

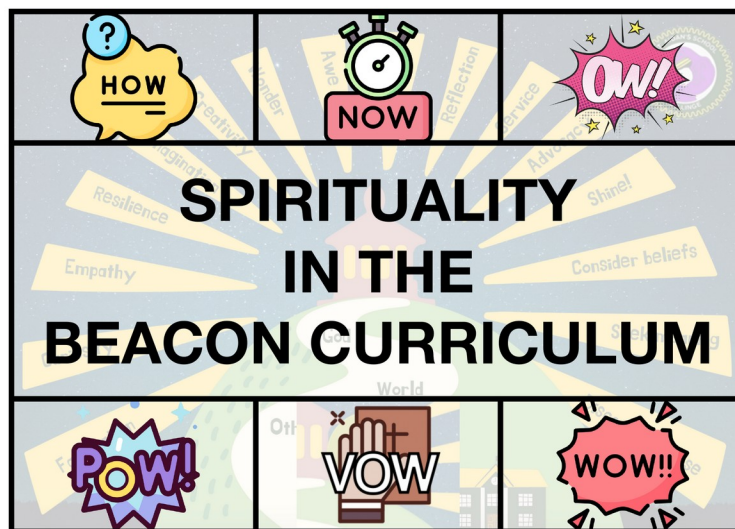


ST AIDAN'S CE PRIMARY SCHOOL, BILLINGE

"Let your light shine" - Matthew 5:16

SPIRITUALITY ACROSS THE RELIGIOUS EDUCATION CURRICULUM

A curriculum map of authentic opportunities from St Aidan's Questful RE milestones



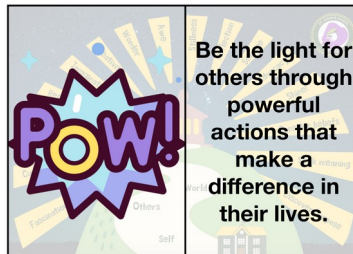
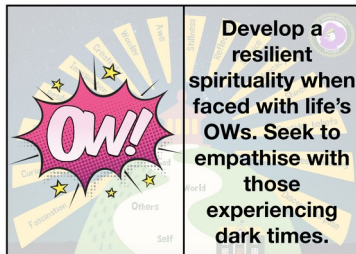
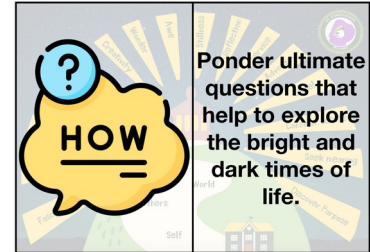
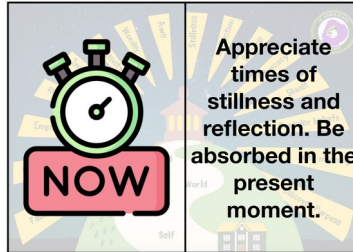
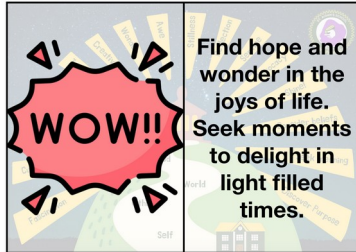
Scope. This document maps St Aidan's current RE long-term plan from Year 1 to Year 6. Detailed milestone mapping is included for the 25 supplied Questful RE milestone sheets. The 8 units whose milestone sheets were not included in the current upload remain visible in the curriculum overview and are clearly flagged for later completion.

Hope • Love • Friendship • Forgiveness • Truth • Perseverance

OUR SPIRITUALITY LANGUAGE

Six shared lenses used across the Beacon Curriculum

A common language. The lenses help staff and pupils notice and articulate genuine spiritual opportunities. They are not a checklist and they are not an assessment of a child's spirituality.



SPIRITUALITY WITHIN RELIGIOUS EDUCATION

Belief, meaning, wonder, challenge, commitment and lived faith

Intent. At St Aidan's, spirituality is woven naturally through Religious Education. Pupils encounter WOW, NOW, HOW, OW, POW and VOW moments as they engage with sacred texts, religious and non-religious worldviews, big questions, symbols, practices, lived experience and the impact of belief on people and communities.

How spirituality connects to RE learning

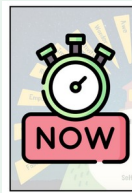
The Questful RE curriculum develops theological understanding, philosophical thinking and knowledge of Human Social Sciences. Pupils learn to interpret sacred texts, explore beliefs, ask quality and ultimate questions, consider values and viewpoints, and understand how religion and worldviews are expressed in lived practice. These disciplinary approaches create natural opportunities to wonder, reflect, encounter difficult human experiences, consider commitment and recognise how belief can inspire action.



WOW

Wonder: Find hope and wonder in the joys of life. Seek moments to delight in light-filled times.

RE connection: Awe, mystery, creation, miracles, sacred stories, symbols, festivals, hope and the richness of diverse religious expression.



NOW

Reflection: Appreciate times of stillness and reflection. Be absorbed in the present moment.

RE connection: Prayer, worship, sacred spaces, symbol, careful listening, personal response and making time to attend thoughtfully to meaning.



HOW

Big questions: Ponder ultimate questions that help us explore the bright and dark times of life.

RE connection: Theology and philosophy: questions of God, truth, meaning, identity, purpose, interpretation, authority, life, death and belief.



OW

Challenge & empathy: Develop a resilient spirituality when faced with life's OWs. Seek to empathise with those experiencing dark times.

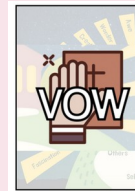
RE connection: Suffering, betrayal, death, forgiveness, exclusion, difficult choices, freedom, challenge and sensitive encounter with human experience.



POW

Making a difference: Be the light for others through powerful actions that make a difference in their lives.

RE connection: Faith in action: welcome, service, justice, sharing, stewardship, speaking out, forgiveness and the impact of values on behaviour.



VOW

Values & commitment: Commit to being a person that brings light to others.

RE connection: Promises, belonging, calling, discipleship, identity, values, worship and the ways commitments shape daily life.

HOW THE RE MAP WORKS

Keeping spiritual development authentic and RE disciplinary rigour explicit

Golden rule. Milestone first. Every bullet point in the supplied Questful RE milestone sheets is treated as a separate milestone. A spirituality link is included only where the milestone naturally creates space to wonder, reflect, question, encounter challenge, consider commitment or connect belief with action.

Four principles for staff

- RE remains disciplinary. Theology, Philosophy and Human Social Sciences remain explicit; spiritual reflection grows from the RE content and does not replace it.
- Not every milestone needs several lenses. One strong connection is better than a collection of labels that adds little to the learning.
- World Faiths, Christian denominations and non-religious worldviews are represented respectfully. Pupils encounter diversity without treating one expression as the norm for everyone.
- Questions are invitational. Pupils can reflect from their own faith or worldview while learning accurately about the beliefs and lived experiences of others.

A particularly strong RE thread: Belief, meaning and lived response

From understanding to reflection. Theology helps pupils understand what people believe and the sources that shape those beliefs; Philosophy opens questions of meaning, truth, value and experience; Human Social Sciences explores how beliefs are lived in context. The spirituality lenses help pupils notice the wonder, challenge, commitment and action that can emerge through all three disciplines.

CURRICULUM COVERAGE

Current Questful RE long-term plan across Years 1-6

Coverage note. The unit numbers and titles below follow the new St Aidan's RE long-term plan exactly, including intentional gaps in numbering where earlier units have been incorporated. An asterisk marks units whose milestone sheets were not included in the current upload.

Year	Autumn	Spring	Summer
Year 1	1.1 Why is saying thank you so important? 1.2 What do people believe about how the world began? 1.3 Why do many people give and receive gifts at Christmas?	1.4 What made Jesus special? 1.5 Why do Christians believe Easter is a new beginning?	1.7 * How do families welcome new babies?
Year 2	2.1 Why are sacred texts so important to people of faith? 2.2 Why do Christians believe the birth of Jesus was such good news?	2.3 Why did Jesus welcome everyone? 2.4 How do symbols help people to understand the meaning and importance of Easter?	2.5 What makes a place or building sacred?
Year 3	3.6 Why do many people celebrate and give thanks at Harvest time? 3.1 What is the role of a faith leader who has been called by God? 3.2 Why do Christians believe that Jesus was Emmanuel, God with us?	3.3 * How did/does Jesus change lives? 3.4 Is the cross a symbol of sadness or joy?	3.5 * Is the 'golden rule' agreed by everyone?

Year 4	4.6 Where and when do some people of faith pray?	4.3 * Why do Christians believe Jesus is the Son of God?	4.5 What is the purpose of sacred places or buildings?
	4.2 Why is light an important symbol in many World Faiths?	4.4 Easter: A story of betrayal or trust?	
Year 5	5.1 Why are there several Holy Books and not just one?	5.3 Why do Christians believe Jesus was a great teacher?	5.5 * Did she make the right choice? Why?
	5.2 How does the birth of Jesus fit into God's Big Story?	5.4 Why do Christians believe that Easter is a celebration of victory?	5.6 * Is death an ending or a beginning?
Year 6	6.9 How do promises of commitment shape the lives of those who make them?	6.4 * Who was Jesus? Who is Jesus?	6.8 * Why is pilgrimage not a holiday?
	6.2 How do Christians prepare for Christmas?	6.3 What are the connections between the Last Supper and the celebrations of Jewish Passover and Christian Eucharist?	

* Milestone sheet not supplied in the current upload. The unit remains in the overview and is flagged in the detailed section so it can be added without changing the agreed structure.

RE SPIRITUALITY MAP - YEAR 1 & YEAR 2

Every current unit; lenses identify the strongest natural opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y1	1.1 Why is saying thank you so important?	HOW • NOW • POW • VOW	Gratitude, harvest, sharing and helping others connect thankfulness with values in action.
Y1	1.2 What do people believe about how the world began?	HOW • WOW • NOW • VOW	Creation stories invite wonder, big questions and responsibility for caring for the world.
Y1	1.3 Why do many people give and receive gifts at Christmas?	HOW • WOW • NOW • VOW	The Nativity and the giving of gifts open questions about love, meaning, generosity and celebration.
Y1	1.4 What made Jesus special?	HOW • WOW • NOW • POW	Stories of Jesus and miracles invite wonder, questions about identity and sensitive reflection on human experience.
Y1	1.5 Why do Christians believe Easter is a new beginning?	HOW • NOW • VOW • WOW	Holy Week, resurrection, spring and new life connect challenge with hope and new beginnings.
Y1	1.7 How do families welcome new babies?	Awaiting milestone sheet	Unit retained from the current LTP. Detailed spirituality mapping will be added from its actual bullet-point milestones when the milestone sheet is supplied.
Y2	2.1 Why are sacred texts so important to people of faith?	HOW • NOW • VOW • POW	Sacred texts raise questions of authority, value, guidance, respect and diversity across faiths.

Y2	2.2 Why do Christians believe the birth of Jesus was such good news?	HOW • WOW • VOW • NOW	The Christian idea of good news connects the Nativity with hope, feelings and lived celebration.
Y2	2.3 Why did Jesus welcome everyone?	HOW • POW • VOW • NOW	Jesus welcoming everyone foregrounds empathy, friendship, inclusion and belief expressed through action.
Y2	2.4 How do symbols help people to understand the meaning and importance of Easter?	HOW • NOW • WOW • VOW	Easter symbols invite interpretation, reflection and discussion about what Christians believe matters most.
Y2	2.5 What makes a place or building sacred?	HOW • VOW • NOW • POW	Sacred places connect belief, belonging, diversity, values and the ways communities express faith.

RE SPIRITUALITY MAP - YEAR 3 & YEAR 4

Every current unit; lenses identify the strongest natural opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y3	3.6 Why do many people celebrate and give thanks at Harvest time?	WOW • HOW • NOW • VOW	Harvest links sacred texts, gratitude and diverse celebrations with values lived out in community.
Y3	3.1 What is the role of a faith leader who has been called by God?	HOW • VOW • POW • NOW	Calling and faith leadership raise questions about purpose, courage, responsibility and speaking out.
Y3	3.2 Why do Christians believe that Jesus was Emmanuel, God with us?	HOW • NOW • VOW • POW	Emmanuel explores presence, identity and the Christian belief that encountering Jesus changes lives.
Y3	3.3 How did/does Jesus change lives?	Awaiting milestone sheet	Unit retained from the current LTP. Detailed spirituality mapping will be added from its actual bullet-point milestones when the milestone sheet is supplied.
Y3	3.4 Is the cross a symbol of sadness or joy?	NOW • HOW • POW • VOW	The cross holds sadness and joy together, creating rich space for empathy, interpretation, hope and meaning.
Y3	3.5 Is the 'golden rule' agreed by everyone?	Awaiting milestone sheet	Unit retained from the current LTP. Detailed spirituality mapping will be added from its actual bullet-point milestones when the milestone sheet is supplied.

Y4	4.6 Where and when do some people of faith pray?	NOW • HOW • VOW • POW	Prayer provides natural opportunities for stillness, reflection, commitment and understanding diverse practices.
Y4	4.2 Why is light an important symbol in many World Faiths?	HOW • NOW • WOW • VOW	Light as a religious metaphor links St Aidan's vision naturally with hope, challenge, belief and action.
Y4	4.3 Why do Christians believe Jesus is the Son of God?	Awaiting milestone sheet	Unit retained from the current LTP. Detailed spirituality mapping will be added from its actual bullet-point milestones when the milestone sheet is supplied.
Y4	4.4 Easter: A story of betrayal or trust?	HOW • OW • NOW • VOW	Betrayal, trust and forgiveness create powerful opportunities for empathy, values and reflection on relationships.
Y4	4.5 What is the purpose of sacred places or buildings?	NOW • VOW • HOW • POW	Sacred places deepen questions about belonging, worship, diversity and the impact of faith on daily life.

RE SPIRITUALITY MAP - YEAR 5 & YEAR 6

Every current unit; lenses identify the strongest natural opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y5	5.1 Why are there several Holy Books and not just one?	HOW • NOW • VOW • OW	Holy books invite mature questions about authority, truth, guidance, interpretation and ethical choices.
Y5	5.2 How does the birth of Jesus fit into God's Big Story?	HOW • VOW • NOW • WOW	The Nativity is explored through Gospel purpose, perspective, empathy and its place in Christian belief.
Y5	5.3 Why do Christians believe Jesus was a great teacher?	HOW • VOW • NOW • POW	Jesus' parables connect big questions with values, commitments, behaviour and messages for the world today.
Y5	5.4 Why do Christians believe that Easter is a celebration of victory?	HOW • NOW • WOW • VOW	Easter as victory brings together death, hope, values, worship and the impact of belief on life.
Y5	5.5 Did she make the right choice? Why?	Awaiting milestone sheet	Unit retained from the current LTP. Detailed spirituality mapping will be added from its actual bullet-point milestones when the milestone sheet is supplied.
Y5	5.6 Is death an ending or a beginning?	Awaiting milestone sheet	Unit retained from the current LTP. Detailed spirituality mapping will be added from its actual bullet-point milestones when the milestone sheet is supplied.

Y6	6.9 How do promises of commitment shape the lives of those who make them?	HOW • VOW • NOW • POW	Promises and commitments explore belonging, identity, values and the ways choices shape lives across worldviews.
Y6	6.2 How do Christians prepare for Christmas?	HOW • NOW • POW • VOW	Advent invites hope, ultimate questions, interpretation and reflection on how belief shapes the way Christians live.
Y6	6.4 Who was Jesus? Who is Jesus?	Awaiting milestone sheet	Unit retained from the current LTP. Detailed spirituality mapping will be added from its actual bullet-point milestones when the milestone sheet is supplied.
Y6	6.3 What are the connections between the Last Supper and the celebrations of Jewish Passover and Christian Eucharist?	HOW • WOW • NOW • VOW	Passover, Last Supper and Eucharist connect memory, freedom, identity, worship and diverse religious practice.
Y6	6.8 Why is pilgrimage not a holiday?	Awaiting milestone sheet	Unit retained from the current LTP. Detailed spirituality mapping will be added from its actual bullet-point milestones when the milestone sheet is supplied.

DETAILED RE MAPPING - YEAR 1

Every milestone is considered separately; only genuine spiritual connections are identified

Using this map. Each bullet point in the Questful RE milestone sheets is treated as a separate milestone. The RE disciplinary lens remains explicit; spirituality sits alongside Theology, Philosophy and Human Social Sciences rather than replacing them.

Unit	Milestone / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
1.1 Thank you	Theology - Know many people of faith believe that it is important to say thank you to God for the harvest. KS1b	HOW • VOW	Opens questions of belief, meaning, interpretation and truth and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Text explanation / concept map
1.1 Thank you	Theology - Know the sacred texts give instructions to people of faith about celebrating the harvest. KS1b	HOW • WOW • NOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Case-study explanation / lived-practice notes

1.1 Thank you	Philosophy - Know many people feel that it is important to help those in need. KS1c	POW • HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Discussion / reflective response
1.1 Thank you	Human Social Sciences - Know Christians believe that helping others is part of putting their faith into action. KS1e	POW • VOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What commitment is being lived out here, and what difference could it make?	Symbol / image / creative response analysis
1.1 Thank you	Human Social Sciences - Know there are similarities and differences between the ways in which people of faith celebrate harvest festivals. KS1f	VOW • WOW • HOW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Comparison grid / reasoned explanation

1.1 Thank you	Theology - Be able to talk about what the Bible says about celebrating the harvest and sharing with others. KS1a	HOW • WOW • POW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Case-study explanation / lived-practice notes
1.1 Thank you	Philosophy - Be able to talk about their own likes and dislikes and experiences. KS1c	NOW • HOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Discussion / reflective response
1.1 Thank you	Philosophy - Be able to express feelings and opinions about the issues raised by Christian Aid/Tear Fund materials etc. KS1c	NOW • POW • HOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Reasoned response / pupil voice

1.1 Thank you	Philosophy - Be able to ask questions about their own and others' experiences. KS1d	HOW • NOW • POW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Pupil questions / discussion notes
1.1 Thank you	Human Social Sciences - Be able to talk, using religious language, about the ways in which Christians and those of Jewish faith celebrate the harvest and give thanks to God. KS1e	VOW • WOW • HOW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Case-study explanation / lived-practice notes
1.2 How the world began	Theology - Know Christians, Muslims, and Hindus believe that God created the world. KS1b	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
1.2 How the world began	Theology - Know the belief that God is creator is rooted in the scriptures of all three faiths explored in this unit. KS1b	HOW • VOW	Opens questions of belief, meaning, interpretation and truth and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Text explanation / concept map

1.2 How the world began	Theology - Know Christians, Muslims, and Hindus believe that in creation we can see the power and wonder of God. KS1b	HOW • WOW	Creates space for awe, wonder, hope or delight and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Text explanation / concept map
1.2 How the world began	Philosophy - Know understand that they are creative beings and enjoy their creative skills. KS1c	WOW • HOW • NOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Discussion / reflective response
1.2 How the world began	Human Social Sciences - Know Christians, Muslims and Hindus believe that people should be taking care of our world. KS1e	POW • VOW	Connects belief with action, care, welcome, justice or service and explores how values and commitments shape identity, choices and daily life.	What commitment is being lived out here, and what difference could it make?	Lived-practice explanation / pupil voice
1.2 How the world began	Theology - Be able to talk about the belief shared by Christians, Muslims and Hindus that God is the creator. KS1b	HOW • POW	Opens questions of belief, meaning, interpretation and truth and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Text explanation / concept map

1.2 How the world began	Theology - Be able to retell the creation stories they have heard. KS1a	HOW • WOW	Creates space for awe, wonder, hope or delight and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Retelling / sequencing / explanation
1.2 How the world began	Philosophy - Be able to talk about what they find amazing, interesting or puzzling in creation. KS1c	WOW • HOW • NOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Discussion / reflective response
1.2 How the world began	Philosophy - Be able to talk about why they and others think it is important to take care of the earth. KS1c	POW • HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Symbol / image / creative response analysis
1.2 How the world began	Philosophy - Be able to ask good questions. KS1d	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Pupil questions / discussion notes

1.2 How the world began	Human Social Sciences - Be able to notice similarities and differences between the World Faiths studied. KS1e	VOW • HOW	Opens questions of belief, meaning, interpretation and truth and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Comparison grid / reasoned explanation
1.3 Gifts at Christmas	Theology - Know Christians believe that Jesus is God come to earth. KS1b	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Symbol / image / creative response analysis
1.3 Gifts at Christmas	Theology - Know Christians believe Jesus is the promised Saviour/rescuer (God's Big Story). KS1b	HOW • OW • VOW	Opens questions of belief, meaning, interpretation and truth, engages sensitively with challenge, suffering, uncertainty or difficult experience, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Text explanation / concept map
1.3 Gifts at Christmas	Theology - Know the story of the birth of Jesus is found in the Bible. KS1a	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map

1.3 Gifts at Christmas	Theology - Know Christians believe that Jesus is God's gift of love to the world. KS1a	HOW • WOW	Creates space for awe, wonder, hope or delight and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Text explanation / concept map
1.3 Gifts at Christmas	Human Social Sciences - Know people celebrate Christmas for many different reasons and in many different ways. KS1e&f	WOW • VOW	Creates space for awe, wonder, hope or delight and explores how values and commitments shape identity, choices and daily life.	How might this shape a person's values, identity or choices?	Case-study explanation / lived-practice notes
1.3 Gifts at Christmas	Theology - Be able to retell the nativity story in two parts: a) the shepherds and b) the wise men. KS1a	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Retelling / sequencing / explanation
1.3 Gifts at Christmas	Theology - Be able to talk about Christian beliefs about Jesus. KS1b	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
1.3 Gifts at Christmas	Philosophy - Be able to talk about their own experiences of giving and receiving gifts. KS1c	NOW • WOW • HOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Discussion / reflective response

1.3 Gifts at Christmas	Philosophy - Be able to talk about why gifts can be important to some people and not others. KS1c	HOW • WOW • POW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Discussion / reflective response
1.3 Gifts at Christmas	Human Social Sciences - Be able to use religious words to identify features of religious life and suggest meanings for actions and symbols. KS1e	VOW • NOW • HOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Symbol / image / creative response analysis
1.3 Gifts at Christmas	Human Social Sciences - Be able to talk about the different ways in which people celebrate Christmas. KS1f	WOW • VOW	Creates space for awe, wonder, hope or delight and explores how values and commitments shape identity, choices and daily life.	How might this shape a person's values, identity or choices?	Case-study explanation / lived-practice notes
1.4 What made Jesus special?	Theology - Know Christians believe that the miracles reveal Jesus as the Son of God. KS1b	HOW • WOW	Creates space for awe, wonder, hope or delight and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Text explanation / concept map

1.4 What made Jesus special?	Theology - Know Christians believe that the Bible stories recording the miracles that Jesus performed reveal that he is God. KS1b	HOW • WOW	Creates space for awe, wonder, hope or delight and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Text explanation / concept map
1.4 What made Jesus special?	Theology - Be able to retell stories of Jesus' miracles covered in this unit. KS1a	HOW • WOW	Creates space for awe, wonder, hope or delight and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Retelling / sequencing / explanation
1.4 What made Jesus special?	Theology - Be able to make the connection between the Bible stories and Christian beliefs about Jesus. KS1b	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
1.4 What made Jesus special?	Philosophy - Be able to talk about their own feelings and experiences. KS1c	NOW • HOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Reasoned response / pupil voice

1.4 What made Jesus special?	Philosophy - Be able to ask and respond sensitively to questions about their own and others' feelings and experiences. KS1d	HOW • NOW • POW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Pupil questions / discussion notes
1.4 What made Jesus special?	Philosophy - Be able to talk what they find interesting and puzzling. KS1d	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Discussion / reflective response
1.4 What made Jesus special?	Human Social Sciences - Be able to talk about features of Christian life that show that Christians believe Jesus was God and is therefore special. KS1e	HOW • VOW • WOW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Lived-practice explanation / pupil voice

1.5 Easter - new beginning	Theology - Know the events of Holy Week and Easter are at the core of Christian beliefs about Jesus. KS1b	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
1.5 Easter - new beginning	Theology - Know Christians believe that Jesus died on the cross and rose back to life again 3 days later. KS1a	HOW • OW • VOW	Opens questions of belief, meaning, interpretation and truth, engages sensitively with challenge, suffering, uncertainty or difficult experience, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Text explanation / concept map
1.5 Easter - new beginning	Theology - Know Christians believe that Easter is a new beginning. KS1b	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
1.5 Easter - new beginning	Human Social Sciences - Know some Easter celebrations reflect the Christian belief that Easter is a new beginning. KS1f	WOW • NOW • HOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Case-study explanation / lived-practice notes

1.5 Easter - new beginning	Theology - Be able to retell the events of the Holy Week and Easter stories they have heard. KS1a	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Retelling / sequencing / explanation
1.5 Easter - new beginning	Theology - Be able to make links between Jesus' resurrection and the coming alive of nature in the springtime. KS1a	HOW • WOW • VOW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Text explanation / concept map
1.5 Easter - new beginning	Philosophy - Be able to reflect on the awe and wonder of new life and changes in nature and talk about what they find interesting. KS1c	WOW • NOW • VOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and explores how values and commitments shape identity, choices and daily life.	What might this help a believer notice, remember or commit to?	Discussion / reflective response

1.5 Easter - new beginning	Human Social Sciences - Be able to talk about their own experiences of Easter celebrations. KS1f	WOW • NOW • VOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and explores how values and commitments shape identity, choices and daily life.	What might this help a believer notice, remember or commit to?	Case-study explanation / lived-practice notes
1.7 Welcoming new babies	<i>Milestone sheet not supplied in the current upload.</i>	-	<i>The unit is retained because it appears in the current RE long-term plan. Its spirituality mapping will be added from the actual milestone bullets rather than inferred from the unit title.</i>	<i>Add when milestone sheet is supplied.</i>	-

DETAILED RE MAPPING - YEAR 2

Every milestone is considered separately; only genuine spiritual connections are identified

Using this map. Each bullet point in the Questful RE milestone sheets is treated as a separate milestone. The RE disciplinary lens remains explicit; spirituality sits alongside Theology, Philosophy and Human Social Sciences rather than replacing them.

Unit	Milestone / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
2.1 Sacred texts	Theology - Know each World Faith has its own sacred scripture/holy book. KS1b	HOW • NOW • VOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Text explanation / concept map
2.1 Sacred texts	Theology - Know there are similarities and differences between the content of holy books. KS1b	HOW • NOW • VOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Comparison grid / reasoned explanation

2.1 Sacred texts	Theology - Know the stories and contents in the holy books are the foundation of the beliefs of people of faith. KS1b	HOW • NOW • VOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Text explanation / concept map
2.1 Sacred texts	Human Social Sciences - Know holy books give believers guidance for living their lives as God has commanded. KS1e	VOW • NOW • HOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Lived-practice explanation / pupil voice
2.1 Sacred texts	Human Social Sciences - Know there are similarities and differences between the holy books and the ways they are used and treated. KS1f	VOW • NOW • HOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Comparison grid / reasoned explanation

2.1 Sacred texts	Theology - Be able to talk about the content of the holy books. KS1a	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
2.1 Sacred texts	Theology - Be able to talk about the link between the respect given to the holy book and beliefs about who wrote it. KS1b	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
2.1 Sacred texts	Philosophy - Be able to talk about their understanding of the meaning of holy/sacred in relation to the books. KS1c	NOW • HOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Discussion / reflective response
2.1 Sacred texts	Philosophy - Be able to recognise what is of value and importance to themselves and others. KS1c	POW • VOW • HOW	Opens questions of belief, meaning, interpretation and truth, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What does this belief mean, and how might it lead someone to act?	Discussion / reflective response

2.1 Sacred texts	Philosophy - Be able to ask good questions. KS1d	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Pupil questions / discussion notes
2.1 Sacred texts	Human Social Sciences - Be able to use correct religious vocabulary to talk about the ways in which the holy books across the World Faiths are treated. KS1e	VOW • NOW • OW	Invites attentive reflection on experience, symbol, practice or personal response, engages sensitively with challenge, suffering, uncertainty or difficult experience, and explores how values and commitments shape identity, choices and daily life.	What might this help a believer notice, remember or commit to?	Lived-practice explanation / pupil voice
2.1 Sacred texts	Human Social Sciences - Be able to identify and describe the impact of the holy books and their content on the lives of believers. KS1f	VOW • POW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What commitment is being lived out here, and what difference could it make?	Case-study explanation / lived-practice notes

2.1 Sacred texts	Human Social Sciences - Be able to talk about the diversity across World Faiths. KS1e	VOW • OW • HOW	Opens questions of belief, meaning, interpretation and truth, engages sensitively with challenge, suffering, uncertainty or difficult experience, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Lived-practice explanation / pupil voice
2.2 Birth of Jesus - good news	Theology - Know Christians believe that the content of the Christmas story is good news. KS1b	HOW • WOW	Creates space for awe, wonder, hope or delight and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Text explanation / concept map
2.2 Birth of Jesus - good news	Theology - Know Christians believe that the good news is that Jesus is the Saviour of the world. KS1b	HOW • WOW	Creates space for awe, wonder, hope or delight and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Text explanation / concept map
2.2 Birth of Jesus - good news	Human Social Sciences - Know Christians believe the good news impacts on the world then and now. KS1e	WOW • POW • VOW	Creates space for awe, wonder, hope or delight, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What commitment is being lived out here, and what difference could it make?	Case-study explanation / lived-practice notes

2.2 Birth of Jesus - good news	Theology - Be able to begin to develop an understanding of the relationship between the story and Christian beliefs. KS1b	HOW • VOW	Opens questions of belief, meaning, interpretation and truth and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Text explanation / concept map
2.2 Birth of Jesus - good news	Theology - Be able to talk about why Christians believe the story of Jesus' birth is good news. KS1b	HOW • WOW	Creates space for awe, wonder, hope or delight and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Text explanation / concept map
2.2 Birth of Jesus - good news	Theology - Be able to retell the nativity story. KS1a	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Retelling / sequencing / explanation
2.2 Birth of Jesus - good news	Philosophy - Be able to talk about their own feelings and experiences of good news. KS1c	NOW • WOW • HOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Reasoned response / pupil voice
2.2 Birth of Jesus - good news	Philosophy - Be able to ask and respond sensitively to questions about the experiences of Mary and the shepherds.	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Pupil questions / discussion notes

2.2 Birth of Jesus - good news	Human Social Sciences - Be able to use religious language to describe the content and symbolism in paintings. KS1e	NOW • OW • VOW	Invites attentive reflection on experience, symbol, practice or personal response, engages sensitively with challenge, suffering, uncertainty or difficult experience, and explores how values and commitments shape identity, choices and daily life.	What might this help a believer notice, remember or commit to?	Symbol / image / creative response analysis
2.2 Birth of Jesus - good news	Human Social Sciences - Be able to describe the ways in which Christians express the belief that Jesus is good news in their celebrations. KS1f	WOW • HOW • VOW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Case-study explanation / lived-practice notes
2.3 Jesus welcomed everyone	Theology - Know Christians believe that Jesus is both God and human. He is the Son of God. KS1b	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map

2.3 Jesus welcomed everyone	Human Social Sciences - Know Christians follow Jesus and try to show welcome and friendship to everyone in the same way he did. KS1e	POW • VOW • HOW	Opens questions of belief, meaning, interpretation and truth, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What does this belief mean, and how might it lead someone to act?	Lived-practice explanation / pupil voice
2.3 Jesus welcomed everyone	Theology - Be able to talk about and retell the stories of Jesus they have heard in this unit. KS1a	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Retelling / sequencing / explanation
2.3 Jesus welcomed everyone	Theology - Be able to use appropriate religious language to talk about why Jesus welcomed everyone. KS1a	HOW • POW	Opens questions of belief, meaning, interpretation and truth and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Text explanation / concept map
2.3 Jesus welcomed everyone	Philosophy - Be able to empathise with others, talk about their own experiences, share their thoughts and ideas. KS1c	NOW • POW • OW	Invites attentive reflection on experience, symbol, practice or personal response, engages sensitively with challenge, suffering, uncertainty or difficult experience, and connects belief with action, care, welcome, justice or service.	How might someone respond with hope or action when faced with this difficulty?	Reasoned response / pupil voice

2.3 Jesus welcomed everyone	Human Social Sciences - Be able to make links between the actions of Christians and the stories and teaching of Jesus. KS1e	HOW • POW • VOW	Opens questions of belief, meaning, interpretation and truth, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What does this belief mean, and how might it lead someone to act?	Lived-practice explanation / pupil voice
2.4 Symbols of Easter	Theology - Know the Easter story is central to Christian belief. KS1b	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
2.4 Symbols of Easter	Theology - Know Christians believe that the death and resurrection of Jesus is part of God's salvation plan. KS1b	HOW • WOW • NOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Symbol / image / creative response analysis
2.4 Symbols of Easter	Philosophy - Know symbols are used to represent something else.	NOW • HOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Symbol / image / creative response analysis

2.4 Symbols of Easter	Human Social Sciences - Know there are different objects and symbols used to help explain and understand the meaning of Easter. KS1e	NOW • HOW • POW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Symbol / image / creative response analysis
2.4 Symbols of Easter	Theology - Be able to retell the Easter story. KS1a	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Retelling / sequencing / explanation
2.4 Symbols of Easter	Philosophy - Be able to talk about their own experiences of Easter celebrations. KS1c	NOW • WOW • HOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Case-study explanation / lived-practice notes
2.4 Symbols of Easter	Philosophy - Be able to explain what they think to be the most important thing about Easter. KS1c	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Discussion / reflective response

2.4 Symbols of Easter	Human Social Sciences - Be able to identify and name some of the symbols of Easter. KS1e	NOW • VOW	Invites attentive reflection on experience, symbol, practice or personal response and explores how values and commitments shape identity, choices and daily life.	What might this help a believer notice, remember or commit to?	Symbol / image / creative response analysis
2.4 Symbols of Easter	Human Social Sciences - Be able to use religious vocabulary to simply describe what the symbols of Easter mean. KS1e	NOW • VOW	Invites attentive reflection on experience, symbol, practice or personal response and explores how values and commitments shape identity, choices and daily life.	What might this help a believer notice, remember or commit to?	Symbol / image / creative response analysis
2.4 Symbols of Easter	Human Social Sciences - Be able to describe briefly why Christian people celebrate Easter. KS1e	WOW • HOW • VOW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Case-study explanation / lived-practice notes
2.5 Sacred places	Theology - Know there are links between the key features of places of worship and sacred texts/stories. KS1b	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map

2.5 Sacred places	Human Social Sciences - Know there is diversity within and between places of worship. KS1e	VOW • NOW • HOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Lived-practice explanation / pupil voice
2.5 Sacred places	Theology - Be able to talk about the links between the sacred texts/stories and the key features of places of worship. KS1b	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
2.5 Sacred places	Philosophy - Be able to recognise their own values and the values of others. KS1c	VOW • POW • HOW	Opens questions of belief, meaning, interpretation and truth, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What does this belief mean, and how might it lead someone to act?	Discussion / reflective response

2.5 Sacred places	Philosophy - Be able to ask good questions about their own and others' experiences. KS1d	HOW • NOW • POW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Pupil questions / discussion notes
2.5 Sacred places	Human Social Sciences - Be able to identify and describe features of religious life. KS1e	VOW	Explores how values and commitments shape identity, choices and daily life.	How might this shape a person's values, identity or choices?	Lived-practice explanation / pupil voice
2.5 Sacred places	Human Social Sciences - Be able to identify and give reasons for diversity of practice. KS1e	VOW • HOW	Opens questions of belief, meaning, interpretation and truth and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Case-study explanation / lived-practice notes

2.5 Sacred places	Human Social Sciences - Be able to identify and describe similarities and differences across faiths. KS1f	VOW • OW • HOW	Opens questions of belief, meaning, interpretation and truth, engages sensitively with challenge, suffering, uncertainty or difficult experience, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Comparison grid / reasoned explanation
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DETAILED RE MAPPING - YEAR 3

Every milestone is considered separately; only genuine spiritual connections are identified

Using this map. Each bullet point in the Questful RE milestone sheets is treated as a separate milestone. The RE disciplinary lens remains explicit; spirituality sits alongside Theology, Philosophy and Human Social Sciences rather than replacing them.

Unit	Milestone / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
3.6 Harvest	Theology - Know the sacred texts give instructions to people of faith about celebrating the harvest. LKS2a	HOW • WOW • NOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Case-study explanation / lived-practice notes
3.6 Harvest	Theology - Know harvest is mentioned throughout the Old Testament. LKS2a	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
3.6 Harvest	Human Social Sciences - Know harvest is celebrated throughout the world by people of all faiths and none. LKS2e	VOW • WOW	Creates space for awe, wonder, hope or delight and explores how values and commitments shape identity, choices and daily life.	How might this shape a person's values, identity or choices?	Case-study explanation / lived-practice notes

3.6 Harvest	Theology - Be able to use religious vocabulary to show understanding of the way religious text has been interpreted. LKS2a	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
3.6 Harvest	Theology - Be able to describe and recognise similarities between different religious harvest festivals. LKS2a	HOW • WOW	Creates space for awe, wonder, hope or delight and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Text explanation / concept map
3.6 Harvest	Theology - Be able to use religious language to describe and show understanding of the key features and symbolism of the Jewish festival of Sukkot. LKS2a	HOW • WOW • NOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Symbol / image / creative response analysis
3.6 Harvest	Philosophy - Be able to express their own opinion as to why communities celebrate harvest. LKS2c	HOW • NOW • WOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Reasoned response / pupil voice

3.6 Harvest	Philosophy - Be able to apply their own ideas and experiences to the experiences of others. LKS2c	NOW • POW • HOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Discussion / reflective response
3.6 Harvest	Human Social Sciences - Be able to describe the ways in which Christian harvest festival celebrations show Christian values in action. LKS2e	VOW • WOW • POW	Creates space for awe, wonder, hope or delight, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What commitment is being lived out here, and what difference could it make?	Case-study explanation / lived-practice notes
3.6 Harvest	Human Social Sciences - Be able to describe the features of harvest celebrations around the world. LKS2e	WOW • VOW	Creates space for awe, wonder, hope or delight and explores how values and commitments shape identity, choices and daily life.	How might this shape a person's values, identity or choices?	Case-study explanation / lived-practice notes
3.6 Harvest	Human Social Sciences - Be able to use religious language to describe the key features of the Hindu festival of Pongal. LKS2e	WOW • VOW	Creates space for awe, wonder, hope or delight and explores how values and commitments shape identity, choices and daily life.	How might this shape a person's values, identity or choices?	Lived-practice explanation / pupil voice

3.1 Called by God	Theology - Know the Old Testament prophets were called by God to give his message to the people. LKS2a	HOW • VOW	Opens questions of belief, meaning, interpretation and truth and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Text explanation / concept map
3.1 Called by God	Theology - Know the Old Testament prophets were telling the people to turn back to God and mend their relationship with him. This is the beginning of God's salvation plan. LKS2a	HOW • VOW	Opens questions of belief, meaning, interpretation and truth and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Text explanation / concept map
3.1 Called by God	Theology - Know there are prophets shared by the three Abrahamic faiths. LKS2b	HOW • POW • VOW	Opens questions of belief, meaning, interpretation and truth, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What does this belief mean, and how might it lead someone to act?	Text explanation / concept map

3.1 Called by God	Human Social Sciences - Know people are called by God today, and their lives are changed as they respond in a variety of ways eg. ordination, ministry in the local community or missionary work abroad etc. LKS2e	VOW • POW • HOW	Opens questions of belief, meaning, interpretation and truth, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What does this belief mean, and how might it lead someone to act?	Lived-practice explanation / pupil voice
3.1 Called by God	Theology - Be able to interpret the stories they explore and begin to understand why people of faith believe that they can be called by God. LKS2a	HOW • VOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Text explanation / concept map
3.1 Called by God	Theology - Be able to use religious vocabulary to suggest reasons why there are similarities and differences across religions. LKS2b	HOW • OW • VOW	Opens questions of belief, meaning, interpretation and truth, engages sensitively with challenge, suffering, uncertainty or difficult experience, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Comparison grid / reasoned explanation

3.1 Called by God	Philosophy - Be able to ask important questions about religion and beliefs. LKS2d	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Pupil questions / discussion notes
3.1 Called by God	Philosophy - Be able to tell you what they think God would be asking prophets to speak out against today. LKS2c	HOW • POW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Discussion / reflective response
3.1 Called by God	Philosophy - Be able to tell you what they think they would speak out against today. LKS2c	POW • HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Discussion / reflective response
3.1 Called by God	Human Social Sciences - Be able to describe aspects of the daily life of a faith leader. LKS2e	VOW	Explores how values and commitments shape identity, choices and daily life.	How might this shape a person's values, identity or choices?	Case-study explanation / lived-practice notes

3.1 Called by God	Human Social Sciences - Be able to identify similarities and differences between the roles of faith leaders and their calling. LKS2e	VOW • HOW	Opens questions of belief, meaning, interpretation and truth and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Comparison grid / reasoned explanation
3.1 Called by God	Human Social Sciences - Be able to describe the impact of responding to God's call on a person's life. LKS2f	VOW • POW • HOW	Opens questions of belief, meaning, interpretation and truth, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What does this belief mean, and how might it lead someone to act?	Case-study explanation / lived-practice notes
3.2 Emmanuel - God with us	Theology - Know Christians believe that Christmas is a celebration of the arrival of Emmanuel, who is Jesus, God with us. LKS2a	HOW • WOW	Creates space for awe, wonder, hope or delight and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Case-study explanation / lived-practice notes
3.2 Emmanuel - God with us	Theology - Know Christians believe God is with them through his Son, Jesus, and the Holy Spirit. LKS2a	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map

3.2 Emmanuel - God with us	Theology - Know Christians believe that the presence of God changes peoples' lives. LKS2a	HOW • VOW	Opens questions of belief, meaning, interpretation and truth and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Text explanation / concept map
3.2 Emmanuel - God with us	Philosophy - Know that their own beliefs and experiences of life effects the way they view the beliefs and experiences of others. LKS2c	HOW • NOW • POW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Discussion / reflective response
3.2 Emmanuel - God with us	Human Social Sciences - Know living life as a Christian means that you are expected to act in ways that shows Jesus' presence. LKS2e	VOW • HOW	Opens questions of belief, meaning, interpretation and truth and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Lived-practice explanation / pupil voice
3.2 Emmanuel - God with us	Theology - Be able to retell stories about the presence of Jesus changing people's lives. LKS2a	HOW • VOW	Opens questions of belief, meaning, interpretation and truth and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Retelling / sequencing / explanation

3.2 Emmanuel - God with us	Theology - Be able to use religious vocabulary to describe and show they understand Christian beliefs about Jesus. LKS2a	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
3.2 Emmanuel - God with us	Philosophy - Be able to ask quality questions about the Christian belief that Jesus was God present on earth in human form. LKS2d	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Pupil questions / discussion notes
3.2 Emmanuel - God with us	Philosophy - Be able to express their own thoughts, feelings and opinions. LKS2c	NOW • HOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Reasoned response / pupil voice
3.2 Emmanuel - God with us	Human Social Sciences - Be able to describe the actions of Christians that they believe show Jesus' presence in the world. LKS2e	HOW • POW • VOW	Opens questions of belief, meaning, interpretation and truth, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What does this belief mean, and how might it lead someone to act?	Lived-practice explanation / pupil voice

3.3 Jesus changes lives	<i>Milestone sheet not supplied in the current upload.</i>	-	<i>The unit is retained because it appears in the current RE long-term plan. Its spirituality mapping will be added from the actual milestone bullets rather than inferred from the unit title.</i>	<i>Add when milestone sheet is supplied.</i>	-
3.4 Cross - sadness or joy?	Theology - Know Christians believe that the events of Holy Week and Easter reveal what Jesus came to earth to do – God's salvation plan. LKS2a	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Symbol / image / creative response analysis
3.4 Cross - sadness or joy?	Philosophy - Know emotions and reactions to events depend on your point of view. LKS2c	POW • HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Discussion / reflective response

3.4 Cross - sadness or joy?	Human Social Sciences - Know the church remembers and marks the events of Holy Week in a variety of ways. LKS2e	NOW • VOW	Invites attentive reflection on experience, symbol, practice or personal response and explores how values and commitments shape identity, choices and daily life.	What might this help a believer notice, remember or commit to?	Lived-practice explanation / pupil voice
3.4 Cross - sadness or joy?	Theology - Be able to use religious vocabulary to retell in detail the stories of Palm Sunday, Holy Week and Easter. LKS2a	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Retelling / sequencing / explanation
3.4 Cross - sadness or joy?	Theology - Be able to use religious vocabulary to make links between Christian beliefs and celebrations and the stories of Palm Sunday, Holy Week and Easter. LKS2b	HOW • WOW • NOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Case-study explanation / lived-practice notes

3.4 Cross - sadness or joy?	Philosophy - Be able to talk about the emotions and reactions to an event in relation to the viewpoint of the person experiencing them. LKS2c	POW • HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Discussion / reflective response
3.4 Cross - sadness or joy?	Philosophy - Be able to talk with an understanding that their own experiences effect the way in which they interpret the emotions in the Easter story. LKS2c	NOW • HOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Discussion / reflective response
3.4 Cross - sadness or joy?	Philosophy - Be able to ask important questions about beliefs and values. LKS2d	HOW • VOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Pupil questions / discussion notes

3.4 Cross - sadness or joy?	Human Social Sciences - Be able to describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today. LKS2e	VOW • POW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What commitment is being lived out here, and what difference could it make?	Case-study explanation / lived-practice notes
3.4 Cross - sadness or joy?	Human Social Sciences - Be able to use religious vocabulary to talk about the ways in which church services and celebrations reflect the sadness and joy of Easter. LKS2e	WOW • NOW • OW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and engages sensitively with challenge, suffering, uncertainty or difficult experience.	What could someone pause to notice or wonder about here?	Case-study explanation / lived-practice notes
3.5 The golden rule	<i>Milestone sheet not supplied in the current upload.</i>	-	<i>The unit is retained because it appears in the current RE long-term plan. Its spirituality mapping will be added from the actual milestone bullets rather than inferred from the unit title.</i>	<i>Add when milestone sheet is supplied.</i>	-

DETAILED RE MAPPING - YEAR 4

Every milestone is considered separately; only genuine spiritual connections are identified

Using this map. Each bullet point in the Questful RE milestone sheets is treated as a separate milestone. The RE disciplinary lens remains explicit; spirituality sits alongside Theology, Philosophy and Human Social Sciences rather than replacing them.

Unit	Milestone / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
4.6 Prayer	Theology - Know prayer is the way in which believers communicate with God. LKS2b	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
4.6 Prayer	Theology - Know sacred scripture has a lot to say about prayer. LKS2a	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
4.6 Prayer	Theology - Know beliefs are revealed in the content of prayers. LKS2a	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map

4.6 Prayer	Theology - Know Buddhists do not communicate with a divine being in prayer rather they are showing gratitude and sharing blessings. LKS2b	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
4.6 Prayer	Philosophy - Know their own experiences of prayer influences how they interpret the experiences of others. LKS2c	NOW • POW • HOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Discussion / reflective response
4.6 Prayer	Human Social Sciences - Know some prayers follow a formal structure that impacts on daily life, for example Muslim prayer 5 times a day. LKS2e	VOW • POW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What commitment is being lived out here, and what difference could it make?	Case-study explanation / lived-practice notes

4.6 Prayer	Human Social Sciences - Know prayer can be very informal and private. It can also be very creative and varied. LKS2e	NOW • VOW	Invites attentive reflection on experience, symbol, practice or personal response and explores how values and commitments shape identity, choices and daily life.	What might this help a believer notice, remember or commit to?	Lived-practice explanation / pupil voice
4.6 Prayer	Human Social Sciences - Know often believers gather together to pray as a community of faith. LKS2f	VOW • POW	Connects belief with action, care, welcome, justice or service and explores how values and commitments shape identity, choices and daily life.	What commitment is being lived out here, and what difference could it make?	Lived-practice explanation / pupil voice
4.6 Prayer	Theology - Be able to use religious language to describe and show understanding of religious texts. LKS2a	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
4.6 Prayer	Theology - Be able to use religious language to recognise similarities and differences across beliefs and practices. LKS2b	HOW • VOW • OW	Opens questions of belief, meaning, interpretation and truth, engages sensitively with challenge, suffering, uncertainty or difficult experience, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Comparison grid / reasoned explanation

4.6 Prayer	Philosophy - Be able to apply their own ideas to the experiences of others. LKS2c	NOW • POW • HOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Discussion / reflective response
4.6 Prayer	Philosophy - Be able to ask good questions about peoples' commitment to prayer. LKS2d	HOW • NOW • VOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Pupil questions / discussion notes
4.6 Prayer	Philosophy - Be able to talk about what they believe prayer to be and what it means to them. LKS2c	NOW • HOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Discussion / reflective response

4.6 Prayer	Human Social Sciences - Be able to describe the ways in which prayer can impact on the life of a believer. LKS2e	VOW • POW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What commitment is being lived out here, and what difference could it make?	Case-study explanation / lived-practice notes
4.6 Prayer	Human Social Sciences - Be able to talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer. LKS2e	VOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and explores how values and commitments shape identity, choices and daily life.	What might this help a believer notice, remember or commit to?	Lived-practice explanation / pupil voice
4.2 Light as symbol	Theology - Know light is used as a metaphor in religious texts to describe Jesus and his impact on the world. LKS2a	HOW • WOW • POW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Case-study explanation / lived-practice notes

4.2 Light as symbol	Theology - Know Christians believe that the light of Jesus brings hope in dark places. LKS2a	HOW • WOW • OW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and engages sensitively with challenge, suffering, uncertainty or difficult experience.	What difficult question does this raise, and how might different people respond?	Text explanation / concept map
4.2 Light as symbol	Theology - Know there are many occasions in the Bible where God reveals himself through light eg fire, dazzling light. LKS2a	HOW • WOW	Creates space for awe, wonder, hope or delight and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Text explanation / concept map
4.2 Light as symbol	Theology - Know there are important religious texts that are not included in the main sacred books.	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map

4.2 Light as symbol	Philosophy - Know talk about the symbolism of light in general and in relation to the life and actions of Jesus and his followers. LKS2c	VOW • HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Symbol / image / creative response analysis
4.2 Light as symbol	Human Social Sciences - Know following a particular way of life can present opportunities and challenges. LKS2f	VOW • NOW • OW	Invites attentive reflection on experience, symbol, practice or personal response, engages sensitively with challenge, suffering, uncertainty or difficult experience, and explores how values and commitments shape identity, choices and daily life.	What might this help a believer notice, remember or commit to?	Symbol / image / creative response analysis
4.2 Light as symbol	Theology - Be able to talk with understanding about the symbolism of Jesus as light using Biblical examples as illustrations. LKS2a	HOW • WOW • NOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Symbol / image / creative response analysis

4.2 Light as symbol	Theology - Be able to create light metaphors for Jesus that show understanding of Jesus actions and divinity. LKS2a	HOW • WOW • POW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Text explanation / concept map
4.2 Light as symbol	Philosophy - Be able to ask important and relevant questions about religious experiences and beliefs. LKS2d	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Pupil questions / discussion notes
4.2 Light as symbol	Philosophy - Be able to express their own ideas and opinions. LKS2c	NOW • HOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Reasoned response / pupil voice
4.2 Light as symbol	Human Social Sciences - Be able to talk with understanding about the ways in which Jesus' followers believe that they bring his light into the world. LKS2e	VOW • WOW • HOW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Lived-practice explanation / pupil voice

4.2 Light as symbol	Human Social Sciences - Be able to talk with understanding about the challenges faced by Terry Waite because he made particular choices associated with his beliefs. LKS2f	VOW • NOW • HOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Symbol / image / creative response analysis
4.2 Light as symbol	Human Social Sciences - Be able to describe the impact of religion on people's lives in relation to the events that took place in history and are remembered during the festival of Hanukkah today. LKS2e	VOW • HOW • POW	Opens questions of belief, meaning, interpretation and truth, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What does this belief mean, and how might it lead someone to act?	Case-study explanation / lived-practice notes
4.3 Jesus - Son of God	<i>Milestone sheet not supplied in the current upload.</i>	-	<i>The unit is retained because it appears in the current RE long-term plan. Its spirituality mapping will be added from the actual milestone bullets rather than inferred from the unit title.</i>	<i>Add when milestone sheet is supplied.</i>	-

4.4 Betrayal or trust?	Theology - Know being forgiven by God and forgiving others is a key teaching in sacred scriptures across World Faiths. LKS2a	HOW • OW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and engages sensitively with challenge, suffering, uncertainty or difficult experience.	What difficult question does this raise, and how might different people respond?	Text explanation / concept map
4.4 Betrayal or trust?	Theology - Know the events of Holy Week and Easter are key to understanding what Christians believe Jesus came to earth to do – God's salvation plan. LKS2a	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Symbol / image / creative response analysis
4.4 Betrayal or trust?	Theology - Be able to identify and explain the significance of the incidents of betrayal and trust in the Easter story. LKS2a	HOW • OW	Opens questions of belief, meaning, interpretation and truth and engages sensitively with challenge, suffering, uncertainty or difficult experience.	What difficult question does this raise, and how might different people respond?	Text explanation / concept map

4.4 Betrayal or trust?	Theology - Be able to use religious vocabulary to make links between Christian beliefs and the stories of Lent, Holy Week and Easter. LKS2a	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
4.4 Betrayal or trust?	Theology - Be able to use key religious vocabulary to describe and talk about the importance of forgiveness in World Faiths. LKS2b	OW • HOW • VOW	Opens questions of belief, meaning, interpretation and truth, engages sensitively with challenge, suffering, uncertainty or difficult experience, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Text explanation / concept map
4.4 Betrayal or trust?	Philosophy - Be able to recognise and talk about their own feelings and the feelings of others in relation to trust and forgiveness. LKS2c	NOW • OW • POW	Invites attentive reflection on experience, symbol, practice or personal response, engages sensitively with challenge, suffering, uncertainty or difficult experience, and connects belief with action, care, welcome, justice or service.	How might someone respond with hope or action when faced with this difficulty?	Reasoned response / pupil voice

4.4 Betrayal or trust?	Human Social Sciences - Be able to make the connection between key beliefs and the behaviour of the believers. LKS2e	HOW • POW • VOW	Opens questions of belief, meaning, interpretation and truth, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What does this belief mean, and how might it lead someone to act?	Lived-practice explanation / pupil voice
4.5 Sacred places	Theology - Know there are theological reasons for the similarities and differences within and between places of worship. LKS2b	HOW • NOW • VOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Comparison grid / reasoned explanation
4.5 Sacred places	Philosophy - Know their own life experiences effect the ways in which they view the experiences of others. LKS2c	NOW • POW • VOW	Invites attentive reflection on experience, symbol, practice or personal response, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What commitment is being lived out here, and what difference could it make?	Discussion / reflective response

4.5 Sacred places	Human Social Sciences - Know the ways in which being a person of faith impacts on the daily lives of believers. LKS2e	VOW • POW	Connects belief with action, care, welcome, justice or service and explores how values and commitments shape identity, choices and daily life.	What commitment is being lived out here, and what difference could it make?	Case-study explanation / lived-practice notes
4.5 Sacred places	Theology - Be able to use religious vocab to recognise and suggest reasons for the similarities and differences within and between places of worship. LKS2b	HOW • NOW • VOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Comparison grid / reasoned explanation
4.5 Sacred places	Philosophy - Be able to apply their own ideas to the experiences of others. LKS2c	NOW • POW • HOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Discussion / reflective response

4.5 Sacred places	Philosophy - Be able to ask quality questions about values and belonging. LKS2d	VOW • HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Pupil questions / discussion notes
4.5 Sacred places	Human Social Sciences - Be able to describe the impact faith has on the daily lives of worshippers. LKS2e	VOW • POW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What commitment is being lived out here, and what difference could it make?	Case-study explanation / lived-practice notes

DETAILED RE MAPPING - YEAR 5

Every milestone is considered separately; only genuine spiritual connections are identified

Using this map. Each bullet point in the Questful RE milestone sheets is treated as a separate milestone. The RE disciplinary lens remains explicit; spirituality sits alongside Theology, Philosophy and Human Social Sciences rather than replacing them.

Unit	Milestone / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
5.1 Holy Books	Theology - Know the source and authority of the Sacred Scripture differ across the World Faiths. UKS2a	HOW • NOW • OW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and engages sensitively with challenge, suffering, uncertainty or difficult experience.	What difficult question does this raise, and how might different people respond?	Text explanation / concept map
5.1 Holy Books	Theology - Know people of faith use the content of their holy book to help answer questions about creation, truth, suffering and death, values for life and ethical issues. UKS2a	VOW • HOW • OW	Opens questions of belief, meaning, interpretation and truth, engages sensitively with challenge, suffering, uncertainty or difficult experience, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Pupil questions / discussion notes

5.1 Holy Books	Theology - Know each World Faith has a holy book or collection of sacred texts that gives history, instruction and guidance. UKS2b	HOW • NOW • VOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Text explanation / concept map
5.1 Holy Books	Philosophy - Know sacred texts inspire and influence opinion and beliefs, attitudes and choices. UKS2c	HOW • NOW • VOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Reasoned response / pupil voice
5.1 Holy Books	Human Social Sciences - Know the holy books give guidance to believers for living and this impacts on believers lives and communities. UKS2e	VOW • POW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What commitment is being lived out here, and what difference could it make?	Case-study explanation / lived-practice notes

5.1 Holy Books	Theology - Be able to use religious vocabulary to show understanding of religious texts. UKS2a	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
5.1 Holy Books	Theology - Be able to suggest possible reasons for diverse beliefs across faiths. UKS2b	HOW • OW • VOW	Opens questions of belief, meaning, interpretation and truth, engages sensitively with challenge, suffering, uncertainty or difficult experience, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Text explanation / concept map
5.1 Holy Books	Theology - Be able to interpret and discuss quotes from sacred scripture in the light of a current situation in the news. UKS2a	HOW • NOW • WOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Text explanation / concept map
5.1 Holy Books	Philosophy - Be able to express their own thoughts and ideas describing what inspires and influences them. UKS2c	NOW • HOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Reasoned response / pupil voice

5.1 Holy Books	Philosophy - Be able to use religious language to ask relevant questions. UKS2d	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Pupil questions / discussion notes
5.1 Holy Books	Human Social Sciences - Be able to make links between Holy Scriptures and the values, attitudes and beliefs of believers. UKS2e	VOW • HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Lived-practice explanation / pupil voice
5.1 Holy Books	Human Social Sciences - Be able to use religious language to explain the impact of beliefs on peoples' lives. UKS2e	VOW • POW • HOW	Opens questions of belief, meaning, interpretation and truth, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What does this belief mean, and how might it lead someone to act?	Case-study explanation / lived-practice notes

5.2 God's Big Story	Theology - Know the 'Flight to Egypt' recorded in Matthew is a significant event in the life of Jesus. UKS2a	HOW • WOW • VOW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Text explanation / concept map
5.2 God's Big Story	Philosophy - Know a person's purpose and perspective affect the ways in which they recall and record events. UKS2c	VOW • HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Discussion / reflective response
5.2 God's Big Story	Human Social Sciences - Know Mary's Song recorded in Luke is known as 'The Magnificat' and it is said and sung in churches today all around the world. UKS2e	NOW • VOW	Invites attentive reflection on experience, symbol, practice or personal response and explores how values and commitments shape identity, choices and daily life.	What might this help a believer notice, remember or commit to?	Lived-practice explanation / pupil voice

5.2 God's Big Story	Theology - Be able to describe using religious vocabulary the Christian beliefs revealed in the Nativity story. UKS2a	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
5.2 God's Big Story	Theology - Be able to identify which parts of the story are found in each Gospel and the purpose of each writer. UKS2b	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Symbol / image / creative response analysis
5.2 God's Big Story	Theology - Be able to use religious vocabulary to show they understand where the Nativity fits into God's Big Story. UKS2a	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
5.2 God's Big Story	Philosophy - Be able to empathise with and express their opinions about the experiences of the Biblical characters in the Nativity story. UKS2d	NOW • HOW • OW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and engages sensitively with challenge, suffering, uncertainty or difficult experience.	What difficult question does this raise, and how might different people respond?	Reasoned response / pupil voice

5.2 God's Big Story	Philosophy - Be able to empathise with and express their opinions about the experiences of the Biblical characters in the Nativity story. UKS2d	NOW • HOW • OW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and engages sensitively with challenge, suffering, uncertainty or difficult experience.	What difficult question does this raise, and how might different people respond?	Reasoned response / pupil voice
5.2 God's Big Story	Human Social Sciences - Be able to identify the influence the two stories have on our Christmas celebrations. UKS2e	WOW • VOW	Creates space for awe, wonder, hope or delight and explores how values and commitments shape identity, choices and daily life.	How might this shape a person's values, identity or choices?	Case-study explanation / lived-practice notes
5.3 Jesus the teacher	Theology - Know Jesus' parables help to explain Christian beliefs and actions.	HOW • POW	Opens questions of belief, meaning, interpretation and truth and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Text explanation / concept map

5.3 Jesus the teacher	Philosophy - Know there are links between Jesus' teaching and the school values, Christian values and British values.	VOW • HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Discussion / reflective response
5.3 Jesus the teacher	Human Social Sciences - Know Jesus' teaching makes an impact on people's lives, their values, choices and behaviour.	VOW • POW • HOW	Opens questions of belief, meaning, interpretation and truth, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What does this belief mean, and how might it lead someone to act?	Case-study explanation / lived-practice notes
5.3 Jesus the teacher	Theology - Be able to describe and show understanding of the Christian beliefs revealed through these parables.	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map

5.3 Jesus the teacher	Philosophy - Be able to ask important and relevant questions about Jesus' teaching.	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Pupil questions / discussion notes
5.3 Jesus the teacher	Philosophy - Be able to identify and explain why they think one of Jesus' parables has a particularly strong message for the world today.	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Symbol / image / creative response analysis
5.3 Jesus the teacher	Human Social Sciences - Be able to explain how the parables in this unit answer questions about values and commitments.	VOW • HOW	Opens questions of belief, meaning, interpretation and truth and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Pupil questions / discussion notes
5.4 Easter - victory	Theology - Know Christians believe that Christ's resurrection is a victory over death and talk about it with understanding. UKS2a	WOW • HOW • OW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and engages sensitively with challenge, suffering, uncertainty or difficult experience.	What difficult question does this raise, and how might different people respond?	Text explanation / concept map

5.4 Easter - victory	Theology - Know Christians believe that the death and resurrection of Jesus restored the relationship between God and people. UKS2a	HOW • WOW • OW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and engages sensitively with challenge, suffering, uncertainty or difficult experience.	What difficult question does this raise, and how might different people respond?	Text explanation / concept map
5.4 Easter - victory	Theology - Know the Easter story is at the very heart of Christian belief. UKS2a	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Symbol / image / creative response analysis
5.4 Easter - victory	Philosophy - Know not all victories involve winning. UKS2d	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Discussion / reflective response

5.4 Easter - victory	Human Social Sciences - Know some Christians express their beliefs through music, song and art. UKS2e	NOW • HOW • VOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Symbol / image / creative response analysis
5.4 Easter - victory	Theology - Be able to retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians. UKS2a	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Retelling / sequencing / explanation
5.4 Easter - victory	Philosophy - Be able to talk about and describe feelings in relation to situations of victory. UKS2c	NOW • WOW • HOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Reasoned response / pupil voice

5.4 Easter - victory	Philosophy - Be able to make links between people's values and commitments and their attitudes and behaviour regarding situations of victory. UKS2c	VOW • WOW • POW	Creates space for awe, wonder, hope or delight, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What commitment is being lived out here, and what difference could it make?	Discussion / reflective response
5.4 Easter - victory	Philosophy - Be able to ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions. UKS2d	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Pupil questions / discussion notes
5.4 Easter - victory	Human Social Sciences - Be able to describe the impact of belief in the Easter story on a person's life. UKS2e	VOW • HOW • POW	Opens questions of belief, meaning, interpretation and truth, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What does this belief mean, and how might it lead someone to act?	Case-study explanation / lived-practice notes

5.4 Easter - victory	Human Social Sciences - Be able to describe with understanding how the services that take place in churches during the Easter weekend reflect Christian belief that Jesus' death and resurrection was a victory? UKS2e	WOW • HOW • NOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Lived-practice explanation / pupil voice
5.5 The right choice?	<i>Milestone sheet not supplied in the current upload.</i>	-	<i>The unit is retained because it appears in the current RE long-term plan. Its spirituality mapping will be added from the actual milestone bullets rather than inferred from the unit title.</i>	<i>Add when milestone sheet is supplied.</i>	-
5.6 Death - ending or beginning?	<i>Milestone sheet not supplied in the current upload.</i>	-	<i>The unit is retained because it appears in the current RE long-term plan. Its spirituality mapping will be added from the actual milestone bullets rather than inferred from the unit title.</i>	<i>Add when milestone sheet is supplied.</i>	-

DETAILED RE MAPPING - YEAR 6

Every milestone is considered separately; only genuine spiritual connections are identified

Using this map. Each bullet point in the Questful RE milestone sheets is treated as a separate milestone. The RE disciplinary lens remains explicit; spirituality sits alongside Theology, Philosophy and Human Social Sciences rather than replacing them.

Unit	Milestone / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
6.9 Promises and commitment	Theology - Know sacred texts and teachings are the source of the promises and commitments made by people of faith. UKS2a	HOW • VOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Text explanation / concept map
6.9 Promises and commitment	Theology - Know context affects beliefs historically and today. UKS2b	HOW • VOW	Opens questions of belief, meaning, interpretation and truth and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Text explanation / concept map

6.9 Promises and commitment	Philosophy - Know their own experiences affect the ways in which they interpret the experiences of others. UKS2c	NOW • POW • HOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Discussion / reflective response
6.9 Promises and commitment	Human Social Sciences - Know there are a range of commitment ceremonies throughout the lives of people of faith and no faith which mark important milestones. UKS2e	VOW	Explores how values and commitments shape identity, choices and daily life.	How might this shape a person's values, identity or choices?	Lived-practice explanation / pupil voice
6.9 Promises and commitment	Human Social Sciences - Know people of faith and no faith make promises and commitments which impact and shape their lives. UKS2e	VOW • POW	Connects belief with action, care, welcome, justice or service and explores how values and commitments shape identity, choices and daily life.	What commitment is being lived out here, and what difference could it make?	Case-study explanation / lived-practice notes

6.9 Promises and commitment	Theology - Be able to explain and give reasons for shared values and commitments across Religious and Non-religious World Views. UKS2b	VOW • HOW • OW	Opens questions of belief, meaning, interpretation and truth, engages sensitively with challenge, suffering, uncertainty or difficult experience, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Reasoned response / pupil voice
6.9 Promises and commitment	Philosophy - Be able to describe what inspires and influences them. UKS2c	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Discussion / reflective response
6.9 Promises and commitment	Philosophy - Be able to express their own views. UKS2d	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Reasoned response / pupil voice
6.9 Promises and commitment	Human Social Sciences - Be able to talk about why people choose to make commitments. UKS2f	VOW • HOW	Opens questions of belief, meaning, interpretation and truth and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Lived-practice explanation / pupil voice

6.9 Promises and commitment	Human Social Sciences - Be able to use appropriate religious vocabulary to explain the impact of religion on believers' lives. UKS2e	VOW • POW • HOW	Opens questions of belief, meaning, interpretation and truth, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What does this belief mean, and how might it lead someone to act?	Case-study explanation / lived-practice notes
6.9 Promises and commitment	Human Social Sciences - Be able to make links and comparisons between different world faiths of the impact the promises and commitments make on the lives of believers. UKS2e	VOW • POW	Connects belief with action, care, welcome, justice or service and explores how values and commitments shape identity, choices and daily life.	What commitment is being lived out here, and what difference could it make?	Comparison grid / reasoned explanation
6.2 Preparing for Christmas	Theology - Know Christians believe that Jesus will return and this is known as the second coming. UKS2a	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
6.2 Preparing for Christmas	Theology - Know Old Testament Prophets foretold that God would send his Messiah and how He would do it. UKS2a	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map

6.2 Preparing for Christmas	Theology - Know different denominations within Christianity hold differing beliefs about the importance and status of Mary. UKS2b	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
6.2 Preparing for Christmas	Theology - Know the themes of Advent tell the 'big story' of God's salvation plan. UKS2a	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
6.2 Preparing for Christmas	Philosophy - Know their own opinion effects the ways in which they interpret the texts and opinion of others. UKS2c	NOW • HOW • POW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and connects belief with action, care, welcome, justice or service.	What does this belief mean, and how might it lead someone to act?	Reasoned response / pupil voice
6.2 Preparing for Christmas	Human Social Sciences - Know Christians believe that Jesus will return. The second coming could happen at any time and this should impact on the way they live their lives. UKS2e	VOW • POW • HOW	Opens questions of belief, meaning, interpretation and truth, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What does this belief mean, and how might it lead someone to act?	Case-study explanation / lived-practice notes

6.2 Preparing for Christmas	Theology - Be able to explain how the Bible texts form the basis of the Christian belief that Jesus will return. UKS2a	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
6.2 Preparing for Christmas	Philosophy - Be able to ask ultimate questions. UKS2d	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Pupil questions / discussion notes
6.2 Preparing for Christmas	Philosophy - Be able to express their opinion about what they think the message of John the Baptist would be today. UKS2c	NOW • HOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Reasoned response / pupil voice
6.2 Preparing for Christmas	Philosophy - Be able to express and explain their hopes and dreams for the future. UKS2c	WOW • HOW • NOW	Creates space for awe, wonder, hope or delight, invites attentive reflection on experience, symbol, practice or personal response, and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Discussion / reflective response

6.2 Preparing for Christmas	Human Social Sciences - Be able to use religious vocab to describe the symbolism, practices, beliefs and themes of the season of Advent. UKS2e	HOW • VOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Symbol / image / creative response analysis
6.2 Preparing for Christmas	Human Social Sciences - Be able to use religious vocabulary to show they understand the way in which beliefs impact behaviour. UKS2e	POW • HOW • VOW	Opens questions of belief, meaning, interpretation and truth, connects belief with action, care, welcome, justice or service, and explores how values and commitments shape identity, choices and daily life.	What does this belief mean, and how might it lead someone to act?	Case-study explanation / lived-practice notes
6.4 Who was/is Jesus?	<i>Milestone sheet not supplied in the current upload.</i>	-	<i>The unit is retained because it appears in the current RE long-term plan. Its spirituality mapping will be added from the actual milestone bullets rather than inferred from the unit title.</i>	<i>Add when milestone sheet is supplied.</i>	-

6.3 Passover, Last Supper & Eucharist	Theology - Know the Exodus is a significant event in Jewish and Christian history. UKS2a	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
6.3 Passover, Last Supper & Eucharist	Theology - Know for Jews, the events of the Exodus and Passover are at the very heart of their beliefs. UKS2b	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Symbol / image / creative response analysis
6.3 Passover, Last Supper & Eucharist	Theology - Know there is important symbolism associated with the Eucharist that explains Christian belief. UKS2b	HOW • NOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Symbol / image / creative response analysis
6.3 Passover, Last Supper & Eucharist	Theology - Know due to different theological views Christian denominations celebrate the Eucharist in diverse ways. UKS2b	HOW • WOW	Creates space for awe, wonder, hope or delight and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Reasoned response / pupil voice
6.3 Passover, Last Supper & Eucharist	Theology - Know Christianity is rooted in Judaism and Jesus was a Jew and therefore celebrated the Passover.	HOW • WOW	Creates space for awe, wonder, hope or delight and opens questions of belief, meaning, interpretation and truth.	What does this make you wonder about, and what might a believer say?	Case-study explanation / lived-practice notes

6.3 Passover, Last Supper & Eucharist	Philosophy - Know a person's viewpoint affects their opinion as to whether they think an event is significant. UKS2c	NOW • HOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Reasoned response / pupil voice
6.3 Passover, Last Supper & Eucharist	Human Social Sciences - Know the Seder is the special meal celebrated by Jews on the first evening of the festival of Passover. UKS2e	WOW • HOW • VOW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Case-study explanation / lived-practice notes
6.3 Passover, Last Supper & Eucharist	Human Social Sciences - Know Christians celebrate the Eucharist and why it is important. UKS2e	HOW • WOW • VOW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Case-study explanation / lived-practice notes
6.3 Passover, Last Supper & Eucharist	Theology - Be able to make links between the Passover, Last Supper and the Eucharist. UKS2b	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map

6.3 Passover, Last Supper & Eucharist	Theology - Be able to explain, using appropriate religious language, the significance of the Passover and why it is not forgotten. UKS2a	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Text explanation / concept map
6.3 Passover, Last Supper & Eucharist	Theology - Be able to identify the similarities and differences within and between the way Christian denominations celebrate the Eucharist. UKS2b	HOW • WOW • VOW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Comparison grid / reasoned explanation
6.3 Passover, Last Supper & Eucharist	Theology - Be able to talk about the way in which the Eucharist service answers questions about Christian beliefs. UKS2b	HOW	Opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Pupil questions / discussion notes

6.3 Passover, Last Supper & Eucharist	Philosophy - Be able to express their opinion about what freedom is and what it is not and why they think that. UKS2d	HOW • NOW • OW	Invites attentive reflection on experience, symbol, practice or personal response, opens questions of belief, meaning, interpretation and truth, and engages sensitively with challenge, suffering, uncertainty or difficult experience.	What difficult question does this raise, and how might different people respond?	Reasoned response / pupil voice
6.3 Passover, Last Supper & Eucharist	Philosophy - Be able to express their opinion about why they think that remembering significant events is important. UKS2d	NOW • HOW	Invites attentive reflection on experience, symbol, practice or personal response and opens questions of belief, meaning, interpretation and truth.	What big question about belief, meaning or truth does this raise?	Reasoned response / pupil voice
6.3 Passover, Last Supper & Eucharist	Human Social Sciences - Be able to use good religious vocabulary to show understanding of why Christians celebrate the Eucharist. UKS2e	HOW • WOW • VOW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Case-study explanation / lived-practice notes

6.3 Passover, Last Supper & Eucharist	Human Social Sciences - Be able to use good religious vocabulary to show understanding of why Jews celebrate the Festival of Passover. UKS2e	WOW • HOW • VOW	Creates space for awe, wonder, hope or delight, opens questions of belief, meaning, interpretation and truth, and explores how values and commitments shape identity, choices and daily life.	How might this belief shape a person's commitments or choices?	Case-study explanation / lived-practice notes
6.8 Pilgrimage	<i>Milestone sheet not supplied in the current upload.</i>	-	<i>The unit is retained because it appears in the current RE long-term plan. Its spirituality mapping will be added from the actual milestone bullets rather than inferred from the unit title.</i>	<i>Add when milestone sheet is supplied.</i>	-

PROGRESSION IN SPIRITUALITY THROUGH RELIGIOUS EDUCATION

Increasing depth of questioning, interpretation, empathy and response

A key principle. Progression does not mean pupils become "more spiritual" as they get older. It describes increasing depth in how pupils notice, question, interpret, compare, empathise and respond to spiritual opportunities within rigorous RE learning.

KEY STAGE 1. Pupils encounter sacred stories, beliefs, celebrations, symbols and lived practice. They begin to notice wonder, ask good questions, recognise their own values and those of others, talk about feelings and experiences, and connect beliefs with simple actions and ways of living.

LOWER KEY STAGE 2. Pupils use increasingly precise religious vocabulary, interpret texts and viewpoints, ask quality questions about meaning, commitment, truth and belonging, and consider how context and personal experience shape understanding. They make stronger links between belief and lived response.

UPPER KEY STAGE 2. Pupils engage with ultimate questions, sources of authority, diversity within and between worldviews, ethical issues, context and the impact of belief on communities. They explain and justify viewpoints, recognise how their own perspective influences interpretation, and consider commitment, challenge and action with increasing maturity.

RELIGIOUS EDUCATION, SPIRITUALITY AND OUR CHRISTIAN VISION

Seeing deeply, asking big questions and letting our light shine



Through Religious Education, pupils encounter questions about God, humanity, meaning, truth, suffering, hope, belonging and the ways people choose to live. As a Church of England school, our Christian vision provides a clear foundation for this work while RE also enables pupils to encounter World Faiths and non-religious worldviews with accuracy, curiosity and respect.

Our spirituality framework gives pupils language for what can happen within this learning: WOW names wonder, awe and hope; NOW values reflection and attentive encounter; HOW opens ultimate questions; OW gives space to difficult experiences and empathy; POW recognises belief and values expressed through action; VOW explores commitment, identity and the promises that shape lives.

Let your light shine. RE helps pupils understand why Christians seek to live in the light of Jesus while also learning how people from a range of religious and non-religious worldviews find meaning, make commitments and contribute to their communities. The aim is informed, respectful encounter - not an assessment of a child's personal faith or spirituality.

Inclusive and theologically rigorous

- Pupils can respond from their own faith or worldview. Reflection is invitational and does not require a particular personal belief.
- Theology, Philosophy and Human Social Sciences remain distinct and visible so spiritual reflection is grounded in substantive and disciplinary RE knowledge.
- Diversity within religions is treated seriously. Pupils should avoid assumptions that all Christians, Muslims, Jews, Hindus, Sikhs, Buddhists or non-religious people believe or practise in identical ways.
- Difficult themes such as death, suffering, betrayal, forgiveness and commitment are handled sensitively, with space for pupils to think without pressure to disclose personal experiences.

USING AND MONITORING THE MAP

For teachers, subject leaders, governors and SIAMS evidence

What should be visible in practice?

Curriculum first

Staff can identify the RE milestone and disciplinary lens being taught before describing any spirituality opportunity.

No tokenism

A lens is used only when it grows naturally from the milestone. One authentic link is stronger than several labels added for coverage.

Pupil language

Pupils increasingly recognise WOW, NOW, HOW, OW, POW and VOW moments and explain what in the RE learning created that response.

Depth and diversity

Pupil responses show accurate religious knowledge, respectful encounter with diversity, thoughtful questioning and increasingly reasoned reflection.

Suggested subject-leader questions

- Can pupils explain the difference between Theology, Philosophy and Human Social Sciences and give examples of how each can lead to spiritual reflection?
- Can pupils identify an RE moment that made them wonder, ask a big question, reflect deeply, empathise with a difficult experience, consider commitment or think about action?
- Do books and pupil voice show accurate understanding of diverse religious and non-religious worldviews rather than stereotypes?
- Can leaders trace mapped spirituality opportunities directly to individual milestone bullets in the taught Questful RE curriculum?
- Do staff understand that spiritual development is not graded or assessed as a personal characteristic of the child?

Important. This map identifies opportunities for spiritual development; it does not assess or grade a pupil's spirituality. Evidence should focus on curriculum provision, the quality of questioning and reflection, accurate RE learning and pupil voice.



SPIRITUALITY ACROSS THE RELIGIOUS EDUCATION CURRICULUM

Let your light shine - Matthew 5:16

QUESTFUL RE DISCIPLINARY OUTCOMES

The RE progression that underpins spiritual reflection

These outcomes are not additional spirituality objectives. They show the progression in Theology, Philosophy and Human Social Sciences that gives pupils increasingly rich material for HOW, NOW, OW, POW, VOW and WOW reflection. The wording below is drawn from the supplied Questful RE milestone sheets.

KEY STAGE 1

THEOLOGY	PHILOSOPHY	HUMAN SOCIAL SCIENCES
- Pupils can retell religious stories and talk about the content with understanding. - Pupils can make links between sacred texts/stories and beliefs.	- Pupils recognise their own values and the values of others and begin to say why those values are important. - Pupils ask good questions about their own and others' experiences.	- Pupils use religious words to identify and describe features of religious life and the diversity of practice, suggesting meanings for actions and symbols. - Pupils identify and describe different ways religion is expressed, noticing similarities and differences within and between religious and non-religious communities.

LOWER KEY STAGE 2

THEOLOGY	PHILOSOPHY	HUMAN SOCIAL SCIENCES
- Pupils use religious vocabulary to describe and show understanding of religious texts and the ways they have been interpreted. - Pupils recognise and suggest reasons for similarities and differences within and between religious and non-religious beliefs and practices.	- Pupils begin to apply their own ideas to the experiences of others and recognise that their own life experiences affect interpretation. - Pupils ask and suggest answers to quality questions about values, meaning, commitments, truth and belonging.	- Pupils describe the impact of religion on people's lives and understand that context, time, place, culture and other factors shape lived experience. - Pupils begin to understand that following a particular way of life can present both opportunities and challenges.

UPPER KEY STAGE 2

THEOLOGY	PHILOSOPHY	HUMAN SOCIAL SCIENCES
• Pupils explain how religious texts and sources of authority are used to answer big questions in life, recognising the importance of source and authenticity. • Pupils suggest reasons for distinctive and diverse beliefs within and between religious communities and explain how context affects beliefs historically and today.	• Pupils identify and describe what inspires and influences them, their opinions and behaviour, and recognise that their own beliefs affect interpretation. • Pupils ask ultimate questions and can express their own and others' views.	• Pupils explain the impact of religious and non-religious beliefs on lives and communities and how context affects the outward expression of beliefs. • Pupils describe why people choose to belong to religious or non-religious communities and the challenges they may face.

Spirituality progression therefore grows through richer encounter rather than through grading spirituality: from noticing and asking, to interpreting and connecting, to wrestling with ultimate questions, sources of authority, context, commitment and lived response.

MILESTONE COVERAGE & INTEGRITY CHECK

A subject-leader snapshot of the current RE spirituality map

The map has now been checked back against every milestone sheet supplied. Each bullet in the “know” and “expected to be able to” sections is treated as a separate milestone, exactly as requested.

33 current LTP units	25 milestone sheets supplied
258 individual milestone bullets mapped	8 units awaiting milestone sheets

Year	Unit	Current LTP title
Year 1	1.7	How do families welcome new babies?
Year 3	3.3	How did/does Jesus change lives?
Year 3	3.5	Is the 'golden rule' agreed by everyone?
Year 4	4.3	Why do Christians believe Jesus is the Son of God?
Year 5	5.5	Did she make the right choice? Why?
Year 5	5.6	Is death an ending or a beginning?
Year 6	6.4	Who was Jesus? Who is Jesus?
Year 6	6.8	Why is pilgrimage not a holiday?

Source-fidelity note. In Unit 5.2, the supplied milestone sheet contains the same “empathise with and express their opinions...” bullet twice. Because St Aidan's is treating each bullet as a separate milestone, both instances are now retained in the detailed map. No missing unit has been invented or reconstructed: the eight units above remain clearly flagged until their milestone sheets are supplied.

Let your light shine - Matthew 5:16