblah, mihrab • Ways in which mosques engage with the local community eg foodbanks etc. 	<p>LAS Compulsory</p> <p>Christianity – God SYMBOL</p> <p>How do symbols in the Bible help Christians relate to God?</p> <ul style="list-style-type: none"> • The Trinity: Father (Creator), Son (God Incarnate) and Holy Spirit (Sustainer) <p>What do symbols in the story of Jesus’ baptism reveal about the nature of God?</p> <ul style="list-style-type: none"> • Symbolism of the dove – Holy Spirit • Symbolism of water – cleansing, purity <p>What visual symbols and symbolic acts can be seen in a Christian church?</p> <ul style="list-style-type: none"> • Holy Communion (symbolism in the Last Supper) - patterns of prayer, giving and acts of service • Artefacts and visual symbols, stained glass windows, altar, communion table, pulpit, cross, etc. • Symbols in worship – sign of the cross, Holy Communion, expressions of worship. <p>How might language within worship express Christian beliefs?</p> <ul style="list-style-type: none"> • Psalms, liturgy, the Lord’s Prayer, worship songs/hymns, creeds. 	<p>Additional Unit</p> <p>Judaism</p> <p>Key beliefs, practises, festivals, symbols etc.</p> <p>Opportunities to compare and contrast with compulsory units.</p> <p>May wish to deepen learning encountered at KS1.</p>	<p>LAS Additional Unit</p> <p>Big Questions (Including Christianity)</p> <p>Beliefs about creation.</p> <p>How do we know what it means to live a good life?</p> <p>Opportunity to look at guidelines and laws in various religions and non-religious worldviews.</p> <p>Chance to explore whether ‘good’ means the same thing to all.</p>



Religious Education Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2 /Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	VISIT TO A MANDIR				
Y4	<p>LAS Compulsory</p> <p>Community – Hinduism COMMUNITY EXPRESSION</p> <p>Worship and celebration.</p> <p>How is Hindu belief expressed personally and collectively?</p> <ul style="list-style-type: none"> • Individual rather than collective, e.g. home shrines, personal gods/goddesses • In the mandir – puja, bhajan, aarti ceremony, prahshad, murtis • Artefacts used in worship, e.g. bell, puja tray • Importance of the family and puja in the home • Home shrines, rituals, family worship <p>How does Hindu worship and celebration build a sense of community?</p> <ul style="list-style-type: none"> • Festivals, e.g. Diwali, Holi - stories, practices, food, worship, diversity, shared experiences • Raksha Bandan (Rakhi ceremony) • Pilgrimage, sacred places, e.g. River Ganges, Varanasi, Ayodhya and associated stories 	<p>LAS Compulsory</p> <p>Community – Islam COMMUNITY EXPRESSION</p> <p>How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?</p> <p>RECAP OF KEY BELIEFS LEARNT IN Y3 Tawid, abd and khalifa, shariah, Qu’ran and the prophets.</p> <ul style="list-style-type: none"> • Ummah - the global community of Muslims and how this relates to harmony and the straight path. <p>Five Pillars and the way they relate to Muslim beliefs - harmony</p> <ul style="list-style-type: none"> • Shahadah – adhaan and salat • Salah – harmony – same words and movements • Zakat – harmony wealth distribution/charities • Sawm (Ramadan) • Hajj/Umrah – travel at same time, same actions. Same directions <p>Mosque as centre of the community/education (madrassah) and welfare (zakat)</p> <p>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world</p> <ul style="list-style-type: none"> • Eid ul-Fitr– how families and communities prepare for and celebrate the festivals – link to sawm & zakat <p>Eid ul-Adha – the festival of the sacrifice. Story of Prophet Ibrahim sacrificing his son Isma’il.</p>	<p>LAS Compulsory</p> <p>Community –Christianity COMMUNITY EXPRESSION</p> <p>Worship and celebration</p> <p>How is Christian belief expressed collectively?</p> <ul style="list-style-type: none"> • Worship in different Christian denominations, e.g. Quaker, Methodist, Evangelical, Pentecostal and globally, e.g. use of silence, music, actions, cultural traditions • Buildings, artefacts, symbols and their links to worship, rituals and ceremonies • Koinonia – one body of faith, the idea of fellowship <p>How does Christian worship and celebration build a sense of community?</p> <ul style="list-style-type: none"> • The role of communal celebration during worship and festivals, e.g. Holy Communion, Pentecost – what happens and why • Importance of worshipping together – singing, praying, sharing key life events such as birth and marriage <p>Worship and celebration.</p>	<p>Additional Unit</p> <p>Buddhism</p> <p>How Prince Siddartha became Buddha</p> <p>Four Noble truths</p> <p>Eightfold Path</p> <p>Buddhist temples/worship</p> <p>Holy text - Tripitava</p> <p>Festival - Wesak</p> <p>Opportunities to compare and contrast with compulsory units.</p> <p>Deeper learning encountered at KS1 with regards to Buddhist temple.</p>	<p>LAS Additional Unit</p> <p>Pilgrimage (Including Christianity)</p> <p>What does pilgrimage involve?</p> <p>What does pilgrimage involve?</p> <ul style="list-style-type: none"> • Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem. • Muslim pilgrimage to Makkah • Jewish pilgrimage to Jerusalem • Hindu pilgrimage to the Ganges <p>Environmental impact of pilgrimage.</p>



Religious Education Long Term Plan

		<p>Compare to Abraham & Isaac (Genesis 22). Key practices sacrificing sheep/goat and distributing meat to those in need – Halal. Link to zakat and show examples around the world.</p> <ul style="list-style-type: none"> • Beliefs about creation and natural world 		
--	--	---	--	--

	<u>Autumn 1</u>	<u>Autumn 2</u> VISIT TO A MOSQUE	<u>Spring 1 /Spring 2</u>	<u>Summer 1 / Summer 2</u>
Y5	<p>LAS Compulsory</p> <p>Being Human – Hinduism FAITH & BELIEF IN ACTION</p> <p>How do Hindus reflect their faith in the way they live?</p> <ul style="list-style-type: none"> • Devotion to Brahman; respect for mother and mother earth; respect for father, ancestors and family; respect and care for all living things; truthfulness and honesty • Rituals in the home, e.g., puja, aarti, devotion shown to personal deities • Dharma (moral values) – including duty towards self, deities, fellow human beings, other living beings, society • Satsang – togetherness and strength of family/community <p>What is karma and how does it drive the cycle of samsara?</p> <ul style="list-style-type: none"> • Karma – 'action', every action has an equal reaction either immediately or in the future • Samsara – process of reincarnation • Moksha – freedom from samsara <p>How might a Hindu seek to achieve moksha?</p>	<p>LAS Compulsory</p> <p>Being Human – Islam FAITH & BELIEF IN ACTION</p> <p>What does the Qur'an teach Muslims about how they should treat others?</p> <p>RECAP of FIVE PILLARS OF ISLAM REFERRING TO THAT LEARNT IN Y3 & Y4</p> <ul style="list-style-type: none"> • Following the straight path (shariah) • Family life, roles and Responsibilities and how this contributes to shariah. • Features of living in a Muslim family, e.g. following the example of the Prophet Muhammad, prayer, key obligations such as fasting and pilgrimage, different but complimentary roles of men and women, respect children should have for parents. <p>How do Muslim teachings guide the way Muslims act in the world?</p> <ul style="list-style-type: none"> • Hadith – collections of the teachings and lived example of the Prophet 	<p>LAS Compulsory</p> <p>Being Human – Christianity FAITH & BELIEF IN ACTION</p> <p>In what ways does the Bible teach Christians to treat others?</p> <ul style="list-style-type: none"> • Ten commandments (Exodus 20:1-17, Deuteronomy 5:6-21) • The Beatitudes (Matthew 5:1-12) • The Sermon on the Mount (Matthew 5-7) • The Greatest Commandment (Mark 12:30-31) <p>How is this expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals.</p> <ul style="list-style-type: none"> • Personal and corporate action – agencies, charities, e.g. Christian Aid, Tear Fund, CAFOD – link to Jesus' teachings • Impact of the faith and actions of inspirational people, e.g. Jackie Pullinger, Archbishop Justin Welby, Mother Theresa, Gladys Aylward, Christians Against Poverty, Street Pastors 	<p>LAS – Additional Unit</p> <p>Expressing Beliefs through the Arts (Including Christianity)</p> <p>These questions need answering:</p> <p>How do religious and non-religious people understand the value of creativity?</p> <p>How do religious and non-religious people understand the connection between beliefs about human beings and human creativity?</p> <p>How do religious and non-religious people express their beliefs creatively? Look at examples in Christianity & other religions. Why might some religious people not use pictorial representation to express belief, e.g. Muslims?</p> <p>Christianity – looking at art and understanding the concept within the art ie. John the Baptist and Jesus – spiritual power and love. Lots of people.</p> <p>Hinduism – Rangoli patterns – linked to Laxmi happiness, good luck and prosperity, respect and honour to all. Made out of natural ingredients and or sand. Flowers etc</p>



Religious Education Long Term Plan

	<ul style="list-style-type: none">• Do their duty, respect all, aim for liberation• Through yoga, meditation and renunciation• Live without committing harm	<p>Muhammed. How to treat people; living Islamically</p> <ul style="list-style-type: none">• Personal and corporate action - agencies, charities, e.g. Islamic Relief, Red Crescent and Muslim Hands UK – how does their work connect to Muslims beliefs about God , the world and human beings. <p>How are Muslim beliefs expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals.</p> <p>Through inspirational contemporary people, e.g. Mo Farah, Mohamed Salah, Nadiya Hussain, Mohammed Ali, Sadiq Khan, Sayeeda Hussein</p>		<p>Buddhism – Mandalas – making with paper and paint, understand it represents impermanence and the belief that nothing lasts for ever.</p> <p>Islam - Islamic religious art differs from Christian religious art in that it is non-figural because many Muslims believe that the depiction of the human form is idolatry, and thereby a sin against God, forbidden in the Qur'an. Calligraphy and architectural elements are given important religious significance in Islamic art. o Islamic art focuses on the spiritual representation of objects and beings, and not their physical qualities. The Muslim artist does not attempt to replicate nature as it is, but tries to convey what it represents. This lets the artist, and those who experience the art, get closer to Allah.</p>
--	---	--	--	---



Religious Education Long Term Plan

	<u>Autumn 1 & Autumn 2</u>	<u>Spring 1 & Spring 2</u>	<u>Summer 1 & Summer 2</u>
Y6	<p>Life Journey –Christianity</p> <p>How do Christians show they belong? EXPRESSIONS OF BELONGING</p> <p>Look at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people?</p> <ul style="list-style-type: none"> • Outward signs of belonging - baptism, confirmation/initiation, marriage - promises and vows made during these events, death. <p>Include same and compare for Sikhism</p> <p>Consider the value of religion through questioning.</p>	<p>LAS Compulsory</p> <p>Life Journey – Hinduism/Islam EXPRESSIONS OF BELONGING</p> <p>Hinduism: How do Hindus show they belong?</p> <ul style="list-style-type: none"> • Samskaras (passage of life) • Birth - namkarna (naming ceremony), jatakarma (welcoming the baby into the family) • Ear piercing (karnavedha) and first haircut (mundan) • Upananyana or sacred thread ceremony <p>Islam: How do Muslims show they belong?</p> <ul style="list-style-type: none"> • Birth – choice of names, the qualities or people associated with certain names • Role of madrasahs, e.g. training to become Hafez <p>Rites of passage include Bar/Bat Mitzvah in Judaism and Powa in Buddhism</p>	<p>LAS Additional Unit</p> <p>Designed by the School (including Christianity): Do you have to believe in God to be good?</p> <p>Opportunity to study Humanism/atheism and explore e.g. issues of social justice; opportunity to explore how valid various religious truth claims are, e.g. that you have to be good because God exists and he wants you to be good. LAS Compulsory</p> <p>Look at the three main groups of beliefs (Theist, Agnostic, Athiest) Understand who Humanists are and what they believe Understand how these non-religious systems react to global situations What does 'being good' mean and look like? How does this compare to Christianity?</p>



Religious Education Long Term Plan

Two thirds of time (of the year) is spent on LAS compulsory units and the rest of the time on the additional units. In addition, Judaism and Buddhism are being taught for one term for Y3 and Y4 respectively. This then provides an all-round picture of the main religions in the UK both as stand alone units (Judaism and Buddhism) or incorporated into units which make comparisons with Christianity (Sikhism in Y6). Also, Humanism as an alternative viewpoint is taught in the summer term of Y6 relating back to the Big Questions unit in Y3 summer term.

This curriculum at Staniland Academy gives a **broad picture** which is then **studied in further depth in KS3** where two of the following seven units are studied.

1. What is Religion? What is Belief?

At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.

Enquiry into the definition and nature of religion making reference to the religions being studied; consideration of ways in which we gain knowledge in order to make truth claims (e.g. *epistemology and rationalism*); exploration of the diverse ways of understanding how we believe (e.g. *belief in, belief that*).

2. Prejudice and Discrimination

At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.

Exploration of religious prejudice and discrimination – within, between and beyond religious traditions; opportunities to consider the internal diversity of religions and enquire into the significance of public religious literacy when dealing with issues of prejudice and discrimination.

3. Religion in the Media

At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.

Exploring diverse ways in which religious and non-religious belief systems are depicted in the media; considering the role of the media (including social media) in promoting, disseminating and critically analysing religious beliefs and practices.

4. In-depth study of another religion/belief system

At least one religion/belief system; must be a religion/belief system other than Christianity, Hinduism and Islam.

Key beliefs, practices, festivals, symbols, etc. Opportunities to compare and contrast with compulsory units.

5. Philosophy and Religion

Key philosophical questions should be considered within the context of at least one religion/belief system other than Christianity, Hinduism and Islam.

Philosophical arguments relating to the existence of God, e.g. cosmological, design, moral, religious experience arguments. Ideas about reality, identity, dualism; engagement of religious and belief traditions with ethical issues, e.g. euthanasia, social justice, good/evil.

6. Religion, Belief and Creativity

At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.

Exploration of the variety of ways in which beliefs can be expressed and shared creatively through the arts, e.g. using art, photography, film, poetry – opportunity to engage with local and national projects such as Spirited Arts.

7. Any other study designed by the school

At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.