

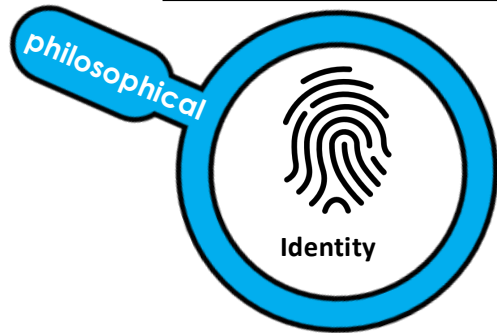
Where are the Golden Threads in EYFS?

Through their learning in EYFS, pupils should begin to explore the world of worldviews, religion and belief in terms of special people, books, times, places and objects and, where possible, visiting places of worship. The children may listen to and talk about stories, through which they may be introduced to religious words and have the opportunity to explore religions and worldviews. Children may also discover, through talking about beliefs, that there are people who believe different things than they do. They will have chances to reflect on their own feelings and experiences, using their imagination and curiosity to develop their awe and wonder of the world around them.

It is important that children in EYFS gain an understanding of themselves, and others, as well as acquiring some knowledge of religion & worldviews, including Christianity. It is expected that teachers will want to consider including experiences, festivals, visits, visitors and stories as part of the wider curriculum for this age group, reflecting the diversity present within the school and classroom context. **At this key stage, pupils' progress must be measured against the Early Learning Goals.**

During their time in EYFS, pupils should be given learning experiences that encourage them to...

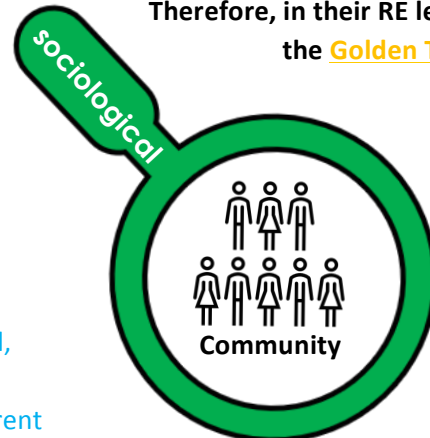
- explore the world of religion and belief in terms of special people, stories, times, places and objects, and by visiting places of worship
- use appropriate subject-specific vocabulary
- explore how and why 'God' might be important to some people
- listen to and talk about stories from religions and beliefs
- use their senses to explore religion, practices and beliefs
- continue to develop their own sense of who they are and their place in the world, including the communities they are a part of
- reflect on their own feelings and experiences
- use their imagination and curiosity to develop their awe and wonder of the world around them



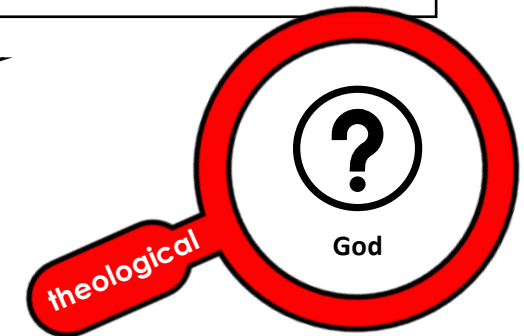
- show curiosity; ask questions about their learning
- respond with growing sensitivity and responsibility to the world around them
- talk about e.g. 'right'/'wrong', 'good'/'bad', 'real'/'true'
- recognise that others' views may be different from their own
- show a range of feelings in response to their learning e.g. awe, wonder, sadness, joy etc.



Therefore, in their RE learning, you might see evidence of the **Golden Threads** when pupils.....



- talk about their own times of celebration or about things that are special to them, such as beliefs, places, books, objects and people (communities)
- talk about groups they belong to and show an awareness that other children belong to different groups



- talk about a place, a special story or person belonging to a faith or belief community using appropriate vocabulary
- show an awareness that festivals are special times for different people and describe how people celebrate them

Where are the Golden Threads in KS1?

In the Early Years Foundation Stage, children will have had opportunities to find out and learn about the world they live in. These experiences are likely to have included:

- learning about themselves within the context of their school
- learning about the worldviews, beliefs and cultures of others, including Christianity
- encountering the celebration of different festivals
- where possible, meeting different people from faith and belief communities
- hearing stories that are special to different religious and non-religious people, that help children to relate to the things that different people believe

Please refer to the EYFS section of this document for further information.

During Key Stage 1, pupils develop their knowledge and understanding of the worldviews, beliefs and 'lived experience' of some Christian, Jewish and Muslim people, and (especially as part of the thematic units) some non-religious people. Pupils will also be encouraged to develop important subject-specific and cross-curricular skills.

Through their learning experiences in KS1, pupils will develop their understanding of the Golden Threads of 'God' 'Community' & 'Identity' and be encouraged to:

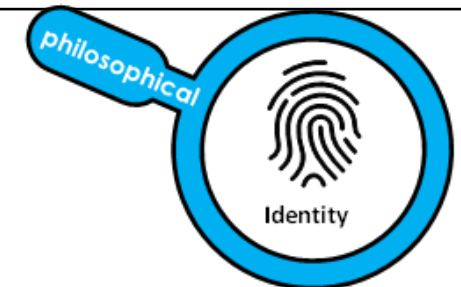
- explore core concepts & beliefs for Christian, Jewish & Muslim people, and appreciate that some people call themselves 'non-religious'
- develop subject specific vocabulary
- encounter how different people view the world in different ways
- encounter and respond to ways in which people express their beliefs (e.g. stories, artefacts and other media, such as art and music – and what they might 'mean')
- begin to understand the importance and value of religion and belief for different people, especially other children, their families and the communities they belong to
- ask relevant questions and develop a sense of wonder & curiosity about the world around them, using their imagination
- ask questions and express their own views about what it means to be human: what's important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging



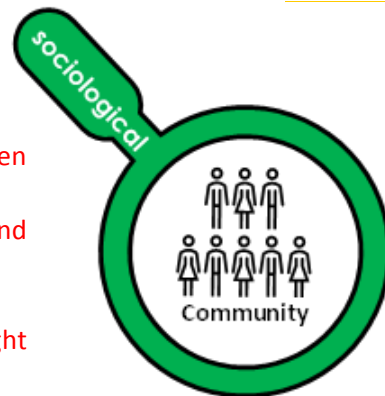
- talk simply about core beliefs and concepts and what they mean
- use appropriate subject-specific vocabulary when they talk
- identify similarities in features of religion and belief
- retell religious, spiritual and moral stories
- identify how stories / symbols / objects might show what people believe
- identify how belief is expressed in different ways for different people



Therefore, in their RE learning, you might see evidence of the **Golden Threads** when pupils.....



- respond sensitively and imaginatively to questions about being human and their own place in the world
- ask thoughtful questions about their own and others' ideas, feelings and experiences
- recognise that some questions about life are difficult to answer
- respond to questions about e.g. 'right'/'wrong', 'good'/'bad', 'real'/'true'
- give a simple reason for a view that they have



- talk about different communities of people
- give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives
- give a reason why something may be of value to themselves and/or others, recognising different viewpoints

Where are the Golden Threads in LKS2?

In KS1, pupils will have explored religion and worldviews through encountering the practices, artefacts, stories and beliefs of some Christian, Jewish and Muslim people, as well as developing an understanding that other people might call themselves 'non-religious'. It is hoped that through the KS1 units of work, pupils will have gained these insights through a rich range of resources such as art & music, and by meeting people from different faith & belief communities through carefully planned visits, or by having visitors in to school. The LKS2 units of work build on these experiences. Please refer to the KS1 section of the syllabus for further information and curriculum overviews.

During lower key stage 2, extend their knowledge and understanding of the beliefs and lived experience of some Christian, Jewish and Muslim people and be introduced to the importance of equality to Sikhi people, and the Golden Rule to Humanists, recognising the impact of religion and belief on people's worldviews, locally (including within their own school), nationally and globally. They will also make connections across their learning in thematic units and deepen their understanding of concepts within and across religions / beliefs. They should be encouraged to become more self-reflective in the way that they understand their own personal worldview and the things that may have influenced it. They will also continue to develop important subject-specific and cross-curricular skills.

Through their learning experiences in LKS2, pupils will develop their understanding of the Golden Threads of 'God' 'Community' & 'Identity' and be encouraged to:

- build on their understanding of some core concepts & beliefs about God for Christian, Jewish and Muslim people, and explore those of Sikhi & non-religious people
- explore a variety of sacred texts and other sources and consider their meanings and impact
- extend their range and use of subject specific vocabulary
- make connections between aspects of worldviews, religion and belief and consider how people express these in everyday life
- recognise diversity in religions & beliefs, and consider the impact of this on people's lived experience
- understand the importance of asking questions and encountering different viewpoints
- reflect on their own 'personal knowledge' and that of others in the light of their learning
- develop an understanding of what might influence and shape a person's worldview, attitude, or behaviour, including their own



- identify similarities and differences between theological concepts / religions / beliefs, giving examples from their learning
- describe and suggest meanings for symbols and other forms of expression for people of faith or belief, giving reasons for their ideas
- make links between concepts / beliefs, texts / stories and practices (believing, belonging and behaving)



- investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience
- identify the impact of beliefs and practices on people's lives – individually, or as a community e.g. in how people worship and/or how they live



Therefore, in their RE learning, you might see evidence of the **Golden Threads** when pupils.....



- compare their own ideas, influences and/or feelings with those of others
- make links between what they and other people think about God / being human / what is important in life / how to behave
- give reasons for beliefs, attitudes and actions, especially in relation to their own developing worldview ('personal knowledge')
- ask significant questions about life or human experience, comparing their ideas with others' and suggesting answers from their

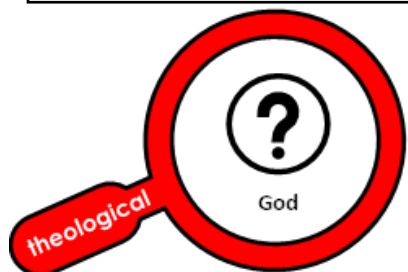
Where are the Golden Threads in UKS2?

In LKS2, pupils should have extended their knowledge and understanding of the beliefs and lived experience of some Christian, Jewish and Muslim people and been introduced to the importance of equality to Sikhi people, and the Golden Rule to Humanists, recognising the impact of religion and belief on people's worldviews, locally (including within their own school), nationally and globally. They will also have made connections across their learning in thematic units, deepened their understanding of concepts within and across religions / beliefs & begun to explore their own personal worldview and the things that may have influenced it. Please refer to the LKS2 section of the syllabus for further information and curriculum overviews.

During upper key stage 2, pupils will continue to develop their understanding of the beliefs and lived experience of some Christian, Jewish, Muslim & non-religious people, and be introduced to the Dharmic traditions of Hinduism (Sanatan Dharma) and Buddhism. As learning develops across this phase, pupils will increasingly become more aware of the factors that might account for diversity within and across communities, including opportunities to consider how some sacred texts can be interpreted in different ways e.g. creation narratives. They will continue to explore their own personal worldview and begin to articulate some of the factors that may have influenced it, also applying their thinking to help them to understand the worldviews of others.

In UKS2, pupils will extend their understanding of the Golden Threads of 'God' 'Community' & 'Identity' and express their ideas / findings in different ways, through being given opportunities to:

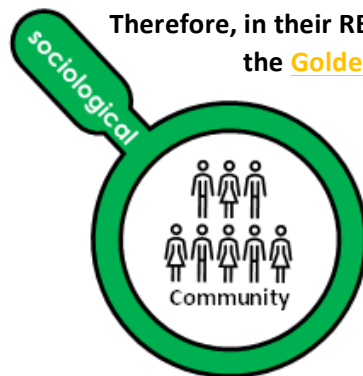
- deepen their understanding of some core concepts & beliefs about God for some Christian, Jewish, Muslim & non-religious people and explore those of some Hindu (Sanatan Dharma) & Buddhist people
- explore a wider range of sacred texts and other sources and consider their meanings and impact for different people
- consider how different people might interpret some core texts in different ways
- describe connections between aspects of religion and belief and consider how people express these in everyday life
- explore diversity within and between religions & beliefs, and evaluate the impact on people's lived experience
- consider the importance of communities in shaping people's worldviews
- identify relevant information in answer to 'big' questions about being human, or living life, selecting examples and giving reasons for their choices
- recognise the challenges involved in living life according to a set of principles and reflect on what influences these
- explore how the search for meaning and 'truth' might be a part of human existence



- explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate
- express their understanding of concepts in theological terms
- suggest some ways in which different people might interpret key texts / sources
- suggest meanings for a range of forms of expression, using accurate vocabulary



Therefore, in their RE learning, you might see evidence of the **Golden Threads** when pupils.....



- comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities
- investigate and describe similarities and differences in lived experience within and between religions / beliefs
- describe the impact of beliefs and practices for different people (e.g. on individuals, groups / communities and cultures, locally, nationally and globally)



- explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently
- suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning
- develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview
- reflect on possible connections between worldviews and the human search for meaning