

# Curriculum links - Wales

## Key Stage 1

Zone	Religious Education (Core Syllabus)	Cross-curricular links (National Curriculum)
Bible zone	<p><b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b></p> <ul style="list-style-type: none"> <li>Investigating sources and issues raised through stories, holy books, festivals, celebrations and rites of passage</li> <li>Thinking creatively and imaginatively about important human and religious questions</li> </ul> <p><b>MORAL AND SPIRITUAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Respond personally to simple imaginary moral situations, considering them from religious perspectives and giving reasons for decisions made</li> </ul>	<p><b>PERSONAL AND SOCIAL DEVELOPMENT, WELL-BEING AND CULTURAL; DIVERSITY SOCIAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures</li> </ul>
Worship zone	<p><b>MORAL AND SPIRITUAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Consider why people, including religious people, value and seek times of creativity, inspiration, awe and wonder, peace and tranquillity and revelation</li> <li>Use stories or situations to raise questions about why some things are special</li> </ul>	<p><b>PERSONAL AND SOCIAL DEVELOPMENT, WELL-BEING AND CULTURAL; DIVERSITY MORAL AND SPIRITUAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Use stories or situations to raise questions about why some things are special</li> </ul> <p><b>PERSONAL AND SOCIAL DEVELOPMENT, WELL-BEING AND CULTURAL; DIVERSITY SOCIAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures</li> </ul>
Community zone	<p><b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b></p> <ul style="list-style-type: none"> <li>Investigating sources and issues raised through stories, holy books, festivals, celebrations and rites of passage</li> </ul> <p><b>WELL-BEING</b></p> <ul style="list-style-type: none"> <li>Understand that other people have feelings and beliefs that affect the way they think and behave</li> </ul> <p><b>SOCIAL DEVELOPMENT SKILLS</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of the diversity of roles that people play in different groups and communities</li> </ul>	<p><b>PERSONAL AND SOCIAL DEVELOPMENT, WELL-BEING AND CULTURAL DEVELOPMENT SOCIAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures</li> <li>Develop an understanding of the diversity of roles that people play in different groups and communities</li> </ul>

Zone	Religious Education (Core Syllabus)	Cross-curricular links (National Curriculum)
International zone	<p><b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b></p> <ul style="list-style-type: none"> <li>Making comparisons and identifying similarities and differences of identity, lifestyle, community and tradition</li> </ul> <p><b>PERSONAL SOCIAL DEVELOPMENT, WELL-BEING AND CULTURAL DIVERSITY</b></p> <p><b>WELL-BEING</b></p> <ul style="list-style-type: none"> <li>Understand that other people have feelings and beliefs that affect the way they think and behave</li> </ul> <p><b>SOCIAL DEVELOPMENT SKILLS</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of the diversity of roles that people play in different groups and communities</li> </ul>	<p><b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b></p> <p><b>PLACES AND PEOPLE</b></p> <ul style="list-style-type: none"> <li>Begin to recognise differences between their own locality, localities in other parts of Wales and in different parts of the world</li> </ul>
Music zone	<p><b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b></p> <ul style="list-style-type: none"> <li>Describing what they have found out about people, beliefs and questions and offering simple explanations</li> <li>Expressing their own opinions and feelings, and making decisions while considering the viewpoints of others</li> </ul>	<p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance</li> </ul> <p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>I have listened to a range of music and can respond by discussing my thoughts and feelings</li> </ul>
History zone	<p><b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b></p> <ul style="list-style-type: none"> <li>becoming aware of human achievements including influential religious people past and present and the 'big ideas' that have shaped the world</li> </ul>	<p><b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b></p> <p><b>TIME AND PEOPLE</b></p> <ul style="list-style-type: none"> <li>Use a range of historical sources, including artefacts and buildings, adults recalling their own past, and visual sources</li> </ul>
Uniform zone	<p><b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b></p> <ul style="list-style-type: none"> <li>Describing what they have found out about people, beliefs and questions and offering simple explanations</li> <li>Expressing their own opinions and feelings, and making decisions while considering the viewpoints of others</li> </ul>	<p><b>PERSONAL AND SOCIAL DEVELOPMENT, WELL-BEING AND CULTURAL; DIVERSITY</b></p> <p><b>SOCIAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures</li> </ul>
Homelessness zone	<p><b>WELL-BEING</b></p> <ul style="list-style-type: none"> <li>Understand that other people have feelings and beliefs that affect the way they think and behave</li> </ul> <p><b>SOCIAL DEVELOPMENT SKILLS</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of the diversity of roles that people play in different groups and communities</li> </ul>	<p><b>PERSONAL AND SOCIAL DEVELOPMENT, WELL-BEING AND CULTURAL; DIVERSITY</b></p> <p><b>MORAL AND SPIRITUAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Ask questions about what is important in life from a personal perspective and from the perspective of others</li> </ul>



# Curriculum links - Wales

## Key Stage 2

Zone	Religious Education (Core Syllabus)	Cross-curricular links (National Curriculum)
Bible zone	<p><b>THE NATURAL WORLD AND LIVING THINGS</b></p> <ul style="list-style-type: none"> <li>How religions show concern and responsibility</li> </ul> <p><b>AUTHORITY AND INFLUENCE</b></p> <ul style="list-style-type: none"> <li>How different forms of authority such as sacred texts, religious leaders and codes guide and influence people's lives</li> </ul>	<p><b>PERSONAL AND SOCIAL EDUCATION</b> <b>MORAL AND SPIRITUAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Explore their personal values</li> </ul>
Worship zone	<p><b>BELONGING</b></p> <ul style="list-style-type: none"> <li>How local believers, through home/community celebrations, share a sense of identity and commitment</li> </ul> <p><b>NON-MATERIAL/SPIRITUAL</b></p> <ul style="list-style-type: none"> <li>How religious/spiritual experience is developed and understood <i>e.g. relationship with God; lifestyle, commitment, worship, prayer, music, dance, meditation and fasting</i></li> </ul>	<p><b>PERSONAL AND SOCIAL EDUCATION</b> <b>MORAL AND SPIRITUAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Explore their personal values</li> </ul>
Community zone	<p><b>RELATIONSHIPS AND RESPONSIBILITY</b></p> <ul style="list-style-type: none"> <li>How the importance of personal relationships and responsibility to others is demonstrated by religions</li> </ul>	<p><b>GEOGRAPHY</b> <b>Living in my world</b></p> <ul style="list-style-type: none"> <li>Caring for places and environments and the importance of being a global citizen</li> </ul> <p><b>PERSONAL SOCIAL EDUCATION</b> <b>MORAL AND SPIRITUAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>How cultural values and religious beliefs shape the way people live</li> </ul>
International zone	<p><b>RELATIONSHIPS AND RESPONSIBILITY</b></p> <ul style="list-style-type: none"> <li>How the importance of personal relationships and responsibility to others is demonstrated by religions</li> </ul>	<p><b>GEOGRAPHY</b> <b>Living in my world</b></p> <ul style="list-style-type: none"> <li>Caring for places and environments and the importance of being a global citizen</li> </ul>

Zone	Religious Education (Core Syllabus)	Cross-curricular links (National Curriculum)
Music zone	<b>BELONGING</b> <ul style="list-style-type: none"> <li>How local believers, through home/community celebrations, share a sense of identity and commitment</li> </ul>	<b>PERSONAL SOCIAL EDUCATION MORAL AND SPIRITUAL DEVELOPMENT</b> <ul style="list-style-type: none"> <li>How cultural values and religious beliefs shape the way people live</li> </ul>
History zone	<b>RELATIONSHIPS AND RESPONSIBILITY</b> <ul style="list-style-type: none"> <li>How the importance of personal relationships and responsibility to others is demonstrated by religions</li> </ul> <b>AUTHORITY AND INFLUENCE</b> <ul style="list-style-type: none"> <li>How different forms of authority such as sacred texts, religious leaders and codes guide and influence people's lives</li> </ul>	<b>HISTORY HISTORICAL KNOWLEDGE AND UNDERSTANDING</b> <ul style="list-style-type: none"> <li>Identify significant people and describe events within and across periods</li> <li>Understand why people did things, what caused specific events and the consequences of those events</li> </ul>
Uniform zone	<b>BELONGING</b> <ul style="list-style-type: none"> <li>How local believers, through home/community celebrations, share a sense of identity and commitment</li> </ul> <b>KNOWLEDGE AND EXPERIENCE REGARDING THE NON-MATERIAL/SPIRITUAL</b> <ul style="list-style-type: none"> <li>How religious/spiritual experience is developed and understood, <i>e.g. relationship with God; lifestyle, commitment, worship, prayer, music, dance, meditation and fasting</i></li> </ul>	<b>PERSONAL SOCIAL EDUCATION MORAL AND SPIRITUAL DEVELOPMENT</b> <ul style="list-style-type: none"> <li>How cultural values and religious beliefs shape the way people live</li> </ul>
Homelessness zone	<b>RELATIONSHIPS AND RESPONSIBILITY</b> <ul style="list-style-type: none"> <li>How the importance of personal relationships and responsibility to others is demonstrated by religions</li> </ul>	<b>PERSONAL SOCIAL EDUCATION MORAL AND SPIRITUAL DEVELOPMENT</b> <ul style="list-style-type: none"> <li>How cultural values and religious beliefs shape the way people live</li> </ul>
Symbol zone	<b>KNOWLEDGE AND EXPERIENCE REGARDING THE NON-MATERIAL/SPIRITUAL</b> <ul style="list-style-type: none"> <li>How religious/spiritual experience is developed and understood, <i>e.g. relationship with God; lifestyle, commitment, worship, prayer, music, dance, meditation and fasting</i></li> </ul>	<b>PERSONAL SOCIAL EDUCATION MORAL AND SPIRITUAL DEVELOPMENT</b> <ul style="list-style-type: none"> <li>How cultural values and religious beliefs shape the way people live</li> </ul>

