

Religious Education

The current 2014 curriculum for schools in England and Wales states that "All schools are required to make provision for a daily act of collective worship and must teach Religious Education to pupils at every key stage;" an aim which Sacriston Academy envelops as a foundation by which to achieve above and beyond these expectations.

RE is an important curriculum subject. It is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. The Government is keen to ensure all pupils receive high-quality RE.

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

RE: Areas of study

In Early Years we focus on three key themes: special people, special places and special times. Special people theme explores children's a sense of belonging: what is special about me, who do we think are special and how can we make others feel special. Special places theme explores what makes certain places feel special, what is a place of worship and why is our world a special place. Finally, special times studies the special times of a school day, special occasions throughout the year and does everyone celebrate in the same way.

In Key Stage 1 and 2, the areas of Religious Education covered include the faiths of Christianity, Judaism, Islam, World Views, Sanatana Dharma, and Buddhism (the largest worldwide religions, based on individual numbers within the faiths), in order to encompass the culturally diverse experiences and population of our society today. In addition, each year group looks at similarities and differences within and between religious and non-religious worldviews.

SMSC

SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC.

SMSC (previously PSHE) is the 'feeder subject' for Citizenship education, which helps to provide pupils with knowledge, skills and understanding, to prepare them to play a full and active part in society. In particular, Citizenship focuses pupils' awareness of how the United Kingdom is governed and how its laws are made and upheld. It prepares pupils to take their place in society as responsible citizens by providing them with the skills and knowledge to manage their money well and make sound financial decisions. Consequently, the teaching of Spiritual, Moral, Social and Cultural practices and the important role of British values have become key in ensuring excellence within this area of teaching; how well schools promote such values are now part of the Ofsted inspection process.

All schools must meet the requirements set out in section 78 of the Education Act 2002 and actively promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Academies such as our own must meet the SMSC standard that is set out in Part 2 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 (as amended in November 2014) within our activities and schemes of work.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development at Sacriston Academy. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. Aspects of SMSC can be developed through virtually all parts of the curriculum and infused within the day to day operation of our academy, in its behaviours and ethos, although some subjects and activities are likely to be more relevant than others. Expectations in all areas must be adjusted for the age and ability of pupils, including those with special needs.

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching will support the rule of English civil and criminal law and not teach anything that undermines it. If teaching about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

SMSC within the Academy

Through our provision of SMSC, we will:

- enable students to develop their self-knowledge, self-esteem and self-confidence;*
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;*
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;*
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;*
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;*
- encourage respect for other people*

- *encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.*

Religious Education Curriculum Overview

Nursery 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Learning	Special People		Special Places		Special Times	
Festival	CHRISTIANITY <i>Harvest Festival / Christmas</i>		CHRISTIANITY <i>Easter</i>		BUDDHISM <i>WESAK</i>	
	JUDAISM <i>Rosh Hashana</i>		SANATANA DHARMA <i>Holi</i>		SANATANA DHARMA <i>Raksha Bandhan</i>	

Nursery 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Learning	Special People		Special Places		Special Times	
Festival	CHRISTIANITY <i>Harvest Festival / Christmas</i>		CHRISTIANITY <i>Easter</i>		CHRISTIANITY <i>Bible Stories</i>	
	BUDDHISM <i>Bodhi Day</i>		JUDAISM <i>Shavout</i>		ISLAM <i>Dhu Al-Hijja</i>	

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
World Religion	CHRISTIANITY	CHRISTIANITY	WORLD VIEW	CHRISTIANITY	WORLD VIEW	WORLD VIEW
Key Learning	<i>Why is the word of God so important to Christians?</i>	<i>Why do Christians perform Nativity plays at Christmas?</i>	<i>Being special: where do we belong?</i>	<i>Why do Christians put a cross on their Easter Garden?</i>	<i>Which places are special and why?</i>	<i>Which stories are special and why?</i>
Overview	<i>Find out about the Christian belief that God created the heavens and the earth. Learn the key events from the creation story found in Genesis 1.</i>	<i>Key events from the Christmas story. Learn about who Christians believe first visited Jesus in the stable and why.</i>	<i>Focusing on Christianity, Hindu Dharma and Islam. Learn about key religious symbols and ceremonies for Christians, Muslims and Hindus.</i>	<i>Find out about the key events from Palm Sunday until Easter Day in the Christian Salvation story. Signs and symbols linked to the celebration of Easter.</i>	<i>Special places for Muslims and Christians. Special places in their own lives and places that are holy and important for Christians and Muslims, including Churches, Mosques.</i>	<i>Consider stories that are special to them, giving reasons for why they are special. Encounter stories from different religious worldviews and find out about why these might be special to a believer.</i>
Festival		Christmas		Easter		

Year One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
World Religion	CHRISTIANITY	CHRISTIANITY	JUDAISM	CHRISTIANITY	ISLAM	WORLD VIEW
Key Learning	<i>What do Christians believe God is like?</i>	<i>Why does Christmas matter to Christians?</i>	<i>Who is Jewish and how do they live?</i>	<i>Why was Jesus welcomed like a king or celebrity on Palm Sunday?</i>	<i>Who is a Muslim and how do they live? (Part 1)</i>	<i>How should we care for the world and for others, and why does it matter?</i>
Overview	<i>Christians believe parables were told by Jesus to teach his followers about God. This includes God being loving and forgiving.</i>	<i>Find out how Christmas is celebrated today and begin to consider which traditions are secular and which are religious.</i>	<i>Introduction to Judaism. Learn about Jewish worldviews and ways of life. They will learn about texts from the Torah</i>	<i>Salvation, God the Son – continuation of introduction to the Trinity.</i>	<i>Find out about Islam, key beliefs, and ways of living for Muslims. Learn about some of the key Muslim beliefs about God found in the Shahadah</i>	<i>Encounter stories and texts that say something about different people being unique and valuable. Make links to Christian and Jewish world views and the</i>

			and their importance for Jewish people today.		and learn about the 99 names of Allah.	belief that God loves all people. Consider why people who are religious and non-religious should care for others and look after the natural world.
Festival	Harvest (Oct/Nov)	Advent (Dec)	Hanukkah (Dec)	Holy Week (Mar/Apr)	Jumu'ah (Fri)	

Year Two	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
World Religion	JUDAISM	ISLAM	CHRISTIANITY	CHRISTIANITY	WORLD VIEW	BUDDHISM
Key Learning	<i>Is Shabbat important to Jewish children?</i>	<i>Who is a Muslim and how do they live? (Part 2)</i>	<i>What is the 'good news' Christians believe Jesus brings?</i>	<i>Why does Easter matter to Christians?</i>	<i>What makes some places sacred to believers?</i>	<i>Why is the story of the Buddha important to some Buddhists?</i>
Overview	<i>Shabbat - The Jewish creation story, Shabbat and the synagogue as a place of worship during Shabbat</i>	<i>Stories about the Prophet and find out about what these teach Muslims today about ways of living. Learn about the five pillars of Islam and how these impact upon the lives of believers. The importance of prayer for Muslims all over the world.</i>	<i>Learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Consider whether Jesus' good news is also for people from different worldviews to consider.</i>	<i>Recognise that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the Bible. The key events of Holy Week and Easter, making links with the Christian belief of salvation.</i>	<i>Find out about various places of worship and why they are important to many believers. Focus on the key features of churches, mosques and synagogues. Consider places of worship and how they support their local communities.</i>	<i>L This enquiry focusses on the Story of the Siddhartha Gautama who became known as the Buddha, the enlightened one. The significance of the Buddha to many Buddhists and how many Buddhists might try not to be selfish or greedy because of his example.</i>
Festival	Shabbat			Easter (Mar/Apr)		

Year Three	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
World Religion	JUDAISM	WORLD VIEW	ISLAM	SANATANA DHARMA	CHRISTIANITY	BUDDHISM
Key Learning	<i>How do festivals and family life show what matters to Jewish people?</i>	<i>How and why do people try to make the world a better place?</i>	<i>How do festivals and worship show what matters to a Muslim?</i>	<i>What do Hindus believe God is like?</i>	<i>What do Christians learn from the Creation story?</i>	<i>Can the Buddha's teachings make the world a better place?</i>
Overview	<i>Recap work on Shabbat and deepen it by considering how different Jews today mark it. They will understand that Jews are diverse –Orthodox and Progressive. Explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build understanding of festivals.</i>	<i>Find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. What motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. Make simple links to religious (e.g Christian, Jewish, Muslim) and non-religious (e.g Humanist) worldviews.</i>	<i>Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam.</i>	<i>Introduce Hindu Dharma. Pupils act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use stories, Hindu texts and consider how deities exemplify qualities of Brahman.</i>	<i>Focus on stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Creation story from Genesis and key messages within it. Adam and Eve story and how the Fall fits into the 'Big Story' of the Bible.</i>	<i>Anicca (change) and Dukkha (suffering), the story of the Buddha and the angry elephant, Kisa and the mustard seed, the Buddha's teaching on how compassion can lessen suffering.</i>
Festival	Yom Kippur / Rosh Hashanah (Sep) Passover (April)		Eid-Al-Fitr / Ramadan (Mar)			Wesak (May)

Year Four	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
World Religion	SANATANA DHARMA	BUDDHISM	CHRISTIANITY	ISLAM	JUDAISM	WORLD VIEW
Key Learning	<i>What does it mean to be Hindu in Britain today?</i>	<i>What is the best way for a Buddhist to lead a good life?</i>	<i>What kind of world did Jesus want?</i>	<i>What is the best way for a Muslim to lead a good life?</i>	<i>How does celebrating Shavuot help Jewish children feel closer to God?</i>	<i>How and why do people mark the significant events of life?</i>
Overview	<i>Build on their understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Reflect on the idea of dharma through two stories which will sow seeds for future learning.</i>	<i>A key part of the story of the Buddha is his dedication to meditation and a mindful approach. He knew he would have to clear his mind of the daily distractions in order to find the enlightenment he was searching for. Many Buddhists will use him as a role model and will spend time each day trying to settle their mind and concentrate.</i>	<i>Learn about the concept of 'Gospel'* which tells the story of the life and teaching of Jesus. Including the first disciples and how Christians today try to follow Jesus.</i>	<i>Pillars, belief in life after death and the role of the two angels and the judgement of Allah, teachings from the Qur'an and Hadith, Zakat, Sadaqah, fasting during Ramadan.</i>	<i>Pesach or Passover (To commemorate leaving Egypt and the crossing of the red sea), Sukkot (The festival of God's protection) and Shavuot (Giving of the Torah), story of Moses and the Israelites in the desert and the giving of the 10 Commandments, Bikkurim, how Shavuot is celebrated today.</i>	<i>Learn about the beliefs of people from different worldviews surrounding commitment and promises. The meaning and importance of ceremonies of commitment for religious and non-religious people.</i>
Festival	Diwali (Oct)				Shavuot (May)	

Year Five	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
World Religion	JUDAISM	ISLAM	CHRISTIANITY	SANATANA DHARMA	WORLD VIEW	BUDDHISM
Key Learning	<i>Why is the Torah so important to Jewish people?</i>	<i>What does it mean to be a Muslim in Britain today?</i>	<i>What does it mean if Christians believe God is holy and loving?</i>	<i>What is the best way for a Sanatani to show commitment to God?</i>	<i>What matters most to Humanists and Christians?</i>	<i>What is the best way for a Buddhist to show commitment to their beliefs?</i>
Overview	<i>Understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews. Investigate the centrality of Torah. Jewish practice is being adapted in the light of current thinking on gender and climate.</i>	<i>Find out about Muslim sources of authority and how they guide daily living for believers. Learn about ibadah and links to the Five Pillars, festivals, and places of worship. Also, submission, obedience, generosity, self-control and worship; making clear links to how these are lived out in the lives of Muslims today.</i>	<i>What Christians believe God is like, exploring key texts from the Bible. Study passages from the Old Testament and the New Testament to work out some ways the Bible says that God is both holy and loving. Link learning in this topic to other concepts to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers.</i>	<i>Prayer and Worship including the significance of Puja and how Puja shows commitment to God, devotion to gods and goddesses and pilgrimage to the Ganges.</i>	<i>Think carefully about actions, sources of authority, values, religious and non-religious worldviews. Make links with sources of authority that tell people how to be good. Consider the similarities and difference between Christian and Humanist ideas about being good and how people live. What it means to follow a moral code.</i>	<i>The 3 Jewels or Refuges, Sangha, Dhamma, the Noble Eightfold Path, the Three Root Poisons, Dukkha, The Three Marks of Existence (everything changes, dissatisfaction leads to suffering and the fact that people can change), The Four Noble Truths (suffering exists; it has a cause; it has an end; and it has a way to bring about its end), The Five Precepts</i>
Festival		The Hajj	Visit local church			Dharma Day (July)

Year Six	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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World Religion	JUDAISM	ISLAM	SANATANA DHARMA	CHRISTIANITY	BUDDHISM	WORLD VIEW
Key Learning	<i>What is the best way for a Jew to show commitment to God?</i>	<i>How is the Qur'an vital to Muslims today?</i>	<i>Why do Hindus want to be good?</i>	<i>What do Christians believe Jesus did to 'save' people?</i>	<i>What is the best way for a Buddhist to live a good life? Right Living and Intention?</i>	<i>Why do some people believe in God and some people not?</i>
Overview	<i>Covenant, the Ten commandments, Shabbat, Kashrut, going to Synagogue and worship, Seder, the Torah and the importance of Jewish Festivals, Bar and Bat Mitzvah.</i>	<i>Important events during the Night of Power and the giving of the Qur'an, actions a Muslim might take to show respect to the Qur'an and why, sayings from the Qur'an and understanding that there may be different interpretations</i>	<i>Build on learning about the Hindu worldview and way of life with particular progression from the units on 'what do Hindus believe God is like?' and 'what does it mean to be a Hindu in Britain today?' Build on their understanding of dharma. Investigate the key concepts of Karma, Dharma and samsara.</i>	<i>Learn about the concept of 'incarnation' and how it fits within the big story of the Bible. Study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.</i>	<i>Consequences of the Five Precepts, how Dhamma might lead a Buddhist to choose a certain job or career, how Right Intention might impact on a Buddhist's life.</i>	<i>Understand the idea of God in the context of both global and local beliefs. Examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence.</i>
Festival	Bar and Bat Mitzvah					Guru Arjan Gurburab

R.E. Progression – Substantive Knowledge

	Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Christianity	<p>Recall the main events in the Creation story in simple terms.</p> <p>Harvest is about saying thank you to God for creation and what they have been given.</p> <p>Christians believe they need to care for God's world and they should look after everything in it.</p> <p>God's name is special to Christians because God made the world and made them.</p> <p>Recall the main events in the story The Precious Pearl.</p> <p>Describe how Christians feel about God in simple terms.</p> <p>Retell the main events of the Christmas story.</p> <p>Christians believe that after Jesus was born, people came to visit him.</p> <p>Christians believe that the wise men/Magi set off when they saw the star to find the new king, but that they did not arrive straight away.</p> <p>Christians believe that Jesus was both God and a human at the same time.</p> <p>Christians call this 'incarnation'.</p> <p>Christians celebrate Christmas in lots of ways (nativity, Advent, Christingle, Epiphany).</p> <p>Christians believe that it is important to keep going back to the original story found in the Bible so that the meaning is not lost.</p> <p>The Easter story is special to Christians.</p> <p>Jesus rode a donkey into the city of Jerusalem on Palm Sunday.</p> <p>Palm crosses are given to Christians every year on Palm Sunday.</p> <p>Christians believe Jesus was able to die for the terrible things humans have done so they can be forgiven.</p> <p>Christians believe they receive new life in Jesus because their sins are forgiven because of his death.</p> <p>An egg represents new life.</p> <p>Christian children make Easter gardens with a cross to remember Jesus.</p>	<p>A parable is a story that Christians believe Jesus told to teaching people something about God.</p> <p>The main events of the story of The Prodigal Son.</p> <p>The parable of the Lost Son teaches about forgiveness.</p> <p>There are four different prayer types used by Christians: praise, saying sorry, saying thank you, asking.</p> <p>The main events in the story of Jonah and the Whale.</p> <p>"Incarnation" originally comes from the Latin word caro, meaning "flesh," and refers to the belief that Jesus Christ was "made flesh" when he was born.</p> <p>Recall the main events in the Christmas story.</p> <p>Advent is an important time of the year for Christians as it gives them time to prepare for Christmas Day.</p> <p>Advent wreaths circular to show there is no beginning or end to God's love.</p> <p>There are five candles on the wreath. The candles are lit each Sunday before Christmas Day.</p> <p>The four candles represent: hope, faith, joy, peace.</p> <p>The white candle represents Christ.</p> <p>Jesus lived for approximately 33 years and the events of "Holy Week" (the week leading up to his death and resurrection) start for Christians on "Palm Sunday" when Jesus rode into Jerusalem.</p> <p>The Jewish people believed that God was going to send them a Messiah to rid them of the Roman occupation of Israel.</p> <p>It was traditional to place a cover across the path of someone deemed worthy of honour, especially royalty.</p> <p>The palm branch was a Jewish symbol of triumph and victory.</p> <p>Christian concept of Salvation: the saving of mankind from permanent separation from God by the death and resurrection of Jesus</p> <p>Trinity. This is the 'complete relationship' between God (the Father), Jesus (his son) and the Holy Spirit</p> <p>Palm Sunday is the day where Jesus rode into Jerusalem. He fulfilled Old Testament prophecies which said that this would happen when the "king" came.</p> <p>Christians believe in the Trinity. This is the complete relationship between God (the Father), Jesus (his son) and the Holy Spirit.</p> <p>Christians believe that Jesus is the Son of God, he was put to death on Good Friday and rose from the dead on Easter Sunday</p>	<p>The main events in Matthew's story.</p> <p>Who Jesus chose to follow him. These were called disciples.</p> <p>Jesus told stories about forgiveness as part of his teaching.</p> <p>Christians may pray when they feel troubled.</p> <p>The Good News Jesus brings are peace, love, forgiveness and eternal life.</p> <p>Christians use prayers for praise, thanks, saying sorry, to ask.</p> <p>The Lords Prayer is an important Christian prayer.</p> <p>Salvation means being saved or rescued so that humans are not separated from God.</p> <p>Christians refer to Jesus as a saviour.</p> <p>Holy Week includes Palm Sunday, Maundy Thursday, Good Friday and easter Sunday.</p> <p>Easter is the most important celebration for Christians.</p> <p>Christians believe through Jesus' death and resurrection he healed the rift between God and humanity.</p> <p>Easter can be celebrated secular and religious.</p> <p>Eggs symbolise the new life Jesus has brought as Saviour.</p>	<p>Creation is very near the beginning of the 'Big Story'.</p> <p>The five ideas in the Big Story are ordered - God, Creation, Incarnation, Gospel, Salvation.</p> <p>All the little stories from the Bible fit somewhere into the 'Big Story'.</p> <p>Keywords from the Creation story - God, said, day, evening, morning, good, created. They are repeated in the story.</p> <p>Recall the main events in the story of creation from Genesis.</p> <p>Christians see the world as God's, and feel that people should be like stewards or caretakers, looking after God's good earth.</p>	<p>Four gospels, books in the New Testament, traditionally thought of as having been written by Matthew, Mark, Luke and John.</p> <p>There were 12 disciples who followed Jesus.</p> <p>Simon, Peter and Andrew were known as 'Fishers of Men'.</p> <p>Christians today believe they are called to be fishers of men as the Bible teaches that they should share Jesus' good news with others.</p> <p>Vicars help people to pray and know about God; visit lots of people and talk in school assemblies.</p> <p>An evangelist spends their life telling people about Jesus and the good news that they believe Jesus brings.</p> <p>Recall the main events in The Parable of the Good Samaritan.</p>	<p>Holy means :God is awesome and amazing. God is morally pure and hates sin — God is separate from human beings, who are sinful</p> <p>Loving means: God wants the very best for human beings, is kind and forgiving, and does a lot to care for them.</p> <p>Omnipotent means God is all-powerful.</p> <p>Omniscient means God knows all things.</p> <p>Eternal means God created time and is not limited by it — God is outside time: God does not get old like human beings.</p> <p>Spirit means God is not physical — God does not have a body.</p> <p>Christians praise God for loving and caring for them through worship.</p> <p>Ideas of God can be expressed through art e.g. stained glass windows, paintings.</p> <p>Stained glass windows tell stories.</p> <p>The font shows God's loving welcome and forgiveness.</p> <p>The altar represents sacrifice.</p> <p>The confessional talks of forgiveness.</p> <p>The rood screen separates people from the holiest part, the altar.</p> <p>The size and scale of a cathedral speaks of God's power and human creativity.</p>	<p>A Saviour is someone who wants to save someone from a particular situation.</p> <p>Know the elements of the Big Story of the Bible (creation, fall, people of God, Incarnation, gospel, salvation, kingdom of God).</p> <p>The saviour can bring humanity back into a relationship with God.</p> <p>Historically God's people needed a rescuer because the land was occupied by Romans.</p> <p>Theologically they needed a rescuer because of the actions of Adam and Eve.</p> <p>There were seven expectations of Micah and Isaiah.</p> <p>Jesus' birth is believed to be the incarnation of God.</p> <p>Christ means anointed one.</p> <p>Know the difference between secular and religious.</p>
World View	<p>Christians believe that everyone is unique, and they are special to God.</p> <p>Christians believe that everyone, including children are welcome in God's family.</p>	<p>Christians and Jewish people believe we are all made in the image of God and we are all individuals.</p> <p>Readings from the Bible teach Christians about being unique and special to God.</p>	<p>Christians go to church to worship God.</p> <p>A font is used for baptism.</p> <p>A cross reminds us of Jesus.</p> <p>Muslims worship at home or in a mosque.</p>	<p>Give suggestions humans can make the world a better place.</p> <p>Humanists believe we won't get help from any Gods or Goddesses, but we can make the world better ourselves.</p>	<p>Each of us takes a journey through life and some of us take a religious journey, others take a non-religious journey and others take a journey that is a mixture of the two. (eg weddings from different</p>	<p>Worldview means this is a person's view of the world and that it can be either religious or non-religious.</p> <p>Recognise the difference between world view and religious views.</p>	<p>Agnostic means a person who does not know whether or not God exists.</p> <p>Atheist means somebody who believes that God does not exist.</p>

	<p>Religious people also wear symbols to show that they belong to their religious worldview.</p> <p>Christians want to welcome people into God's family. They do this as adults, and some do this for babies. It is called baptism.</p> <p>Allah means God in Arabic.</p> <p>God is the most important being in a Muslim's life.</p> <p>The Prophet Muhammad shared words from Allah with Muslims.</p> <p>Raksha Bandhan is a Hindu festival. Raksha Bandhan festival is when brothers and sisters show their love for one another and share their intention for caring for each other.</p> <p>Mosques are special places to Muslims. Churches are special places to Christians. The cross is a symbol for Christians. The crescent moon and star is a symbol for Muslims.</p> <p>Churches have bibles, stained glass window, altar and font.</p> <p>Mosques have the Qur'an and Islamic art. Christian stories are told in the Bible. A special Christian story is when Jesus calmed the storm.</p> <p>Christians believe Jesus was both God and human and came to earth to help people.</p> <p>Jewish stories are told in the holy book - Torah.</p> <p>Some stories from the Bible are also special to Jewish people because they are found in the Jewish holy text, the Torah. A special Jewish story is David and Goliath.</p> <p>Qur'an is the holy text for Muslims. The Qur'an is kept on the highest shelf, and you need to wash your hands before unwrapping the book.</p> <p>Muslims believe the Prophet Muhammad was first given the Qur'an by Allah at mount Hira</p>	<p>Psalm 8 tells Jewish people how important they are to God.</p> <p>Jewish people believe in Tzedakah – giving to charity makes the world a better and fair place.</p> <p>Recall the main events from the story of Moses.</p> <p>Sukkot celebrates the gathering of the harvest and commemorates the miraculous protection G-d provided for the children of Israel when they left Egypt.</p>	<p>Traditional mosques have a tall minaret where the call to prayer is said from.</p> <p>Jewish people worship in a synagogue. Men and women sit separately in a mosque.</p> <p>An ark is used to store the Torah rolls.</p>	<p>Muslims believe that Allah has shown the path of Islam as the way to follow. If we follow the path, it will make a better world.</p> <p>Christians believe God came to earth (in Jesus) to rescue us and repair the damage. Now we need to make a better world too.</p> <p>Jewish people have a view called Tikkun Olam, people can work with God to make the world better.</p> <p>Zakat is the third Pillar of Islam, a compulsory giving of 2.5% of one's wealth each year to benefit the poor.</p>	<p>worldviews, believer's baptism, baby welcoming ceremonies, infant baptism, funerals etc).</p> <p>People's beliefs can guide and reassure them during difficult times.</p> <p>Baptism is a way of Christians welcoming the baby, child or adult into the church (Christian family).</p> <p>Confirmation means that the believer becomes a full adult member of the church and can take communion.</p> <p>Girls become bat mitzvah and enter adulthood at the age of 12 or 13 and boys become bar mitzvah, entering adulthood at 13.</p> <p>Understands the Hindu terms Dharma, deity, Trimurti, cycle of life and death, reincarnation.</p> <p>In the sacred thread ceremony, the child is given a 'sacred thread' which they must wear all their life, a new thread must be put on before an old one can be removed. The thread goes over the left shoulder and under the right arm and are worn under clothes.</p> <p>Many religious couples try to marry for life (non-religious couples usually try to marry for life too), choose to bring their children up together within a marriage, try to be faithful to their partner, make a home together and follow what they believe to be God's rules.</p>	<p>A person who believes in humanity but not in gods or heaven is called a humanist.</p> <p>Humanists don't follow holy books like the Bible or Torah. Instead, they say 'use your mind!'</p> <p>Being non-religious is becoming more common.</p> <p>Recall the main messages from The Two Wolves story.</p> <p>Morality: to do with what is good and evil, right and wrong. Moral behaviour is what is good.</p> <p>Values: the moral ideas which an individual or community holds and which impact their behaviour. EG: Humanist morality emphasises individual autonomy and empathy. Christian morality emphasises trust in God and following Jesus.</p> <p>Authority: the basis on which we decide our beliefs and values. Some Christians talk about the authority of the church, the Bible or the revelation of God in Jesus. Some Humanists emphasise the authority of reason and science. Some Humanists are sceptical of claims to authority, emphasising individual autonomy.</p> <p>Golden rule: the principle of treating others as you would like to be treated by them.</p>	<p>Theist means someone who believes in God.</p> <p>The LAMBI scale is an acronym for Limitless, Authoritarian, Mystical, Benevolent, Ineffable.</p> <p>A theologian is someone who studies and talks about God and religious beliefs in a thoughtful and methodical way.</p> <p>Theologian comes from two Greek words: 'theos' (meaning God) and 'logos' (meaning word or discussion).</p>
<p>Judaism</p>	<p>Jewish stories are told in the holy book - Torah.</p> <p>Some stories from the Bible are also special to Jewish people because they are found in the Jewish holy text, the Torah. A special Jewish story is David and Goliath.</p>	<p>The Star of David is the symbol of Judaism.</p> <p>Many Jewish people put a Mezuzah on their doorposts. They touch it and remember the words of the Torah inside it.</p> <p>Shabbat is the day of rest.</p> <p>The sacred text for Jewish people is the Torah.</p> <p>Hannukah lasts for 8 days and nights.</p>	<p>The Jewish Holy books (Tenakh) contain core beliefs and stories including the Creation Story in which God creates the world in six days and rests on the seventh – the Sabbath.</p> <p>As the Jewish weeks start on a Sunday, Saturday is the 7th day, the day of rest – Shabbat.</p> <p>The law books attributed to Moses include the 10 commandments – one of these is to 'Honour the Sabbath'. Shabbat (Sabbath) is celebrated both in the home and the synagogue and the main requirement is that no work should be attempted from sunset on Friday until sunset on Saturday.</p> <p>The start of Shabbat is marked with a special meal and ceremony in the home.</p> <p>When worshipping, Jews wear a skull cap called a kippah. This is usually worn by men as a sign of respect to God.</p>	<p>During Shabbat, Jewish people remember the story of creation from the Torah where God created the world in 6 days and rested on the 7th day.</p> <p>Recall the main events at a Saturday morning Shabbat service.</p> <p>Jewish people celebrate Shabbat as a reminder of the Covenant and an occasion to rejoice in God's kept promises.</p> <p>Rosh Hashanah is a special festival that celebrates Jewish New Year.</p> <p>During Rosh Hashanah, Jewish people will traditionally greet each other with L'shanah tovah, which means "for a good New Year".</p> <p>Many Jewish families will spend some of Rosh Hashanah at a Synagogue.</p> <p>One of the traditions of Rosh Hashanah is to blow a big horn called a Shofar. One hundred notes are blown on the horn to create a special rhythm.</p> <p>During Rosh Hashanah, food is also really important. Slices of apple are dipped in honey to symbolise a sweet new year ahead. Honey cake is eaten too.</p>	<p>Shavuot means 'weeks' and is also known as the Feast of Weeks. Shavuot has no fixed date and is the least celebrated of all Jewish festivals.</p> <p>Many years ago, Jewish people would harvest their first wheat and fruits. These would be taken to the Temple in a special basket to be blessed. This ritual is called Bikkurim.</p> <p>Shavuot is the only time Jews might desire to study all night. This is known as Tikkun.</p> <p>Prayer is an important part of the Shavuot celebration, especially the Shema. This is found in Deuteronomy 6: 4-9</p>	<p>Kosher means anything that is acceptable to Jewish Law.</p> <p>Kashrut are dietary rules.</p> <p>Trief is food that is not kosher.</p> <p>There are six items on the Seder plate. Each of the six items arranged on the plate has special significance to the retelling of the story of Passover.</p> <p>Understand the difference between Orthodox and Progressive Judaism.</p>	<p>Tenakh: Written in Hebrew and the first five books are the Torah: Genesis, Exodus, Leviticus, Numbers and Deuteronomy.</p> <p>Sometimes the whole of the Jewish Bible is referred to as the Torah.</p> <p>Torah (first five books): Jewish belief is that the Torah was given to Moses by God.</p> <p>The teachings of the Torah influence all Jewish life as Jews are required to follow the 613 mitzvot (commandments or laws) which were expanded from the original 10 commandments given to Moses.</p> <p>Prayer: There are three daily periods of prayer; early morning, afternoon and evening</p> <p>Synagogue: The main place for community worship is the synagogue. A synagogue is the centre of the community as well as a place to meet, worship and pray</p> <p>Bar/Bat Mitzvah: The Jewish initiation ceremony is called Bar or Bat Mitzvah.</p> <p>Shabbat (Sabbath): Shabbat is celebrated both in the home and the synagogue and the main requirement is</p>

				Yom Kippur means Day of Atonement. It is the most sacred and solemn day in the Jewish calendar. It is a day to reflect on the past year and ask God's forgiveness. Pesach / Passover is a celebration of the story of Exodus. During Passover, Jews remember how their ancestors left slavery when they were led out of Egypt by Moses.			that no work should be attempted from sunset on Friday until sunset on Saturday.
Islam	<p>Allah means God in Arabic. God is the most important being in a Muslim's life.</p> <p>The Prophet Muhammad shared words from Allah with Muslims.</p> <p>Mosques are special places to Muslims.</p> <p>The crescent moon and star is a symbol for Muslims.</p> <p>Mosques have the Qur'an and Islamic art.</p> <p>Qur'an is the holy text for Muslims.</p> <p>The Qur'an is kept on the highest shelf, and you need to wash your hands before unwrapping the book.</p> <p>Muslims believe the Prophet Muhammad was first given the Qur'an by Allah at mount Hira</p>	<p>Muslims believe in Allah. Allah is the Arabic word for God.</p> <p>Many Muslims try to remember the 99 Beautiful Names of Allah from the Qur'an.</p> <p>The 5 pillars of Islam are 5 things Muslims do to keep their faith strong.</p> <p>Muslim dads whisper to their newborn tiny daughters and sons.</p>	<p>Muslims believe in Allah. Allah is the Arabic word for God.</p> <p>The 5 pillars of Islam are 5 things Muslims do to keep their faith strong.</p> <p>Recall the main events in the story of Muhammad and the Cats.</p> <p>Prophet Muhammad was visited by the angel Jibril (Gabriel).</p> <p>Prophet Muhammed first heard the words of Allah on Jabal al-Nour which translates to "Mountain of Light."</p> <p>The angel commanded him to recite the words before him. Muhammad had never been taught to read or write but he was able to recite the words.</p> <p>Muslims believe that the Prophet Muhammad received the Qur'an, which is the most important Islamic holy book and the only one to contain the pure word of Allah.</p>	<p>The star and crescent are a symbol of Islam.</p> <p>Islam, Muslim, Salaam - 'slm' is the root of all 3 of the Arabic words, it means 'peace'.</p> <p>Muslims try to submit to Allah by trusting Allah with everything that they have.</p> <p>The Five Pillars of Islam are the five obligations that every Muslim must satisfy in order to live a good and responsible life according to Islam.</p> <p>The Five Pillars consist of:</p> <ul style="list-style-type: none"> • Shahadah: sincerely reciting the Muslim profession of faith • Salat: performing ritual prayers in the proper way five times each day • Zakat: paying an alms (or charity) tax to benefit the poor and the needy • Sawm: fasting during the month of Ramadan • Hajj: pilgrimage to Mecca <p>Muslims believe that the words in the Qur'an were first given to the Prophet Muhammad at Mount Hira.</p> <p>Tawhid means the 'oneness of God'.</p> <p>Wudu is the ritual washing performed in preparation for prayer and worship.</p> <p>Many Muslims pray in the mosque.</p> <p>Sawm means fasting from dawn until dusk during Ramadan, one of the Five Pillars of Islam.</p> <p>Eid-al-Fitr is the festival at the end of Ramadan.</p> <p>Eid-al-Fitr...</p> <ul style="list-style-type: none"> • start the day with something sweet • give and wear new clothes • communal prayer early in the day • share gifts • elders give children money called eidiyah • donate to those less fortunate • visit loved ones 	<p>Most Muslims believe they should live a good life.</p> <p>Muslims believe life was given to them by Allah and they should try to live as good a life as possible.</p> <p>Muslims believe that when they die their actions in this life will help decide what happens next.</p> <p>Muslims believe Allah is watching them all the time.</p> <p>All their good deeds and thoughts and words will be kept as a record.</p> <p>When they die, Allah will decide whether they've been good enough to go to heaven or not.</p>	<p>The five pillars of Islam are important to people. (Shahadah, Salah, Sawm, Zakah, Hajj)</p> <p>Know what each pillar of Islam means to Muslims.</p> <p>The largest groups of Muslims in the UK follow the Sunni or the Shi'a traditions. Recognise the difference between purpose built mosques and converted mosques.</p> <p>Ibadah means worship.</p>	<p>The Qur'an is the holy book for Muslims, but it is also believed to be the actual words of Allah spoken in Arabic. Many Muslims will learn Arabic specially to understand the Qur'an.</p> <p>Many Muslims take lessons in how to speak Arabic, including schoolchildren.</p> <p>The Qur'an is respected in many ways including:</p> <ul style="list-style-type: none"> • Being put on a stand when used, so it is not over touched. • When not used it is wrapped in a clean cloth • When not being read it should be the highest book in the room • Never being placed on the floor • Hands being washed before it is touched. • You must be in the right frame of mind – concentrate on Allah <p>Muslims believe the Qur'an gives information on how to live life the way Allah would want.</p>
Sanatana Dharma	<p>Raksha Bandhan is a Hindu festival. Raksha Bandhan festival is when brothers and sisters show their love for one another and share their intention for caring for each other</p>	N/a	N/a	<p>For many Hindus the Aum symbol is a sacred symbol that describes Brahman. Brahman is an energy in the universe – the source of everything. For many Hindus, Brahman is the divine or the supreme being.</p> <p>Namaste: Bowing slightly and putting hands together, means 'The spark of God in me bows to the spark of God in you'.</p> <p>Atman is the spark of Brahman in everything.</p> <p>Ahimsa is the principle of not doing any harm to other living things</p> <p>The word 'trimurti' means 'three forms'. In the trimurti, Brahma is the creator, Vishnu is the preserver and Shiva is the destroyer.</p>	<p>Hindu Dharma started in India. A mandir is a place where many Hindus go to worship. Some call it a temple.</p> <p>Hindus call their worldview 'Sanatana Dharma' – the eternal way, rather than Hindu Dharma or Hinduism.</p> <p>1 million people in the UK are Hindu.</p> <p>Aum (Om) symbol is a sacred syllable representing creation. It is recited at the beginning and ending of prayers.</p> <p>Brahman deity shows creation.</p> <p>Ganesh deity shows intelligence and wisdom.</p> <p>Laksmi deity shows wealth and prosperity.</p> <p>Saraswati deity shows knowledge, music and creative arts.</p>	<p>Sanatanis believe in Brahman as the one true God who is formless, limitless, all-inclusive, and eternal.</p> <p>Worship can be performed alone at home or in a mandir/temple with others (Puja)</p> <p>Offerings are always given to God (Puja)</p> <p>The Vedas are the oldest of the Sanatani holy books</p> <p>Veda means knowledge</p> <p>For many Sanatanis there are four goals in human life (purusharthas); namely</p> <ul style="list-style-type: none"> - Moksha - the release of the soul (Atman) from the cycle of rebirth. - Dharma - the code for leading your life – including duties - Artha – Being prosperous <p>legally – this includes earning money</p>	<p>Know what the trimurti is and why it is important.</p> <p>Atman is the name given to the spark of Brahman in everything. It is both in animals and humans.</p> <p>Atman is pure, eternal and unchanging. Retell the main events in the story of 'The Man in the Well.'</p> <p>Samsara means the cycle of life – death and rebirth.</p> <p>Karma means actions have consequences even into the next life.</p> <p>Hindus have five daily duties (worship, studying sacred texts, reflecting on teaching and actions of wise people, providing food for people and animals in need, welcoming guests).</p>

			<p><i>Brahma, the deity, is not the same as Brahman.</i></p> <p><i>Lakshmi is the consort of the god Vishnu and the goddess of wealth and purity in Hindu mythology.</i></p> <p><i>Lord Ganesh is one of the most popular and known as the elephant deity. Ganesh is the son of Lord Shiva and the goddess Parvati.</i></p> <p><i>Shiva is one of the three main gods in Hinduism. Shiva is known as the destroyer god because he removes all evil from the world.</i></p>	<p><i>The word 'trimurti' means 'three forms'. In the trimurti, Brahma is the creator, Vishnu is the sustainer and protector and Shiva is the transformer / recycler.</i></p> <p><i>Recognise key features of Hindu worship (bell, flowers, diva lamp, water in a pot, spoon, murti, fruit, incense, aum symbol, Ganesh Murti).</i></p> <p><i>Dharma is central to how many Hindus try to live their lives.</i></p>	<p><i>through doing a job beneficial to others. Earning wealth benefits the community as well as self.</i></p> <p><i>- Karma- this includes desire and a passion for life</i></p>	<p><i>Dharma' – the eternal way, rather than Hindu Dharma or Hinduism.</i></p> <p><i>Ahimsa means non-violent.</i></p> <p><i>Moksha means the ultimate goal.</i></p>	
Buddhism	N/a	N/a	<p><i>This is the story of a prince who gave up all his riches to try to find out the meaning of life, why there is suffering and what can be done to stop this.</i></p> <p><i>The prince was kept in a big palace by his father who wanted him to be a king.</i></p> <p><i>When he left the palace he saw things that shocked him. He saw old age, sickness, death and a holy man.</i></p> <p><i>He spent many years trying to find out why life involves difficult times.</i></p> <p><i>He realised that suffering was often caused by people being greedy or selfish.</i></p> <p><i>Buddha thought that he could help people live their life in a less selfish and greedy way – these became a key part of his teachings.</i></p> <p><i>Buddhists look to the Buddha as a role model.</i></p> <p><i>Many will follow the Buddha's teachings and try to be aware of the impact of their actions and words.</i></p> <p><i>Accepting that suffering happens is a part of life</i></p> <p><i>Buddhists will try to lead a good life as it will help them achieve their own personal enlightenment</i></p>	<p><i>The story of the Buddha shows Buddhists that it is important to live your life in the right way.</i></p> <p><i>Buddha realised that suffering and unhappiness were often caused by not understanding what life was like.</i></p> <p><i>Buddha decided to try to live his life in a way that would help others and not just think about himself.</i></p> <p><i>Buddhists today look at what happened in the Buddha's life and try to learn how his teachings like the three marks of existence could help them.</i></p> <p><i>Some stories that the Buddha told help Buddhists understand how they should approach life.</i></p>	<p><i>Most Buddhists believe that we live many times – this is called reincarnation.</i></p> <p><i>Each life we have depends on how good a life we led last time.</i></p> <p><i>Each time you are reborn you have no memory of your previous life.</i></p> <p><i>The aim of life is to finally break out of the cycle of rebirth – this is called reaching Nirvana.</i></p> <p><i>Many Buddhists believe that the Buddha achieved Enlightenment.</i></p> <p><i>Enlightenment means to understand and realise the truth about life.</i></p> <p><i>Many Buddhists hope to follow the path laid out by the Buddha and gain enlightenment.</i></p> <p><i>Most of the Buddha's teachings concern how we should behave in our daily lives.</i></p> <p><i>The Buddha said that if we do 8 things in the right way, we have a chance of achieving enlightenment.</i></p> <p><i>The Noble Eightfold Path includes ways in which an individual Buddhist could choose to guide their lives.</i></p>	<p><i>Many Buddhists believe in The Three Jewels / Refugees.</i></p> <p><i>A jewel is something of value - A refuge is a safe place – often in difficult times.</i></p> <p><i>The Three Refuges/Jewels are...</i></p> <ul style="list-style-type: none"> • the Buddha, (the yellow jewel), • the Dharma/Dhamma (teachings), (the blue jewel), • and the Sangha (the community) (the red jewel) 	<p><i>The Buddha left many teachings behind. Buddha's teachings included concern with what life is like and others were concerned with how to live a good life.</i></p> <p><i>The Noble Eightfold Path outlines eight ways that the Buddha suggested could help people live a good life. Right living and right intention are the ones we focus on.</i></p> <p><i>Metta – loving kindness</i></p> <p><i>Intention – the reason we do something (motive) – what we are aiming to achieve.</i></p> <p><i>Consequence – something that happens because of an action</i></p> <p><i>Most Buddhists believe in a cycle of life, death and rebirth – this came from the Sanatana Dharma (Hindu) tradition.</i></p> <p><i>They believe our actions in this life have an impact on the life you have next time.</i></p> <p><i>Buddhists think that we should always act with right intention, we should be aware of the consequences of our words and actions.</i></p>

R.E. Progression – Disciplinary Knowledge (Skills)

	Early Years	Year 1 and 2	Year 3 and 4	Year 5 and 6
Making sense of beliefs	<p><i>Retell stories, talking about what they say about the world, God, human beings.</i></p> <p><i>Recognise and retell stories connected with celebration of Easter.</i></p> <p><i>Say why Easter is a special time for Christians.</i></p>	<p><i>Identify the core beliefs and concepts studied and give a simple description of what they mean.</i></p> <p><i>Give examples of how stories show what people believe (e.g. the meaning behind a festival).</i></p> <p><i>Give clear, simple accounts of what stories and other texts mean to believers.</i></p>	<p><i>Identify and describe the core beliefs and concepts studied.</i></p> <p><i>Make clear links between texts / sources of authority and the key concepts studied.</i></p> <p><i>Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers.</i></p>	<p><i>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.</i></p> <p><i>Describe examples of ways in which people use texts / sources of authority to make sense of core beliefs and concepts.</i></p> <p><i>Give meaning for texts / sources of authority studied, comparing these ideas with ways in which believers interpret texts / sources of authority.</i></p>
Understanding the impact	<p><i>Say how and when Christians like to thank their Creator.</i></p> <p><i>Recall simply what happens at a traditional Christian festival (Christmas).</i></p> <p><i>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs.</i></p> <p><i>Recognise that some religious people have places which have special meaning for them.</i></p>	<p><i>Give examples of how people use stories, texts and teachings to guide their beliefs and actions.</i></p> <p><i>Give examples of ways in which believers put their beliefs into action.</i></p>	<p><i>Make simple links between stories, teachings and concepts studied and how people love, individually and in communities.</i></p> <p><i>Describe how people show their beliefs in how they worship and in the way they live.</i></p>	<p><i>Make clear connections between what people believe and how they live, individually and in communities.</i></p> <p><i>Using evidence and examples, show how and why people put their beliefs into action in different ways e.g. in different communities, denominations or cultures.</i></p>
Making connections	<p><i>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</i></p> <p><i>Think about the wonders of the natural world, expressing ideas and feelings.</i></p> <p><i>Talk about what people do to mess up the world and what they do to look after it.</i></p> <p><i>Talk about people who are special to them.</i></p>	<p><i>Think, talk and ask questions about whether the ideas they have been studying have something to say to them.</i></p> <p><i>Give a good reason for the views they have and the connections they make.</i></p>	<p><i>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</i></p> <p><i>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.</i></p> <p><i>Give good reasons for the views they have and the connections they make.</i></p>	<p><i>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</i></p> <p><i>Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently.</i></p> <p><i>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good</i></p>

	<p><i>Say what makes their family and friends special to them.</i></p> <p><i>Talk about ideas of new life in nature.</i></p>			<p><i>reasons for the views they have and the connections they make.</i></p>
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