

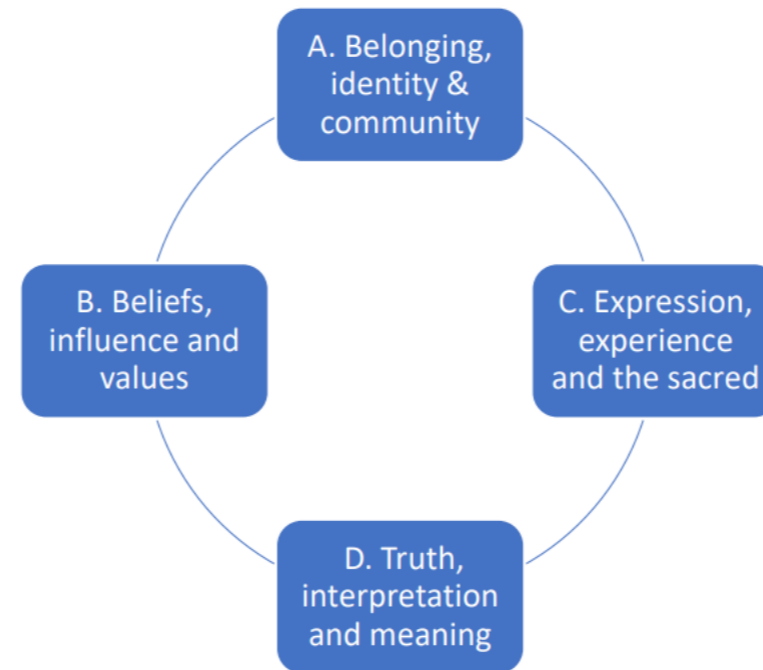
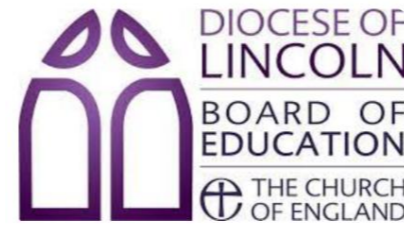


Subject Overview Skegness Infant and Junior Academies

Subject – Religious Education



Our Curriculum Partners for Religious Education



Knowing More and Remembering More

The principal aim of RE withn our academy is to help pupils develop knowledge, insight, skills and understanding about a wide range of religions and worldviews, enabling them to play a full part in a diverse society. Pupils will:

- *develop thinking skills which enable them, over time, to navigate an increasingly complex world*
 - *understand how as well as what to learn, through disciplinary and substantive knowledge*
 - *understand that diversity exists between and within religions and worldviews*
 - *know and understand about non-religious and secular perspectives*
- *reflect upon, and respond to, the ways in which local, national and world events are linked to beliefs, communities, identities, expressions of faith and conflicting interpretations*
- *understand the impact RWs have on peoples' lived experiences*

Children's responses are taken at the start and end of the unit, with each lesson linking back to that question and children becoming able to answer the question with an extra layer of knowledge and at a greater level of depth. Children are encouraged to reflect on previous learning and use that to explain their current understanding. Additonal opportunities on interactive programmes, such as Bedrock and Kahoot, enable children to revisit key topic vocabulary.

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Time Travellers	Above and beyond	Telling Tales	A World Apart	Blue Planet	This is Me
Reception		<p>The concept of 'special' should arise naturally from pupils' own interests and lives. During Reception teachers should develop this concept, enabling children to make wider connections and form the foundation for exploring the concepts of community and identity. The learning is driven by key questions. It is important to start with where the pupils are then move from family to school to the wider community. This section is more flexible than for other years, enabling teachers to meet the needs of their pupils. However, the broad areas under 'Substantive Knowledge' must be covered. The words 'theology', 'philosophy' and 'social science' should be introduced to support disciplinary knowledge. Throughout the year, teachers should use appropriate stories to provide building blocks for Year 1.</p> <p>All links to support lesson planning can be found here - https://www.lincolndioceseeducation.com/_site/data/files/key_documents/CA54AAE1426142B5E48C9F7991EDEA9F.pdf (page 38 onwards)</p>					
Year 1	Disciplinary vocabulary:	<p>Time Travellers</p> <p>What do stories from religious traditions teach about God. What can we learn from other stories?</p> <p><u>Key Criteria</u></p> <p>A - Belonging, Identity & Community</p> <ul style="list-style-type: none"> How stories of all kinds give communities a shared identity. The ways in which festivals and celebrations bring people together through a sense of belonging. <p>B - Beliefs, Influences & Values</p> <ul style="list-style-type: none"> How stories form part of religious and non-religious beliefs and help people understand the world. What stories from the Bible teach people about God and the way they should lead their lives. How stories relating to key festivals reflect religious beliefs and concepts, e.g. Christmas and Incarnation. <ul style="list-style-type: none"> Why Easter is so important to Christians. Why Passover is so important to Jews. <p><u>Key findings (for terms one and two)</u></p> <p>How stories are passed on and help people understand the world.</p> <p>What makes these stories special.</p> <p>Sacred texts</p>	<p>Above and Beyond</p> <p>What do stories from religious traditions teach about God. What can we learn from other stories?</p> <p><u>Key Criteria</u></p> <p>C - Expression, Experiences and the Sacred</p> <ul style="list-style-type: none"> How stories inform what happens during festivals, e.g. lighting candles at Hanukkah. How stories are used as part of observance of festivals, e.g. telling the story of the Exodus at Passover. How some stories are considered to be special and/or sacred. <p>D - Truth, Interpretation & Meaning</p> <ul style="list-style-type: none"> How stories can mean different things to different people. How different stories may contain 'truth' and what this means to different people. Why people have different views about how the world began <p><u>Key Findings (for terms one and two)</u></p> <p>How stories are passed on and help people understand the world.</p> <p>What makes these stories special.</p> <p>Sacred texts Stories from the Bible. Stories from other religions and worldviews.</p>	Telling Tales	A World Apart	Blue Planet	This is Me

	<p>Stories from the Bible. Stories from other religions and worldviews.</p> <p><u>Key Disciplinary /Substantive knowledge for this unit</u></p> <p>pages 62-63 on this link CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key Vocabulary and concepts</u></p> <p>General: holy, revelation, sacred. Christianity: forgiveness, Gospels, Jesus, parables, stories. Judaism: burning bush, Egyptians, G-d, Israelites, Moses, Pharaoh, Torah.</p> <p>All links for lesson planning available here. (pg. 56 onwards) https://www.lincolndioceseeducation.com/site/data/files/key_documents/CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key enrichment experiences:</u> Harvest Festival Food collection and year group learn and sing songs about Harvest</p>	<p><u>Key Disciplinary /Substantive knowledge for this unit</u></p> <p>pages 62-63 on this link CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key Vocabulary and concepts</u></p> <p>General: holy, revelation, sacred. Christianity: forgiveness, Gospels, Jesus, parables, stories. Judaism: burning bush, Egyptians, G-d, Israelites, Moses, Pharaoh, Torah.</p> <p>All links for lesson planning available here. (pg. 56 onwards) https://www.lincolndioceseeducation.com/site/data/files/key_documents/CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key enrichment opportunities</u></p> <p>Christmas nativity, collective worship and Nativity performance.</p>				
Year 2	<p>What are sacred texts and why do they matter?</p> <p><u>Key Criteria</u></p> <p>A: Belonging, Identity & Community</p> <ul style="list-style-type: none"> • How religions and worldviews connect people, e.g. to families, local and national communities, globally. • How sacred scriptures are used in worship and ceremonies to bring communities together. • How worldviews connect with each other. <p>B: Beliefs, Influences & Values</p> <ul style="list-style-type: none"> • What people in different RWs believe about revelation and sacred scriptures. • What people from Abrahamic and Dharmic traditions hold as key beliefs. • What humanists believe. • What shared beliefs exist within and between worldviews. <p><u>Key Findings (for terms one and two)</u></p> <p>What makes a text 'sacred.' Difference between Abrahamic and Dharmic scriptures. How people show respect for sacred scriptures.</p>	<p>What are sacred texts and why do they matter?</p> <p><u>Key Criteria</u></p> <p>C: Expression, Expression & the Sacred</p> <ul style="list-style-type: none"> • Why some texts are considered to be sacred. • How sacred texts are used in personal and communal worship and other ceremonies. • How people show respect for sacred scriptures. <p>D: Truth, Interpretation & Meaning</p> <ul style="list-style-type: none"> • What believers mean by 'truth' in sacred scriptures and how this can be interpreted in different ways. • Why the concept of revelation is central to understanding some sacred scriptures. <p><u>Key Findings (for terms one and two)</u></p> <p>What makes a text 'sacred.' Difference between Abrahamic and Dharmic scriptures. How people show respect for sacred scriptures. What the scriptures contain. How they are used in worship.</p>				

	<p>What the scriptures contain. How they are used in worship.</p> <p><u>Key Disciplinary /Substantive knowledge for this unit</u> Pages 92-93 on this link CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key vocabulary and concepts (for terms one and two)</u></p> <p>Buddhism: dharma/dhamma, Tripitaka. Christianity: Bible, gospels, Old and New Testaments. Hinduism: Bhagavad-Gita, Mahabharata, Ramayana, Upanishads, Vedas. Islam: Angel Jibril, Hadith, madrassah, Prophet Muhammad, Night of Power, Qur'an, Sunnah, revelation, Tawhid. Judaism: Aron Kodesh (Ark), Ketuvim, Nevi'im, parochet, Sefer Torah, Shabbat, Shema, Talmud, Tanakh, Ten commandments, yad. Sikhi: Adi Granth, granthi, Guru Granth Sahib. General: sacred, beliefs, values, truth, revelation</p> <p><u>All links for lesson planning available here (pages 87 onwards)</u> CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key enrichment opportunities</u></p>	<p><u>Key Disciplinary /Substantive knowledge for this unit</u> Pages 92-93 on this link CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key vocabulary and concepts (for terms one and two)</u></p> <p>Buddhism: dharma/dhamma, Tripitaka. Christianity: Bible, gospels, Old and New Testaments. Hinduism: Bhagavad-Gita, Mahabharata, Ramayana, Upanishads, Vedas. Islam: Angel Jibril, Hadith, madrassah, Prophet Muhammad, Night of Power, Qur'an, Sunnah, revelation, Tawhid. Judaism: Aron Kodesh (Ark), Ketuvim, Nevi'im, parochet, Sefer Torah, Shabbat, Shema, Talmud, Tanakh, Ten commandments, yad. Sikhi: Adi Granth, granthi, Guru Granth Sahib. General: sacred, beliefs, values, truth, revelation</p> <p><u>All links for lesson planning available here (pages 87 onwards)</u> CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key enrichment opportunities</u></p>				
Year 3	<p>What does pilgrimage mean to individuals and communities?</p> <p><u>Key Criteria</u></p> <p>A: Belonging, Identity & Community</p> <ul style="list-style-type: none"> • Why pilgrimage has special meaning for communities. • How going on a pilgrimage can strengthen a person's religious identity. • What it means to a person to be part of local RW communities. • How there is diversity within the same RW community. • What RWs contribute to the wider community. • How communities are represented in school and in the neighbourhood. <p>B: Beliefs, Ideas and Values</p> <ul style="list-style-type: none"> • How pilgrimage reflects key beliefs, e.g. Makkah and the 5 Pillars of Islam. • What values hold communities together. • How people may belong to more than one RW community. <p><u>Key Findings for terms one and two</u></p> <p>The idea of a special journey Places and journeys that people consider to be special.</p>	<p>What does pilgrimage mean to individuals and communities?</p> <p><u>Key Criteria</u></p> <p>C: Expression, Experience & the Sacred</p> <ul style="list-style-type: none"> • What people experience during pilgrimages and how this might be life changing. • What religious and non-religious pilgrimages have in common. • What actions and rituals take place during pilgrimages. • How communities in Lincolnshire express their faith in everyday life and at special times. <p>D: Truth, Interpretation & Meaning</p> <ul style="list-style-type: none"> • Why the experience of pilgrimage may have a different meaning for people. • How communities in an area change over time. • Why belonging to a community matters to people <p><u>Key findings for terms one and two</u></p> <p>The idea of a special journey Places and journeys that people consider to be special.</p>				

	<p>Sacred places and journeys The experience of pilgrimage for individuals and communities. Spiritual experiences associated with pilgrimage. Diversity in practice. Local places of significance Religious and non-religious</p> <p><u>Key Disciplinary /Substantive knowledge for this unit</u> Pages 127-128 on this link CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key vocabulary and concepts for terms one and two</u> General: journey, pilgrimage. Buddhism: Bodhi Tree, Bodhisattva, Boya Gaya, retreats, Sarnath Deer Park, Siddhartha Gautama. Christianity: Bethlehem, Gethsemane, Holy Island, Jerusalem, Lourdes, Rome, Walsingham. Hinduism: Kumbh Mela, Lord Shiva, River Ganges, Varanasi. Islam: Eid-ul-Adha, Hajj, Jerusalem, Makkah, Umrah. Judaism: Jerusalem, Western Wall, Yad Vashem. Sikhi: Adi Granth, Amritsar, Harmandir Sahib</p> <p><u>All links for lesson planning here page 121 onwards</u> CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key enrichment opportunities</u></p>	<p>Sacred places and journeys The experience of pilgrimage for individuals and communities. Spiritual experiences associated with pilgrimage. Diversity in practice. Local places of significance Religious and non-religious</p> <p><u>Key Disciplinary /Substantive knowledge for this unit</u> Pages 127-128 on this link CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key vocabulary and concepts for terms one and two</u> General: journey, pilgrimage. Buddhism: Bodhi Tree, Bodhisattva, Boya Gaya, retreats, Sarnath Deer Park, Siddhartha Gautama. Christianity: Bethlehem, Gethsemane, Holy Island, Jerusalem, Lourdes, Rome, Walsingham. Hinduism: Kumbh Mela, Lord Shiva, River Ganges, Varanasi. Islam: Eid-ul-Adha, Hajj, Jerusalem, Makkah, Umrah. Judaism: Jerusalem, Western Wall, Yad Vashem. Sikhi: Adi Granth, Amritsar, Harmandir Sahib</p> <p><u>All links for lesson planning here page 121 onwards</u> CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key enrichment opportunities</u></p>				
Year 4	<p>How do people welcome new life into the world? How do people show their commitment to a religion?</p> <p><u>Key Criteria</u></p> <p>A: Belonging, Identity & Community</p> <ul style="list-style-type: none"> • How different ceremonies marking important steps in life bring communities together, symbolising a sense of belonging and identity. <ul style="list-style-type: none"> • How clothing and symbols contribute to a sense of identity. • How promises made are strengthened by the presence of the community. B: Beliefs, Ideas and Values <ul style="list-style-type: none"> • How promises made in commitment ceremonies strengthen belief. • How ceremonies reflect key beliefs about the purpose of life and death. <ul style="list-style-type: none"> • How promises are connected to beliefs about death <p><u>Key Findings (for terms one and two)</u></p> <p>Pupils should know and understand Birth and commitment ceremonies. Clothing, symbols associated with ceremonies</p>	<p>How do people welcome new life into the world? How do people show their commitment to a religion?</p> <p><u>Key Criteria</u></p> <p>C: Expression, Experience & the Sacred</p> <ul style="list-style-type: none"> • What rituals and symbolism characterise ceremonies. • How the sacred is a key component of religious ceremonies, e.g. promises made to God. <p>Copyright© 2025 WH Training & Consultancy Ltd 143</p> <p>D: Truth, Interpretation and Meaning</p> <ul style="list-style-type: none"> • How people interpret the meaning of life and death. • How commitment ceremonies may have different meanings for different people. <p><u>Key Findings (for terms one and two)</u></p> <p>Pupils should know and understand Birth and commitment ceremonies. Clothing, symbols associated with ceremonies</p> <p><u>Key Disciplinary/ substantive knowledge for this unit</u> Pages 145-146 on this link CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p>				

	<p><u>Key Disciplinary / substantive knowledge for this unit</u> Pages 145-146 on this link CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key vocabulary and concepts (for terms one and two)</u> Christianity: baptism, baptistry, believers' baptism, candles, confirmation, dedication, font, Godparents, Holy Communion, immersion, purity, oil, ring, sacrament, vows, water. Hinduism: agni, ashrama, ghee, jatakarma, Raksha Bandham, sanskaras, Upanayana/Sacred thread. Islam: Adhan, aqiqah, Qur'an. Judaism: Brit Milah, Bimah, Bar Mitzvah, Bat Mitzvah, kippah, mohel, phylacteries/tefillin, Shema, tallith, Torah. Sikhi: amrit, Amrit Sanskar, Five Ks, Granthi, Kaur, Khalsa, Mool Mantra, Naam Karan, Singh <u>All links for lesson planning here (page 140 onwards)</u> CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key enrichment opportunities</u></p>	<p><u>Key vocabulary and concepts (for terms one and two)</u> Christianity: baptism, baptistry, believers' baptism, candles, confirmation, dedication, font, Godparents, Holy Communion, immersion, purity, oil, ring, sacrament, vows, water. Hinduism: agni, ashrama, ghee, jatakarma, Raksha Bandham, sanskaras, Upanayana/Sacred thread. Islam: Adhan, aqiqah, Qur'an. Judaism: Brit Milah, Bimah, Bar Mitzvah, Bat Mitzvah, kippah, mohel, phylacteries/tefillin, Shema, tallith, Torah. Sikhi: amrit, Amrit Sanskar, Five Ks, Granthi, Kaur, Khalsa, Mool Mantra, Naam Karan, Singh</p> <p><u>All links for lesson planning here (page 140 onwards)</u> CA54AAE1426142B5E48C9F7991EDEA9F.pdf <u>Key enrichment opportunities</u></p>				
<p>Year 5</p>	<p>How do people express their beliefs through worship and caring for others? How do people use their senses in worship?</p> <p><u>Key Criteria</u> A: Belonging, Identity & Community • How worship brings communities together and makes individuals feel that they belong. • How religious or spiritual experiences can be shared by a community. • How people within Abrahamic and Dharmic traditions express worship. • How people care for those in their own communities and for others. B: Beliefs, Influences & Values • How worship reflects key beliefs. • The ways in which beliefs and actions (in worship) are linked. • How religious or spiritual experiences may strengthen a person's belief</p> <p><u>Key Findings (for terms one and two)</u> Worship - in the home and places of worship. How the senses are used in worship. How poetry, songs, literature, music and art might play a part in worship. Objects and symbols used to enrich worship. The significance of prayer. The way people express their RWs by caring for others</p> <p><u>Key Disciplinary/substantive knowledge for this unit</u> Pages 183-184 from this link CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key vocabulary/ concepts (for terms one and two)</u></p>	<p>How do people express their beliefs through worship and caring for others? How do people use their senses in worship?</p> <p><u>Key Criteria</u> C: Expression, Expression & the Sacred • How people express their faith through prayer and worship, both as members of communities, families and individuals. • How music, art and literature might enhance worship. • Why experiencing the sacred and holy matters in worship and ceremonies. • Which symbols, objects and artefacts aid worship. • The ways in which sensory and emotional responses form part of worship and religious experience. • How people express care for others, based on teaching within RWs. • The ways in which people encounter the sacred or 'unexplained' through religious and spiritual experiences. D: Truth, Interpretation & Meaning • What people from different Abrahamic and Dharmic traditions mean by worship, prayer and meditation. • How beliefs and ideas can be demonstrated and understood in different ways, including through experiences</p> <p><u>Key findings (for terms one and two)</u> Worship - in the home and places of worship. How the senses are used in worship. How poetry, songs, literature, music and art might play a part in worship. Objects and symbols used to enrich worship. The significance of prayer.</p>				

	<p>Buddhism: Buddha, Buddhist Wheel, chanting, dhamma, enlightenment, Gautama Siddhartha, incense, lotus flowers, mandala, mediation, shrine, stupa.</p> <p>Christianity: altar, Bible, bread and wine, candle, chalice, choir, cross/crucifix, Eucharist, Golden Rule, Holy Communion, hymns, lectern, Last Supper, Lord's Supper, minister, priest, pulpit, sermon, Sermon on the Mount, stained glass window.</p> <p>Hinduism: aarti, atman, bell, Brahman, incense, mandir, murtis, puja, shrine.</p> <p>Islam: adhan, akhlaq, calligraphy, du'a, Five Pillars, masjid, Imam, Jumu'ah, mihrab, minaret, minbar, muezzin (mu'adhdhin), prayer mat, qibla, Qur'an, rak'as, salah, Shahadah, wudu.</p> <p>Judaism: Aron Kodesh, bimah, cantor, havdalah, menorah, mitzvot, Ner Tamid, parochet, Rabbi, scrolls, Sefer Torah, Shabbat, Shema, synagogue/shul, Tenakh.</p> <p>Sikhi: chauri, dirwan, Granthi Sahib, gurdwara, Gurmukhi, Guru Granth Sahib, Guru Nanak, Ik Onkar, Japji Sahib, karah parshad Khanda, kirtan, langar, Palki Sahib, ragis, Waheguru</p> <p><u>All links for planning here (page 176 onwards)</u> CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key enrichment opportunities</u></p>	<p>The way people express their RWs by caring for others</p> <p><u>Key Disciplinary/ substantive knowledge for this unit</u> Pages 183-184 from this link CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key vocabulary/ concepts (for terms one and two)</u></p> <p>Buddhism: Buddha, Buddhist Wheel, chanting, dhamma, enlightenment, Gautama Siddhartha, incense, lotus flowers, mandala, mediation, shrine, stupa.</p> <p>Christianity: altar, Bible, bread and wine, candle, chalice, choir, cross/crucifix, Eucharist, Golden Rule, Holy Communion, hymns, lectern, Last Supper, Lord's Supper, minister, priest, pulpit, sermon, Sermon on the Mount, stained glass window.</p> <p>Hinduism: aarti, atman, bell, Brahman, incense, mandir, murtis, puja, shrine.</p> <p>Islam: adhan, akhlaq, calligraphy, du'a, Five Pillars, masjid, Imam, Jumu'ah, mihrab, minaret, minbar, muezzin (mu'adhdhin), prayer mat, qibla, Qur'an, rak'as, salah, Shahadah, wudu.</p> <p>Judaism: Aron Kodesh, bimah, cantor, havdalah, menorah, mitzvot, Ner Tamid, parochet, Rabbi, scrolls, Sefer Torah, Shabbat, Shema, synagogue/shul, Tenakh.</p> <p>Sikhi: chauri, dirwan, Granthi Sahib, gurdwara, Gurmukhi, Guru Granth Sahib, Guru Nanak, Ik Onkar, Japji Sahib, karah parshad Khanda, kirtan, langar, Palki Sahib, ragis, Waheguru</p> <p><u>All links for planning here (page 176 onwards)</u> CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key enrichment opportunities</u></p>		
Year 6	<p>Big Questions - What do people believe?</p> <p>How do people know who to believe? What do people believe about the existence of God?</p> <p><u>Key Criteria</u></p> <p>A: Belonging, Identity & Community</p> <ul style="list-style-type: none"> • How beliefs are linked to a sense of identity. • How communities come together to care for the planet, work for peace. <p>B: Beliefs, Ideas & Values</p> <ul style="list-style-type: none"> • How different types of authority and influence determine people's beliefs and actions. • How values are reflected in the lives of inspirational people <p><u>Key Findings</u></p> <p>Wise words and inspirational people How people decide who or what to believe and what is true: authority, influence and inspiration. What people believe about God Religious, non-religious, philosophical views.</p> <p><u>Key Disciplinary and substantive knowledge (for terms 1-5)</u></p>	<p>Big Questions - What do people believe?</p> <p>What do people believe about good, evil and suffering? How do people choose between right and wrong?</p> <p><u>Key Criteria</u></p> <p>What religious and philosophical thinkers say about the existence of God.</p> <ul style="list-style-type: none"> • What people believe about good and evil and how this may or may not be linked to religion. • How people decide about right and wrong. • How people believe they should treat each other and the world around them. • How key thinkers and activists have influenced the peace narrative <p><u>Key Findings</u></p> <p>What people believe about good and evil, right and wrong Abrahamic and Dharmic traditions. Philosophical thinking. Morality and ethics.</p> <p><u>Key Disciplinary and substantive knowledge (for terms 1-5)</u> Pages 216-217 on this link CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p>		

	<p>Pages 216-217 on this link CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key vocabulary and concepts (for terms one and two)</u> General: agnostic, atheist, authority, beliefs, Big Bang theory, Charles Darwin, design argument, dominion, environment, evil, evolution, first cause argument, free will, Global Citizenship, Golden Rule, inspiration, moral argument, moral codes, Pacifism, philosophy, religious experience argument, suffering, stewardship, sustainability, wisdom</p> <p><u>All links for planning here page 209 onwards.</u> CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key enrichment opportunities</u></p>	<p><u>Key vocabulary and concepts (for terms one and two)</u> General: agnostic, atheist, authority, beliefs, Big Bang theory, Charles Darwin, design argument, dominion, environment, evil, evolution, first cause argument, free will, Global Citizenship, Golden Rule, inspiration, moral argument, moral codes, Pacifism, philosophy, religious experience argument, suffering, stewardship, sustainability, wisdom</p> <p><u>All links for planning here page 209 onwards.</u> CA54AAE1426142B5E48C9F7991EDEA9F.pdf</p> <p><u>Key enrichment opportunities</u></p>				
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