

St Mary's CofE Primary School



RE Curriculum Objectives

Statement of Intent:

At St Mary's, Religious Education (RE) is a vital part of our broad and balanced curriculum. We believe every child should have the opportunity to grow spiritually, morally, socially, and culturally through thoughtful exploration of Christianity and other world faiths.

Although RE is not part of the National Curriculum, it is compulsory for all pupils and is shaped by the Hertfordshire Agreed Syllabus (2023–2028), alongside The Emmanuel Project, which supports our teaching of world religions and worldviews. As a Church of England school, Christianity is the primary focus of study, forming at least two-thirds of the RE curriculum in Key Stages 1 and 2.

Our pupils come from a range of religious and non-religious backgrounds, and we are committed to creating a respectful and inclusive environment where all beliefs are valued.

Aims:

We aim for pupils to:

- Know about and understand Christianity as a diverse, global and living faith.
- Gain knowledge and understanding of a range of religious and non-religious worldviews.
- Explore and respond to questions of meaning, purpose, truth and morality.
- Develop the skills to think critically, ask thoughtful questions and evaluate different viewpoints.
- Reflect on and articulate their own beliefs, values and experiences with confidence and respect.
- Appreciate diversity and demonstrate understanding, tolerance and respect towards people of all faiths and none.
- Grow spiritually and personally, contributing positively to their communities and the wider world.

How RE is taught at St Mary's:

RE at St Mary's invites children to ask and explore life's big questions—about belief, identity, purpose, and morality—through engaging, reflective, and age-appropriate learning experiences. Children learn through discussion, enquiry, storytelling, artefacts, visits, and visitors from different faiths.

We teach eight key areas across each year group:

- Beliefs and practices
- Sources of wisdom
- Symbols and actions
- Prayer, worship and reflection
- Identity and belonging
- Ultimate questions
- Human responsibility and values
- Justice and fairness

Through this, we aim to build religious and theological literacy, helping pupils to understand their own views while developing empathy, respect, and curiosity about others.

Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Christianity & links to other faiths	Christianity What is a church? What is the cross?	Christianity Christmas/ Incarnation Why do Christians perform Nativity plays at Christmas?		Christianity Lent/Easter/ Salvation How can we help others when they need it? New life.		
	** Nursery also celebrates the religions reflective of the cohort. Such as Diwali, Eid and Hanukkah.					
Reception Christianity & links to other faiths	Understanding Christianity Creation Who is God?	Understanding Christianity Incarnation Can we retell part of the Nativity story?’	Understanding Christianity Salvation Why do Christians put a cross in an Easter garden?	Understanding Christianity Salvation Why do Christians put a cross in an Easter garden? (cont) Patron Saints (St David and St George)		
	Hinduism -Diwali - Festival of lights, finding out about different cultural foods, dance and celebrations	Judaism - What is Hanukkah?	Islam - Eid-al-Fitr finding out about different cultural foods, and celebrations.		Islam - Eid-al-Adha finding out about different cultural foods and celebrations	
Year 1 Christianity Judaism	Understanding Christianity Creation What do Christians believe about how God made the world?	Judaism Mitzvot / Tzedakah Why is learning to do good deeds important to Jewish people?	Understanding Christianity God What do Christians believe that God is like? (Core learning)	Understanding Christianity Salvation Why does Easter matter to Christians? (Core Learning)	Understanding Christianity Gospel What is the good news that Jesus brings? (Core Learning)	Judaism Creation & Blessings Why do Jewish families say so many prayers and blessings?
Year 2 Christianity Islam Judaism	Understanding Christianity Creation What do Christians believe about how God made the world? (Digging Deeper)	Understanding Christianity Incarnation Why does Christmas matter to Christians?	Islam Mercy/Compassion How do some Muslims show Allah is compassionate and merciful?	Understanding Christianity Salvation Why does Easter matter to Christians? (Digging Deeper)	Understanding Christianity Gospel What is the good news that Jesus Brings? (Digging Deeper)	Judaism Torah / Rabbi Why is the Torah such a joy for the Jewish Community?
Year 3 Christianity Islam Hinduism	Understanding Christianity People of God What is it like to follow God?	Understanding Christianity Incarnation What is the Trinity? (Core learning)	Hinduism Karma Why do Hindus want to collect good karma?	Understanding Christianity Gospel What kind of a world did Jesus want?	Understanding Christianity Kingdom of God When Jesus left, what was the impact of pentecost?	Islam Submission How does a Muslim show their submission and obedience to Allah?

Year 4 Christianity Hinduism Islam	Understanding Christianity Creation/The Fall What do Christians learn from the Creation story?	Understanding Christianity Incarnation What is the Trinity? (Digging Deeper)	Hinduism Dharma How does the story of Rama and Sita inspire Hindus to follow their Dharma?	Understanding Christianity Salvation Why do Christians call the day Jesus died 'Good Friday'?	Islam Prophethood Why do Muslims call Muhammad the 'Seal of the prophets'?	Understanding Christianity Gospel What kind of a world did Jesus want? (Digging Deeper)
Year 5 Christianity Buddhism Islam	Understanding Christianity God What does it mean if God is loving and holy?	Understanding Christianity Incarnation Was Jesus the Messiah?	Buddhism Enlightenment How did Buddha teach his followers to find enlightenment??	Understanding Christianity Salvation What did Jesus do to save human beings?	Understanding Christianity People of God How can following God bring freedom and Justice?	Islam Revelation What does the Qur'an reveal about Allah and his guidance?
Year 6 Christianity Buddhism	Buddhism Triple Refuge How does the Triple Refuge help Buddhists in their journey through life?	Understanding Christianity Gospel What would Jesus do?	Understanding Christianity Kingdom of God What kind of king is Jesus?	Understanding Christianity Salvation What difference does the resurrection make for Christians?	Humanism Happiness Why do Humanists say happiness is the goal of life?	Understanding Christianity Creation Creation and science: conflicting or complementary?

EYFS ENDPOINTS (Christianity)

By the end of Reception, children should be able to:

Theology (Believing)

- Recall key parts of the Creation, Nativity and Easter stories.
- Recognise that Christians believe in God and Jesus.
- Identify some Christian symbols and celebrations.

Philosophy (Thinking)

- Ask simple questions about God, creation, belonging, life and celebrations.
- Talk about their own ideas and experiences.
- Begin to recognise that people may think differently.

Social Sciences (Living)

- Describe some ways Christians celebrate Christmas and Easter.
- Recognise that people belong to different communities and traditions.
- Talk about similarities and differences between themselves and others.

Worldviews

- Recognise that Christians have beliefs about God, Jesus and the world.
- Understand that not everyone believes the same things.
- Show curiosity and respect when learning about different beliefs and ways of life.

YEAR 1 ENDPOINTS

Christianity	Judaism
Theology (Believing) ● Retell key Christian stories about Creation, Easter and Jesus' teachings. ● Describe what Christians believe about God, Jesus and creation. ● Recognise why Christmas and Easter are important to Christians. Philosophy (Thinking) ● Ask and discuss questions about God, creation, forgiveness, hope and belonging. ● Suggest their own ideas about meaning and purpose. ● Recognise that people may hold different beliefs. Social Sciences (Living) ● Describe ways Christians celebrate and worship. ● Identify how Christian beliefs influence actions and behaviour. ● Recognise how belonging to a faith community shapes people's lives. Worldviews ● Describe key features of the Christian worldview. ● Begin to compare Christian beliefs with other religious and non-religious perspectives. ● Show respect and curiosity when discussing different beliefs and ways of life.	Theology (Believing) ● Know that Jewish people believe in one God. ● Describe how mitzvot (good deeds and commandments) help Jewish people live according to God's wishes. ● Recognise that the Torah is an important source of guidance for Jewish people. ● Know that prayer (tefillah) and blessings are important ways Jewish people worship and thank God. ● Describe some Jewish beliefs about helping others, belonging and serving God. Philosophy (Thinking) ● Ask and discuss questions about kindness, belonging, prayer, gratitude and responsibility. ● Suggest their own ideas about what makes a good person and why helping others is important. ● Reflect on what people are thankful for and why communities celebrate together. ● Recognise that people may hold different beliefs about God, prayer and how to live well. Social Sciences (Living) ● Describe ways Jewish families practise mitzvot in everyday life. ● Recognise how prayer and blessings are used at home, in the synagogue and during festivals. ● Identify how Jewish beliefs influence actions such as giving, caring and showing kindness. ● Recognise how belonging to the Jewish community shapes people's lives and celebrations. Worldviews ● Describe key features of the Jewish worldview, including belief in God, mitzvot, prayer and belonging. ● Begin to compare Jewish beliefs and practices with those of other religious and non-religious worldviews. ● Show respect and curiosity when learning about different beliefs, traditions and ways of life.

YEAR 2 ENDPOINTS

Christianity	Islam	Judaism
Theology (Believing) - Explain key Christian beliefs about Creation, Incarnation, Salvation and Gospel. - Describe why Christmas and Easter are important to Christians. - Make simple links between Bible stories and Christian beliefs. Philosophy (Thinking) - Ask thoughtful questions about God, Jesus, life, death, hope and forgiveness. - Suggest reasons why people believe different things. - Begin to compare different answers to big questions. Social Sciences (Living) - Describe how Christian beliefs influence worship, celebrations and behaviour. - Explain some ways Christians celebrate Christmas and Easter. - Recognise how belonging to a faith community shapes identity. Worldviews - Explain key features of the Christian worldview. - Compare Christian beliefs with other religious and non-religious perspectives. - Show respect and curiosity when exploring different beliefs and ways of life.	Theology (Believing) - Know that Muslims believe Allah is compassionate and merciful. - Retell stories about Prophet Muhammad that show kindness and compassion. - Recognise that the Qur'an teaches Muslims how to live. - Understand that Ramadan and Eid-ul-Fitr are important times in the Muslim year. - Know that Muslims pray to Allah and seek to follow His guidance. Philosophy (Thinking) - Ask and discuss questions about kindness, compassion, generosity and responsibility. - Reflect on why people help others and care for animals. - Consider how people learn from role models and sacred stories. - Recognise that people may have different beliefs about God and how to live a good life. Social Sciences (Living) - Describe ways Muslims pray and worship. - Explain how Muslims show compassion through charity, kindness and caring actions. - Describe how Ramadan helps Muslims remember those in need. - Recognise how Eid-ul-Fitr brings families and communities together. - Identify how Muslim beliefs influence everyday behaviour. Worldviews - Describe key features of the Muslim worldview, including belief in Allah, prayer, compassion and charity. - Begin to compare Muslim beliefs and practices with those of other religious and non-religious worldviews. - Show respect and curiosity when learning about different beliefs and ways of life.	Theology (Believing) - Retell key parts of the story of Moses and explain why he is important in Judaism. - Know that Jewish people believe the Torah is God's special teaching and guidance. - Describe why the Torah is treated with great respect in the synagogue. - Recognise that the Shema is an important Jewish prayer. - Explain why Simchat Torah is a joyful celebration for Jewish communities. Philosophy (Thinking) - Ask and discuss questions about rules, guidance, belonging and responsibility. - Reflect on why people value important books and traditions. - Consider why communities celebrate things that are important to them. - Recognise that people may have different beliefs about how to live a good life. Social Sciences (Living) - Describe how Torah scrolls are used in synagogue worship. - Explain how Jewish people celebrate Simchat Torah. - Identify the purpose of a mezuzah and explain how it reminds Jewish people about God and His teachings. - Describe how Jewish beliefs influence everyday actions and choices. - Recognise how belonging to the Jewish community shapes worship, celebration and daily life. Worldviews - Describe key features of the Jewish worldview, including belief in one God, Torah, Moses and Jewish community life. - Explain how Jewish beliefs influence worship, celebrations and daily living. - Begin to compare Jewish beliefs and practices with those of other religious and non-religious worldviews. - Show respect, curiosity and thoughtful questioning when learning about different beliefs and ways of life.

YEAR 3 ENDPOINTS

Christianity	Hinduism	Islam
Theology (Believing) - Explain Christian beliefs about covenant, Trinity, God's Kingdom and discipleship. - Make links between Bible stories and Christian beliefs. - Describe how Christian beliefs are expressed through worship and practice. Philosophy (Thinking) - Ask deeper questions about faith, belonging, community, God and responsibility. - Suggest reasons why people hold different beliefs. - Begin evaluating different answers to big questions. Social Sciences (Living) - Explain how Christian beliefs influence behaviour and community life. - Describe how worship, prayer and belonging shape Christian identity. - Investigate how Christians live out beliefs in everyday life. Worldviews - Explain key features of the Christian worldview. - Compare Christian responses with other religious and non-religious perspectives. - Show increasing respect, curiosity and openness when exploring different beliefs and ways of life.	Theology (Believing) - Describe Hindu beliefs about karma, samsara and moksha. - Explain that many Hindus believe actions have consequences in this life and future lives. - Retell stories and teachings that help Hindus learn about right and wrong behaviour. - Recognise that Hindu scriptures such as the Bhagavad Gita provide guidance for living. - Know that many Hindus believe the soul (atman) is reborn through the cycle of samsara. Philosophy (Thinking) - Ask and discuss questions about responsibility, consequences and fairness. - Consider whether people's actions affect themselves and others. - Reflect on different ideas about what happens after death. - Discuss how choices influence future outcomes. - Recognise that people may hold different beliefs about life, death and destiny. Social Sciences (Living) - Describe ways Hindu beliefs influence everyday choices and behaviour. - Explain why many Hindus try to perform good actions and acts of service (sewa). - Identify examples of Hindu ceremonies, stories and traditions that teach responsibility. - Describe how beliefs about karma influence the way many Hindus live. - Recognise how belonging to the Hindu community shapes people's values and actions. Worldviews - Describe key features of the Hindu worldview, including karma, samsara, moksha and sewa. - Explain how Hindu beliefs influence moral behaviour and decision-making. - Begin to compare Hindu beliefs about actions and consequences with those of other religious and non-religious worldviews. - Show respect and curiosity when discussing different beliefs about life, responsibility and human behaviour.	Theology (Believing) - Describe the Islamic belief that Allah is the one true God. - Explain that Islam means submission and that Muslims seek to obey Allah. - Identify the Qur'an and the teachings of Prophet Muhammad as important sources of guidance. - Describe the importance of Salah and recognise that prayer is one of the Five Pillars of Islam. - Retell key stories and examples, including Bilal's commitment to Allah, that demonstrate obedience and faith. Philosophy (Thinking) - Ask and discuss questions about obedience, authority and responsibility. - Consider why people choose to follow religious teachings and rules. - Reflect on whether regular prayer or reflection can influence behaviour. - Discuss what makes someone worthy of trust and obedience. - Recognise that people may hold different beliefs about God, authority and purpose. Social Sciences (Living) - Describe how Muslims prepare for and perform prayer. - Explain how daily practices help Muslims remember Allah. - Identify ways Muslim beliefs influence everyday actions and decisions. - Describe how Muslim children learn beliefs and values from family and community. - Recognise how belonging to the Muslim community shapes identity and behaviour. Worldviews - Describe key features of the Islamic worldview, including submission to Allah, prayer, guidance and accountability. - Explain how Muslim beliefs influence worship and daily life. - Begin to compare Islamic beliefs about obedience and responsibility with other religious and non-religious worldviews. - Show respect and curiosity when discussing different beliefs and ways of living.

YEAR 4 ENDPOINTS

Christianity	Hinduism	Islam
Theology (Believing) - Explain Christian beliefs about Creation, Fall, Trinity and Salvation. - Make links between biblical texts and Christian beliefs. - Describe how Christians interpret and apply scripture. Philosophy (Thinking) - Explore questions about suffering, forgiveness, justice, identity and God. - Begin evaluating different answers to ultimate questions. - Recognise that beliefs can be interpreted in different ways. Social Sciences (Living) - Explain how beliefs influence worship, community life and behaviour. - Describe a range of Christian practices and celebrations. - Investigate how Christian communities express faith in different ways. Worldviews - Explain key features of the Christian worldview. - Compare Christian responses with other religious and non-religious perspectives. - Demonstrate respect, curiosity and thoughtful engagement with different beliefs and ways of life.	Theology (Believing) - Explain that dharma means duty, responsibility and right living. - Retell key parts of the story of Rama and Sita and identify important characters. - Describe how Rama, Sita, Bharata and Hanuman demonstrate dharma. - Explain that Hindus see Rama as an ideal example of someone who fulfils his duties. - Describe how the Ramayana teaches Hindus about moral choices and responsibilities. Philosophy (Thinking) - Discuss why duties and responsibilities matter. - Consider whether people should always fulfil their duties, even when it is difficult. - Reflect on what makes a good role model. - Explain their own views about responsibility, loyalty and courage. - Ask questions about right and wrong actions in stories and real life. Social Sciences (Living) - Describe how Hindus celebrate Rama and Sita through festivals such as Diwali and Dussehra. - Explain the significance of Raksha Bandhan and duties between family members. - Describe ways Hindu beliefs about dharma influence family and community life. - Explain how Hindu weddings reflect duties and responsibilities within marriage. - Recognise how sacred stories influence the lives of Hindu believers today. Worldviews - Explain how the Hindu worldview understands duty as an important part of life. - Describe how beliefs about dharma influence behaviour and decision-making. - Compare Hindu ideas about duty and responsibility with those found in other religious and non-religious worldviews. - Show respect for different beliefs about how people should live and act. - Recognise that many worldviews encourage people to contribute positively to family, community and society.	Theology (Believing) - Explain that Risalah means prophethood and that prophets are chosen by Allah. - Describe why Muslims believe people need guidance from Allah. - Explain why Muhammad is known as the ‘Seal of the Prophets’. - Describe how Muslims believe the Qur’an was revealed through Muhammad. - Explain that Muslims respect Muhammad deeply but worship only Allah. Philosophy (Thinking) - Discuss why people choose role models and leaders. - Consider what qualities make someone trustworthy and inspirational. - Reflect on the importance of guidance in making decisions. - Explain the difference between admiration, respect and worship. - Ask questions about leadership, responsibility and moral courage. Social Sciences (Living) - Describe ways Muslims follow Muhammad’s example through the Sunnah. - Explain how Muhammad influences worship and life in a mosque. - Describe why Muslims do not create images of Muhammad. - Explain how some Muslims celebrate Milad un Nabi and why others choose not to. - Recognise how Muhammad’s teachings continue to influence Muslim communities today. Worldviews - Explain how the Islamic worldview understands prophethood as a means of divine guidance. - Describe how belief in Muhammad influences Muslim beliefs, values and practices. - Compare Muslim ideas about inspirational leaders with examples from other religious and non-religious worldviews. - Show respect for different beliefs about authority, leadership and guidance. - Recognise that many worldviews value honesty, compassion, courage and responsibility.

YEAR 5 ENDPOINTS

Christianity	Buddhism	Islam
Theology (Believing) - Explain complex Christian beliefs about God, Messiah, Salvation and Covenant. - Describe how biblical texts are interpreted and used by Christians. - Understand that Christians may hold different interpretations of some beliefs. Philosophy (Thinking) - Evaluate questions about truth, justice, freedom, suffering and salvation. - Consider evidence and different viewpoints before reaching conclusions. - Recognise that ultimate questions often have multiple answers. Social Sciences (Living) - Explain how beliefs influence Christian identity, worship and behaviour. - Investigate how Christian beliefs affect responses to contemporary issues. - Understand diversity within Christian practice and experience. Worldviews - Compare Christian beliefs with other religious and non-religious worldviews. - Recognise similarities and differences in responses to ethical and philosophical questions. - Demonstrate respectful, informed and thoughtful engagement with diverse beliefs and perspectives.	Theology (Believing) - Explain what Buddhists mean by enlightenment (Bodhi). - Retell key events in the life of Siddhartha Gautama and explain how he became the Buddha. - Describe the significance of the Four Noble Truths. - Explain how the Eightfold Path helps Buddhists seek enlightenment. - Describe the importance of symbols such as the lotus flower, Bodhi tree and Dharma Wheel. Philosophy (Thinking) - Discuss what wisdom, truth and enlightenment might mean. - Consider different explanations for suffering and how people respond to it. - Reflect on whether meditation and mindfulness can help people understand themselves. - Explain why perseverance and self-discipline may be important in achieving goals. - Ask thoughtful questions about happiness, purpose and human flourishing. Social Sciences (Living) - Describe how Buddhists use meditation and mindfulness in everyday life. - Explain the role of the Sangha in supporting Buddhists. - Describe how Buddhist schools and communities encourage reflection and compassionate living. - Explain how Buddhists apply teachings from the Eightfold Path to modern life. - Recognise diversity in Buddhist practice around the world. Worldviews - Explain how the Buddhist worldview understands suffering and enlightenment. - Compare Buddhist ideas about wisdom, mindfulness and compassion with those found in other religious and non-religious worldviews. - Recognise that people seek meaning and fulfilment in different ways. - Show respect for different beliefs about the purpose of life and human flourishing. - Explain how symbols, stories and practices help express Buddhist beliefs.	Theology (Believing) - Explain what Muslims mean by revelation (Wahy). - Describe how the Qur'an was revealed to Muhammad through the Angel Jibreel. - Explain why Muslims believe the Qur'an is the final and complete revelation from Allah. - Describe what the Qur'an reveals about Allah, including some of the Beautiful Names of Allah. - Explain why Muslims show special respect to the Qur'an. Philosophy (Thinking) - Discuss whether some truths need to be revealed rather than discovered. - Reflect on why people search for answers to ultimate questions. - Consider what makes a source trustworthy and authoritative. - Explore the idea of guidance and what guides their own decisions. - Compare different ways people seek truth and wisdom. Social Sciences (Living) - Describe how Muslims use the Qur'an in worship and daily life. - Explain why some Muslims memorise part or all of the Qur'an and become Hafiz. - Describe how Muslims celebrate Laylat-ul-Qadr (The Night of Power). - Explain how Qur'anic teachings influence behaviour, charity and relationships. - Recognise diversity in Muslim practice and experience. Worldviews - Explain how the Muslim worldview understands revelation and divine guidance. - Compare Muslim beliefs about sacred texts with those found in other religious and non-religious worldviews. - Explain why sacred texts are important for identity and belonging. - Recognise that different people find guidance through different sources. - Show respect for different beliefs about truth, authority and meaning.

YEAR 6 ENDPOINTS

Christianity	Buddhism	Humanism
Theology (Believing) - Explain and evaluate key Christian beliefs about Gospel, Kingdom of God, Resurrection and Creation. - Recognise that Christians may interpret beliefs and scripture in different ways. - Use theological vocabulary accurately and confidently. Philosophy (Thinking) - Analyse and evaluate different answers to ultimate questions. - Consider evidence, interpretation and reasoning when discussing belief claims. - Construct and justify their own viewpoints while respecting others. Social Sciences (Living) - Explain how Christian beliefs influence individuals, communities and society. - Investigate diversity within Christianity and recognise that lived religion varies. - Evaluate how beliefs shape responses to contemporary issues. Worldviews - Compare Christian, religious and non-religious worldviews with increasing sophistication. - Recognise similarities, differences and areas of debate between worldviews. - Demonstrate the knowledge, understanding and critical thinking expected of pupils ready for Key Stage 3 Religious Education.	Theology (Believing) - Explain the meaning of the Triple Refuge (Triple Gem). - Describe the roles of Buddha, Dharma and Sangha in Buddhist belief. - Explain why Buddhists see Buddha as a guide rather than a god. - Describe how taking refuge supports Buddhists on the path to enlightenment. - Explain the significance of the Triple Gem symbol and its colours. Philosophy (Thinking) - Discuss the meaning of refuge and guidance in human life. - Reflect on what people rely upon during difficult times. - Consider whether wisdom comes from teachers, communities, experience or reflection. - Evaluate whether everyone needs a “refuge” of some kind. - Compare Buddhist ideas of enlightenment with other ideas of living a good life. Social Sciences (Living) - Describe how Buddhists use the Triple Refuge in worship and daily life. - Explain the role of Sangha in supporting Buddhists. - Describe the significance of Buddhist festivals such as Wesak. - Explain how the Five Precepts influence Buddhist behaviour. - Recognise diversity within Buddhist communities around the world. Worldviews - Explain how the Buddhist worldview understands suffering, guidance and enlightenment. - Compare Buddhist ideas of refuge with concepts of guidance found in other religions and non-religious worldviews. - Explain how communities shape identity and belief. - Reflect on what they personally value as guidance in life. - Demonstrate respectful understanding of different approaches to meaning, purpose and wellbeing.	Theology / Worldview (Believing) - Explain what Humanism is as a non-religious worldview. - Describe why Humanists believe happiness and fulfilment are important goals in life. - Explain the significance of the Happy Human symbol. - Describe Humanist beliefs about life, death and the absence of an afterlife. - Explain why Humanists emphasise reason, science, empathy and human experience. Philosophy (Thinking) - Discuss different meanings of happiness. - Evaluate whether happiness is the most important goal in life. - Consider whether people can create their own meaning and purpose. - Debate whether everyone has a right to happiness. - Compare Humanist answers to ultimate questions with religious responses. Social Sciences (Living) - Describe how Humanists celebrate key life events such as naming ceremonies, weddings and funerals. - Explain how Humanists use the Golden Rule in decision-making. - Describe the role of Humanist organisations and communities. - Recognise diversity among Humanists, atheists, agnostics and secularists. - Explain how Humanist values influence everyday choices. Worldviews - Compare Humanist beliefs with religious understandings of purpose and meaning. - Explain similarities and differences between Humanist and religious ethics. - Reflect on what gives meaning and happiness in their own lives. - Consider how beliefs influence decisions and behaviour. - Demonstrate respectful understanding of both religious and non-religious worldviews.