



Maybury Primary School
Religion and Worldviews
Curriculum

The Religion and Worldviews Curriculum:

At Maybury Primary School we have designed our Religion and Worldviews curriculum to enable children to become responsible citizens and effectively engage and communicate with the community and wider world around them. Our vision is for children to be develop the ability to hold balanced and well informed conversations about religion and belief. In order to achieve this, children need a secure knowledge of religions and beliefs with opportunities to reflect and ask questions. We encourage our children to question, discuss and debate their opinions in order to make comparisons, identify differences and similarities and be accepting of those which are different to their own.

We recognise that many of the children at Maybury have limited exposure to a diverse range of religious and cultural practices. Therefore, our curriculum aims to give children knowledge beyond their immediate world and experiences. To enable the children to be responsible citizens, developing a religious literacy is fundamental as this will allow them to understand the diversity of practises within a religion and therefore, not generalise or stereotype groups of people.

Our approach to the curriculum aims to ensure that all children, by the time they leave the school in year 6, to have developed religious literacy and a secure knowledge of religions and beliefs. In this way, children will have the tools to counter any extreme or stereotyped views they may encounter beyond the classroom and to access the wider world as responsible citizens.

Substantive and disciplinary knowledge in Religious Education and Worldviews:

The key substantive and disciplinary knowledge has been mapped out so teachers know precisely what to teach and when, can demonstrate a logical progression and can cite how new knowledge and skills build upon what has been taught before.

Substantive Knowledge: knowledge about various religious and non-religious traditions. This includes: knowledge of artefacts and texts; the ways people express religion/ non-religion in their lives; concepts and vocabulary relating to faith

Disciplinary Knowledge: this is the way that religion is explored. In this school, religion is studied through three lenses:

- **Theology** - *This is about believing, asking questions about the concept and nature of god, where beliefs come from, about sources of authority and influence.*
- **Social Sciences** - *This is about living, asking questions about the influence of religions and beliefs on individuals, communities, culture and how people live their lives.*
- **Philosophy** - *This is about thinking, asking questions about morality and ethics, about the nature of reality and what it means to be human.*

Pupils will also study Religious and Worldviews from their own viewpoint. This is influenced by their own values, prior experiences and own sense of identity. Pupils need to be aware of their own viewpoint to enable them to be aware of the assumptions they may bring to discussions.

Planning: The Religion and World Views curriculum at Maybury Primary School matches the breadth and ambition of the locally agreed syllabus. Our curriculum is based on the **Hull and East Riding Agreed Syllabus for Religion and World Views 2022** and is logical and sequential. Religion and World Views vocabulary is mapped out so that teachers know precisely what to teach and when. This is in a logical progression so that vocabulary development builds over time. End points have been defined as curricular goals which pupils will work towards. These end points are progressive and enable pupils to apply their knowledge and skills in an open-ended, measurable way which teachers can then assess against. In the EYFS, although there is a structure, following the locally agreed syllabus, there will be further opportunities to learn through the children's own experiences

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation. Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation. The curriculum at our school is planned, organised and taught in ways which are compatible with the Equality Act 2010 and the school's Equal Opportunities Policy. As a school, we take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some cases we may consult with our SENCo or external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of children including those that are identified with special educational needs. These include:

- Using a range of resources appropriate to need
- Ensuring that tasks set are accessible to all and include scaffolding as appropriate
- 'Pre-loading' with identified children
- Using a range of groupings within the class to teach children and support them
- Targeted adult support which is adapted as necessary

Assessment: Curricular goals have been carefully constructed so that children's learning is progressive as they move through the school. Each unit of work builds on children's prior learning. Units of work are broken down into small steps so that children's knowledge and skills are built upon over time. In this way, we ensure that working memory only has a small amount of information at any one time in order to maximise learning. If children are 'keeping up' with the programme of lessons, then they are achieving. Assessment for learning is used within the classroom to address misconceptions and identify children who need support.



Statutory End of Key Stage Expectations

With reference to the Key Content Questions and Vocabulary, through Christianity and one other principal religion, plus one other religion or non-religious worldview At the end of Key Stage 1, pupils should be able to:	With reference to the Key Content Questions and Vocabulary, through Christianity and two other principal religions in some depth, plus other religions or non-religious worldviews At the end of Key Stage 2, pupils should be able to:
retell and suggest meanings for some religious and moral stories and say how they influence people today	describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today
recall different beliefs and practices, naming key words, key figures and core beliefs	express understanding of the key concepts underpinning different faiths, linking sources of authority to belief
tell of the ways people express identity in belonging to a faith group, and show how they are similar to another faith group	demonstrate understanding of how people express their identity and their spirituality through symbols and actions
talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences	show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable
consider and make responses to big questions from different worldviews	offer some answers to challenging questions from different religious and non-religious perspectives
express ideas and opinions about moral questions of right and wrong	articulate the response of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair
share ideas and examples of co-operation between people who are different	consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect
describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them	make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals



Religious Education

Long Term Plan: Teaching Unit Plan Overview



EYFS Long Term Plan: Teaching Unit Plan Overview

	F1	RE Plan	F2	RE Plan
Autumn 1 Ourselves/The Three Little Pigs	I am Special Special People Being Me in My World	Me and my family Birthdays Harvest	I am Special Being Me in My World	Me and my family Birthdays Harvest
Autumn 2 Celebrations/light and dark/Peace at Last	Special Times Special Books Special Things Special Places Celebrating Differences	Halloween Bonfire night Diwali - Rama & Sita Christmas	Special Times Special Books Special Things Special Places Celebrating Differences	Halloween Bonfire night Diwali - Rama & Sita The Christmas Story
Spring 1 Bears/We are going on a Bear Hunt	Special Times Special People Dreams and Goals	Chinese New Year - The Great Race Jigsaw - favourite job	Special Times Special People Dreams and Goals	Chinese New Year - The Great Race Jigsaw - favourite job
Spring 2 Farm/Three Billy Goats	Special Things Healthy Me	Easter	Special Things Healthy Me	The Easter Story
Summer 1 Growing/Jack and the Beanstalk	Special Times Special People Special Places Relationships	Weddings (Christian/Hindu)	Special Times Special People Special Places Relationships	Weddings (Christian/Hindu) Church visit
Summer 2 Minibeasts/Seaside Hungry Caterpillar/The Train ride	Special Things I am special Changing Me	Transition	Special Things I am Special Changing Me	Transition



KS1/KS2 Maybury Long Term Teaching Unit Overview

	KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	1.1 Belonging <i>Who belongs?</i>	2.1 Lead us not into Temptation <i>Right or wrong?</i>	3.1 Remembering <i>Why remember?</i>	4.1 Communities <i>Where is religion?</i>	5.1 Expressions <i>How is belief expressed?</i>	6.1 Justice and Freedom <i>Is it fair?</i>
	KS1 - Christmas		Lower KS2 Christmas		Upper KS2 Christmas	
	1.2 Worship <i>Why worship?</i>	2.2 Believing <i>What is true?</i>	3.2 Founders of Faith <i>Who, what and when?</i>	4.2 People who inspire us <i>What makes a saint?</i>	5.2 Faith in action <i>What are the challenges?</i>	6.2 Living a Faith <i>What is identity?</i>
KS1 - Easter		Lower KS2 Easter		Upper KS2 Easter		
Summer	1.3 What a Wonderful World <i>Why is the world special?</i>	2.3 Questions, questions???	3.3 Sacred places <i>What is sacred?</i>	4.3 Our world <i>Who cares?</i>	5.3 Pilgrimage <i>Why pilgrimage?</i>	6.3 Hopes and visions <i>What is life about?</i>
	KS1 - Easter		Lower KS2 Easter		Upper KS2 Easter	

	Social Sciences		Philosophy
	Theology		



Maybury Primary School

Progression in RE Knowledge and Skills



KS1 and KS2 : Social Sciences


	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding	<p>Recall some of the symbols, artefacts and rules associated with belonging to a faith group</p> <p>Recognise some similarities between faith groups</p> <p>Know what it means to belong and understand the importance of a promise</p> <p>Recall the important features of a place of worship and say how they are used</p> <p>Say why a local place of worship is important for many people</p> <p>Talk about how Christians celebrate the festival of Christmas</p> <p>Talk about how Christians celebrate the festival of Easter</p>	<p>Recognise differences and similarities between school rules and religious rules</p> <p>Talk about how Christians celebrate the festival of Christmas</p> <p>Talk about how Christians celebrate the festival of Easter</p>	<p>Compare the ways in which religious festivals are celebrated in the community and across the world</p> <p>Discover the milestones in life for different religions and respond to the ways in which they offer a sense of identity and belonging</p> <p>Explain how and why Christians believe Jesus to be the 'Light of the World'</p> <p>Explain the meaning of the cross for Christians and how it conveys the Easter message</p>	<p>Explain what makes a community</p> <p>Describe the contribution of a religious group to their community</p> <p>Explain what prompts people to commit an ethical cause</p> <p>Explain and give reasons why a person of faith devoted themselves to a cause</p> <p>Give examples of altruistic actions in the community</p> <p>Explain how and why Christians believe Jesus to be the 'Light of the World'</p> <p>Explain the meaning of the cross for Christians and how it conveys the Easter message</p>	<p>Identify the importance of symbolism in the expression of beliefs</p> <p>Describe different forms of worship and spiritual expression and explain where they might take place</p> <p>Identify and explain why people may participate in a pilgrimage</p> <p>Compare the celebration of Christmas in religious and secular homes across the world</p> <p>Explain the message of Easter for Christians and for the world today</p>	<p>Explain and give reasons about how personal milestones engender a sense of identity</p> <p>Discuss and give examples of how participating in rites of passage have an impact on religious communities</p> <p>Compare the celebration of Christmas in religious and secular homes across the world</p> <p>Explain the message of Easter for Christians and for the world today</p>
Concepts	belonging, commitment, faith, community, ritual, worldview, salvation, gospel	salvation, gospel	belonging, ritual, peace, universal	People of God, religion, community, spiritual, unity, commitment, belief, right and wrong	People of God, gospel, worship, spiritual, community, salvation	Kingdom of God, identity, spiritual, worship, belonging, religion, salvation, gospel
Vocabulary	religion, life values, rules, naming ceremonies, promises, Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day	Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day	festival, celebration, remembrance, Holy Week, Last Supper, Holy Communion, Maundy Thursday, Good Friday, crucifixion	religion, identity, values, multicultural, diversity, saint, inspiration, sacrifice, a 'cause', altruism, justice and freedom	expression, spiritual, environment, identity, individual, symbol, Ash Wednesday, Lent, fasting, sacrifice, resurrection, Ascension, Pentecost, repentance, forgiveness of sins, redemption, Good News	belonging, rites of passage – confirmation, Bar/Bat Mitzvah, ritual, celebrations, expression, Ash Wednesday, Lent, fasting, sacrifice, resurrection, Ascension, Pentecost, repentance, forgiveness of sins, redemption, Good News



KS1 and KS2: Theology

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding	<p>Recognise which holy books are special to different religions</p> <p>Recognise and recall the Nativity story and know why it's important to Christians</p> <p>Recognise and recall the Easter story and know why it's important to Christians</p>	<p>Respond respectfully to people of different faiths and cultures</p> <p>Recall and name key beliefs from different religions</p> <p>Recognise similarities and differences between the key beliefs for different faiths</p> <p>Suggest two examples of religious beliefs that lead into action</p>	<p>Explain the link between the rituals associated with celebrations and the stories behind them</p> <p>Recognise key events in the lives of some faith founders and the impact they made</p> <p>Describe and make links between the teachings of different faith founders</p>	<p>Describe what different religions say about the attributes of god</p> <p>Talk about the nativity story from Mary's point of view and from the perspective of one of the wise men</p> <p>Describe the events of Holy Week and how Christians remember them today</p>	<p>Identify the origins and make connections between different faith teachings</p> <p>Give a considered response to the challenges of following a faith</p> <p>Describe and show understanding of actions carried out by a pilgrim</p> <p>What is the significance of Jesus as 'Prince of Peace' for Christians?</p> <p>Know how the disciples reacted to</p>	<p>Discuss barriers to reconciliation and harmony and the power of forgiveness</p> <p>Explain and give examples of how people of different faiths respond to the question 'Who is god?'</p> <p>What is the significance of Jesus as 'Prince of Peace' for Christians?</p>

		Describe what different religions believe about god Recognise and recall the Nativity story and know why it's important to Christians Recognise and recall the Easter story and know why it's important to Christians	Recognise what makes a place sacred and recognise reasons why Talk about the nativity story from Mary's point of view and from the perspective of one of the wise men Describe the events of Holy Week and how Christians remember them today		the resurrection of Jesus	
Concepts	gospel, worship, sacred , incarnation, salvation, gospel	gospel, right and wrong, God, sacred, holy, belief, religion, incarnation, salvation, gospel	gospel, authority, faith, sacred, holy, belief, worship, incarnation, God, gospel, salvation	incarnation, God, gospel, salvation	People of God, holy, belief, ethics & morality, holy, sacred, ritual, incarnation, People of God, Kingdom of God, Messiah, secular, salvation	incarnation, People of God, Kingdom of God, Messiah, secular, salvation, gospel
Vocabulary	churches and other places of worship, features of the building, holy days, Advent, nativity, festival, celebration,	consequence, good, evil, fairness, moral choices, Adam & Eve, temptation, named characters and artefacts from chosen faiths, prayer, Advent, nativity, festival, celebration,	founder, leader, teaching, values, sacred places, ceremony, symbols, artefacts, milestones of life – marriage, nativity, festival, celebration, Messiah, annunciation, Epiphany, wise men,	nativity, festival, celebration, Messiah, annunciation, Epiphany, wise men Holy Week, Last Supper, Holy Communion, Maundy Thursday, Good,	teaching and key concepts for each religion, vocation, inspiration, influence, festivals, rituals, journeys, sacred, pilgrim, gospel, Prince of Peace, prophecy	gospel, Prince of Peace, prophecy

 KS1 and KS2: Philosophy						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding	Recall Christian /Hindu beliefs about God and creation stories, adding some details Retell a creation story using relevant vocabulary and say where the story comes from Ask their own 'wondering' questions about the world Talk about ways of caring for world	Suggest answers to Big Questions from different religious perspectives Respond sensitively to what's right and what's wrong		Reflect and present ideas about the origin of the universe Offer reasons why it is important to look after the earth		Explain their hopes and dreams for a just community and a just world Debate differing faith views about the purpose of life; compare different possible answers and contrast with a secular view
Concepts	creation, God, sacred, peace	God, creation		creation, worldview		People of God, Kingdom of God, God, justice and freedom, authority, universal, creation, faith, peace, truth
Vocabulary	environment, climate, world, universe, precious, care	universe, cycle of life		stewardship, khalifah, environment, ecology, habitat, Climate Action, Eco Warriors, Friends of the Earth, Extinction Rebellion, Greenpeace, Eco Schools, Eco Churches		forgiveness, reconciliation, harmony, moral, ethical, parable, purpose, meaning of life, mission, ambition, hope



Religious Education

Progressive Objectives and Curricular Goals

Progressive Objectives and Curricular Goals

Our progressive objectives show what pupils should know and be able to do in each unit of learning from Year 1 –Year 6. The key concepts of RE are developed through each unit and contribute to the End of Key Stage statements. These are used to support planning and the ongoing assessments of pupils' work. Curricular Goals.

Y1 Units of Learning	Essential core knowledge, skills and understanding Theology, Philosophy and Social Sciences	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage statements:
1.1 Belonging	Recall some of the symbols, artefacts and rules associated with belonging to a faith group. Recognise some similarities between faith groups. Talk about what it means to belong and understand the importance of a promise.	Name some of the rules that Christians and Hindus follow	<ul style="list-style-type: none"> Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them Tell of the ways people express identity in belonging to a faith group and show how they are similar to another faith group
1.2 Worship	Recall the important features of a place of worship and say how they are used Say why a place of worship is important for many people. Recognise which holy books are special to different religions.	Compare where Christians and Hindus worship and talk about the key features of each place of worship	<ul style="list-style-type: none"> Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences
1.3 What a wonderful world	Recall Christian/Hindu beliefs about God and creation stories, adding some details. Retell a creation story using relevant vocabulary and say where the story comes from. Ask their own 'wondering' questions about the world. Talk about ways of caring for the world.	Tell the story of how Christians and Hindus believe the world was created	<ul style="list-style-type: none"> Retell and suggest meanings for some religious and moral stories and say how they influence people today Consider and make responses to big questions from different worldviews
Y2 Units of Learning	Essential core knowledge, skills and understanding Theology, Philosophy and Social Sciences	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage statements:
2.1 Lead us not into temptation	Respond sensitively to decisions about what's right and what's wrong. Respond respectfully to people of different faiths and cultures. Recognise differences and similarities between school rules and religious rules.	Be able to talk about differences between right and wrong in their own life and from a religious story – Christian or Hindu	<ul style="list-style-type: none"> Express ideas and opinions about moral questions of right and wrong Share ideas and examples of cooperation between people who are different

2.2 Believing	Recall and name key beliefs from different religions Recognise similarities and differences between the key beliefs of different faiths. Suggest two examples of religious beliefs which lead into action.	Explain the beliefs represented by symbols from Christianity and Hinduism	<ul style="list-style-type: none"> Recall different beliefs and practices, naming key words, key figures and core beliefs
2.3 Questions, questions	Suggest answers to Big Questions from different religious perspectives Describe what different religions believe about God	Describe the Hindu creation story and say what is similar to the Christian creation story	<ul style="list-style-type: none"> Consider and make responses to big questions from different worldviews
Y3 Units of Learning	Essential core knowledge, skills and understanding Theology, Philosophy and Social Sciences	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage statements:
3.1 Remembering	Compare the ways in which festivals are celebrated in the community and across the world. Explain the link between the rituals associated with celebrations and the stories behind them.	Explain the how and why Christians celebrate harvest and compare this to national commemorations of the Festival of Remembrance	<ul style="list-style-type: none"> Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today
3.2 Founders of Faith	Recognise the key events in the lives of some faith founders and the impact they made. Describe and make links between the teachings of faith founders	Compare the key events in the life of Jesus and Mohammed (pbuh)	<ul style="list-style-type: none"> Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief
3.3 Sacred Places	Discover the milestones in life for different religions and respond to the way they offer sense of identity and belonging. Recognise what makes a place sacred and suggest reasons why.	Describe what makes a place sacred and recognise the reasons why	<ul style="list-style-type: none"> Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals
Y4 Units of Learning	Essential core knowledge, skills and understanding Theology, Philosophy and Social Sciences	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage statements:
4.1 Communities	Explain what makes a community. Describe the contribution of a religious group to their community.	Explain how the local community benefits from a religious group	<ul style="list-style-type: none"> Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect
4.2 People who	Explain what prompts people to commit to an ethical cause.	Explain why someone is described as a saint and refer	<ul style="list-style-type: none"> Demonstrate understanding of how people of faith express their identity and their

inspire us	Explain and give reasons why a person of faith devoted themselves to a cause. Give examples of altruistic actions in the community.	to examples from different religions (Christianity, Islam, Hinduism, Atheism)	spirituality through symbols and actions <ul style="list-style-type: none"> • Articulate the responses of different religions and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair
4.3 Our world	Reflect and present ideas about the origin of the universe. Offer reasons why it is important to look after the Earth. Describe what different religions say about the attributes of God.	Describe how different religions place importance on how to look after the Earth	<ul style="list-style-type: none"> • Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief • Offer some answers to ultimate questions from different religious and non-religious perspectives
Y5 Units of Learning	Essential core knowledge, skills and understanding Theology, Philosophy and Social Sciences	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage statements:
5.1 Expressions	Identify the importance of symbolism in the expression of beliefs. Describe different forms of worship and spiritual expression and explain where they might take place.	Evaluate the importance of artefacts and symbols in Christian worship; and whudu in Muslim worship	<ul style="list-style-type: none"> • Demonstrate understanding of how people express their identity and their spirituality through symbols and actions
5.2 Faith in action	Identify the origins and make connections between the different faith teachings. Give a considered response to the challenges of following a faith.	Appraise how religious beliefs influence how people live their lives; refer to Christianity, Islam and atheism	<ul style="list-style-type: none"> • Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief • Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today
5.3 Pilgrimage	Identify and explain why people may participate in a pilgrimage. Describe and show understanding of actions carried out by a pilgrim.	Identify significant places for pilgrimage and justify why people may participate in a pilgrimage	<ul style="list-style-type: none"> • Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals • Show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable

Y6 Units of Learning	Essential core knowledge, skills and understanding Theology, Philosophy and Social Sciences	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage statements:
6.1 Justice and Freedom	Explain hopes and dreams for a just community and a just world. Discuss barriers to reconciliation and harmony and the power of forgiveness.	Create ideas and hopes for how all people should be treated fairly, using what has been learned about different religions in history and the present day	<ul style="list-style-type: none"> Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief Articulate the responses of different religions and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair
6.2 Living a Faith	Explain and give reasons about how personal milestones engender a sense of identity Discuss and give examples of how participating in rites of passage have an impact on religious communities.	Compare and contrast the rites of passage in different religions: Christianity, Islam and reference to Judaism and atheism	<ul style="list-style-type: none"> Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals Demonstrate understanding of how people express their identity and their spirituality through symbols and actions
6.3 Hopes and Visions	Debate differing faith views about the purpose of life; compare different possible answers and contrast with a secular view. Explain and give examples of how people of different faiths respond to the question ' <i>Who is god?</i> '	Critique the beliefs offered by different religions about life after death and offer their own opinion	<ul style="list-style-type: none"> Offer some answers to ultimate questions from different religious and non-religious perspectives