

RE Curriculum

Age expectations	Y	Autumn	Spring	Summer
<p>ENGAGE, ENQUIRE, EXPLORE, EVALUATE Where beliefs come from Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview e.g. the nativity story, the Golden Rule, the life of Moses</p> <p>How beliefs relate to each other Recognise that narratives, stories and texts used by at least one religion or worldview contain a range of beliefs e.g. belief (or not) in God, covenant, dharma, sewa</p> <p>How beliefs shape the way believers see the world and each other Give an example of how XXX (name of religion or worldview) use beliefs to guide their daily lives e.g the idea of stewardship/looking after the world</p> <p>Questions of knowledge, meaning and existence Ask questions about the world around them and talk about these questions.</p> <p>How and whether things make sense Give a simple reason using the word 'because' when talking about religion and belief</p> <p>Issues of right and wrong, good and bad Using religious and belief stories to talk about how beliefs impact on behaviour e.g. deciding what is right and wrong</p> <p>The diverse nature of religion Recognise that people have different beliefs and that some people follow religions and others nonreligious worldviews</p> <p>Diverse ways in which people practice and express beliefs Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area</p>	<p>1</p>	<p><u>What do Christians believe God is like?</u> Key activities: Present ideas about how parents and children show love to each other Present questions about God Present responses to the Lost Son Present response to Jonah and the Whale Present ideas about what is right and what is wrong? Present an evaluation showing their response to the question – God is??</p> <p><u>What do Christians learn from the nativity stories?</u> Key activities: Present ideas about their heroes Present questions about the Nativity Present information about the Nativity story</p>	<p><u>What do Jewish people remember on Shabbat?</u> Key activities: Present ideas about being alone on an island Present ideas about the key question Present information about Shabbat (creation, prayer, meal) Present information explaining the significance of artefacts and what Jewish people remember on Shabbat Present an invitation for family and friends.</p> <p><u>What happened when Jesus went to Jerusalem?</u> Key activities Present a response to a range of items related to Easter Present questions about Easter Present a version of the Easter story Present 3 things that matter to Christians Present images to represent the Way of the Cross</p>	<p><u>Where, how and why do people pray? Judaism, Islam, Christianity</u> Key activities: Present questions about praying Present information about where and how Jews and Muslims pray Present a prayer to support school values</p>

<p>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</p>		<p>Present information about what we learn about Jesus from the Nativity story</p>	
<p>ENGAGE, ENQUIRE, EXPLORE, EVALUATE Where beliefs come from Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief e.g how the story of Moses links beliefs about being a chosen people Recognise different types of genre from within one text e.g. parables and guidance in the Bible How beliefs relate to each other Recognise the connections between beliefs within at least one religion or worldview e.g the links between the Jewish covenant and being a chosen people How beliefs shape the way believers see the world and each other Give examples of how XXX (name of religion or worldview) use beliefs to guide their daily lives e.g how beliefs about God shape worship or prayer life Questions of knowledge, meaning and existence Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them Talk about what people mean when they say they 'know' something. How and whether things make sense Give a reason to say why someone might hold a particular belief using the word 'because' Issues of right and wrong, good and bad Using religious and belief stories or teachings, make connections between</p>	<p>2</p> <p><u>How do religious followers give thanks (for harvest, for creation)?</u> Key tasks: Present questions and ideas about the key question Present ideas explaining about a Christian Harvest Festival Present ideas about Sukkot Present information about challah Present a comparison of the different celebrations</p> <p><u>Why is light such an important symbol for many religious believers?</u> <u>Sikhism, Christianity, Judaism, Hinduism</u> Key tasks: Present a response to 'Can't you Sleep Little Bear?' story. Present ideas explaining why light is important Present examples of light in: Sikhism, Judaism and Hinduism</p>	<p><u>How do Jewish people celebrate Passover?</u> Key task: Present information about what we celebrate and why? Present a response to the story of Moses up to the Burning Bush. Present information about the 10 plagues Present information about how Passover is celebrated in the UK</p> <p><u>Why Does Easter matter to Christians?</u> Key task: Present what Easter means to themselves Present an explanation of Shrove Tuesday and Ash Wednesday Present information about Maundy Thursday and Good Friday Present information about Easter Sunday Present an explanation of what Easter means to Christians</p>	<p><u>Why did Jesus tell parables?</u> Key tasks: Present questions and initial ideas about parables Present a response to the parable of the Mustard Seed. Present a response to the parable of the Unforgiving Servant Present a response to the Good Samaritan Present an explanation of why Jesus told parables.</p> <p><u>What is the big idea? Introduction to philosophy?</u> Present an 'inside outside' expressing all the things going on outside in the world around and all the ideas and thoughts that go on in people's heads. Present big questions that go on inside heads and that have answers that cannot be 'googled' Present an explanation of Philosophy and philosophical thinking Present information on philosophers who say thinking about big ideas is important;.</p>

<p>peoples' beliefs about right and wrong and the actions they carry out as a result of these beliefs</p> <p>The diverse nature of religion Recognise that when people talk about 'religion' they can mean different things e.g a set of beliefs, a way of life...</p> <p>Diverse ways in which people practice and express beliefs Identify evidence of religion and belief (e.g beliefs, stories, symbols, artefacts and practices) especially in the local area.</p> <p>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. e.g during a festival or celebration</p>	<p>Present an explanation of why light is important to religious believers</p>		<p>Socrates; philosophy makes us curious Martin Buber; philosophy helps us live together, Hannah Arendt; philosophy helps us change the world.</p> <p>Present a collection of personal big questions.</p>
<p>ENGAGE, ENQUIRE, EXPLORE, EVALUATE</p> <p>Where beliefs come from Show awareness of different sources of authority (e.g. sacred text, statement of belief, experience, tradition, reason) and how they link with beliefs. Identify different types of genre and give an example of how a religious or non-religious believer might interpret a source of authority e.g. in a teaching, piece of art</p> <p>How beliefs change over time Recognise that beliefs are influenced by events in the past and present</p> <p>How beliefs relate to each other Identify some links between beliefs being studied within and between religions and worldviews. Show awareness of some of the similarities and differences between, within and beyond religions and worldviews.</p> <p>How beliefs shape the way believers see the world and each other Recognise ways in which beliefs might make a XXX (name of religion or worldview</p>	<p>3</p> <p><u>Why are Christians Baptised?</u></p> <p>Key activities</p> <p>Present information about ways in which children belong to a community.</p> <p>Present information about children's prior knowledge, experience and questions.</p> <p>Use role play, visit, visitors, film to share and present information on infant baptism.</p> <p>Present explanation of symbols used in baptism.</p>	<p><u>Philosophy unit</u></p> <p><u>What does the cross mean to Christians?</u></p> <p>Understanding Christianity unit LKS2 Salvation part 1</p> <p>Key activities:</p> <p>Ask pupils to recall what they know about what happened to Jesus at Easter. Get them to come up with as many questions as they can about it. Introduce the key question for the unit and see if their questions are linked</p>	<p><u>What does the Bible say the Kingdom of God is like?</u></p> <p>Understanding Christianity unit LKS2</p> <p>Key activities:</p> <p>Open box with artefacts related to Bible story of the lost Sheep. Share story and ch. make a personal response. See think Wonder, collect wonder questions.</p> <p>Share the big questions and explain that parables that Jesus told show people what 'Kingdom of God' means.</p> <p>Dig deeper into the story of The lost Sheep. Share Psalm 23 Present information on the meaning of both to a Christian. Present a personal response to the idea of being lost then found.</p>

<p>adherent) think about how they live their life, how they see the world in which they live and how they view others</p> <p>Questions of knowledge, meaning and existence Recognise that there are many different religious and non-religious answers to questions people raise about the world around them Talk about the difference between knowledge, belief and opinion.</p> <p>How and whether things make sense Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view.</p> <p>Issues of right and wrong, good and bad Recognise that there are many different religious and non-religious views about what is right and wrong/good and bad. Recognise some of the similarities and differences between these ideas. Recognise that there are many different religious and non-religious views about what is right and wrong/good and bad. Recognise some of the similarities and differences between these ideas.</p> <p>The diverse nature of religion Identify the different ways in which people use the term 'religion' when exploring religions, beliefs and worldviews.</p> <p>Diverse ways in which people practice and express beliefs Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</p> <p>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. E.g. through art or culture</p>	<p>Present knowledge of ways in which different denominations practice baptism including adult baptism.</p> <p>Present explanation of why and how someone is baptised into the Christian church</p> <p><u>How do Christians around the world prepare for Christmas?</u></p> <p>Introduce Advent and the big question; children present prior knowledge and questions.</p> <p>Present explanation of Advent crown.</p> <p>Explain the significance of the Jesse tree as a way to prepare for Christmas.</p> <p>Collect and present information on how different churches and different people prepare for christmas. Include visits and visitors.</p>	<p>Present a review of the events of Holy week</p> <p>Present an explanation of Palm crosses, Friday crosses and Sunday crosses.</p> <p>Share text accounts of holy week.</p> <p>Present an in role account, as Mary, of Palm Sunday, Good Friday and Easter Sunday.</p> <p>Define and explain the concept of Salvation.</p> <p>Present and explain a christian view of the cross as a symbol of salvation.</p> <p>Present a comparison of the christian understanding of a cross with a non-christian understanding of the cross.</p>	<p>Present a reflection and response to the story of the mustard seed.</p> <p>Present a reflection and response to the story of the Good samaritan.</p> <p>Present a reflection and response to the story of the House on the Rock.</p> <p>Present an explanation of 'Kingdom of God' referring to the parables.</p> <p><u>What is it like to be part of a religious family?</u> (Hinduism and Islam)</p> <p>Key activities:</p> <p>Present ideas about a Hindu home from images and film clips.</p> <p>Present explanation of Puja in the Hindu home and its symbolism.</p> <p>Present explanation of vegetarianism in a Hindu home</p> <p>Present explanation of how the story of Rama and Sita impacts on daily family life.</p> <p>Present ideas for ways in which a Hindu family might celebrate Diwali.</p> <p>Present ideas about a Muslim home from images and film clip.</p> <p>Present explanation of prayer in the Muslim home.</p> <p>Present ideas for ways in which a muslim family might hold ramadan and celebrate Eid ul Fitr</p> <p>Present a comparison of the two religious families.</p>
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<p>ENGAGE, ENQUIRE, EXPLORE, EVALUATE EXPRESS</p> <p>Where beliefs come from Identify different sources of authority (e.g. sacred text, statement of belief, experience, tradition, reason) and how they link with beliefs. Give examples of different genre and give examples of different ways in which religious and non-religious believers interpret sources of authority e.g. in blogs, articles, artwork, music</p> <p>How beliefs change over time Identify events in history and society which have influenced some religious and non-religious worldviews</p> <p>How beliefs relate to each other Make clear links between different beliefs being studied within and between religions and worldviews Identify some of the similarities and differences between, within and beyond religions and worldviews</p> <p>How beliefs shape the way believers see the world and each other Identify ways in which beliefs might make a XXX (name of religion or worldview adherent) think about how they live their life, how they see the world in which they live and how they view others</p> <p>Questions of knowledge, meaning and existence</p>	4	<p><u>Wow! Why is the Planet so Amazing?</u></p> <p>Key activities:</p> <p>Respond to wrapped planet earth with fragile label and marble experiment. Record the response, see think wonder.</p> <p>Hold discussion. Create questions, Bible creation story who tells it? Who is the audience? What is it saying? Present a recount, explain the messages in the story.</p> <p>Research one aspect of the planet and find out why it is so amazing.</p>	<p><u>How do people decide what is right and wrong?</u></p> <p>Introduce philosophy.</p> <p>Present an inside outside figure and fill in what is going on outside and what big thoughts are going on inside people's heads. Collect some 'big ideas' such as Why are we here? Define Philosophy and share Sophia's Wise rules for doing philosophy. Present the enquiry question. Collect questions that will help answer the enquiry such as; How do we know the difference between right and wrong? Should rules be the same for all? Is it possible to be too good? Explore different ways of thinking about what is right and wrong.</p>	<p><u>How do Hindus express beliefs about God?</u></p> <p>Engage with artefacts and music, use a map, timeline to put Hinduism into context, make a personal response and create questions.</p> <p>Present an explanation of Brahman and Atman</p> <p>Present an explanation of the concepts of moksha samsara karma life death and rebirth</p> <p>Research then present an explanation of the Trimurti and consorts</p> <p>Share and respond to avatar stories linked to festivals, Krishna's birth. Ram and Sita, Ganesh</p> <p>Explore Puja through artefacts and film.</p> <p>Present an explanation of Puja in the home and in the Mandir.</p> <p>Experience Hindu worship dance through film and visit and present a personal response.</p> <p>Present a response to meeting a Hindu through a visit, visitor, film.</p> <p>Present an explanation of how Hindus express beliefs about god.</p>

<p>Describe different answers to questions about the world around them, including questions relating to meaning and existence Begin to use philosophical vocabulary (e.g. knowing, truth, proof, reality, fact, opinion) when discussing issues relating to truth, reality and knowledge.</p> <p>How and whether things make sense Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief Give reasons for more than one point of view, providing pieces of evidence to support these views</p> <p>Issues of right and wrong, good and bad Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p> <p>The diverse nature of religion Describe the different ways in which the term 'religion' is used by followers of religions, worldviews and those who are not adherents of a particular belief system.</p> <p>Diverse ways in which people practice and express beliefs Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.</p> <p>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Describe ways in which beliefs can impact on and shape individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</p>	<p>Present explanation and art response. 'Creation Calls' Watch the film clip and present a personal response to the Psalm.(Poetry) Research St Francis and present a readers theatre of Canticle of the Sun. Create written responses to the Psalm and the Canticle. Research Work of Arocha Present an explanation as to why some people feel they need to take care of the planet. Make a practical response as a class. Evaluate the practical response.</p> <p>Incarnation <u>Why is Jesus important to Christians?</u> Present information about what children already think about the importance of Jesus to christians. Present understanding of the Nativity story.</p>	<p>Present an explanation of the ideas of several philosophers; what they have to say about what is right and wrong, Epicurus,Kant,Mill,Rand and de Beauvoir. Present an explanation of what might happen if each view was applied to the same dilemma.</p> <p>Present an explanation of the 10 Commandments. Present an explanation of the Golden rule. Present the ways different religions have versions of this rule. Present a response to the 'Statement of Values' for England and Wales.. Present an explanation of some ways people decide what is right and wrong.</p> <p><u>Why do Christians still remember the events of Holy Week?</u> <u>Understanding Christianity Unit</u> <u>LKS2 Salvation part 2</u></p>	<p><u>Can Religion Change the World?</u> Present ideas and questions about ways in which the world needs to change. Present ways in which organised religion provides practical responses to facilitate change. Present information on the work associated with; Sewa, Zakat, Christian Aid Cafod, Islamic Relief and the 'Disasters Emergency Committee' Present a comparison of the work of religious organisations researched with the original collection of ways in which the world needs to change. Present arguments to answer Can religion change the world?</p>
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<p>ENGAGE, ENQUIRE, EXPLORE, EVALUATE</p> <p>Where beliefs come from Describe different sources of authority (e.g. sacred text, statement of belief, reason, experience, tradition) and how they link with beliefs. Describe a range of different genre and interpretations of sources of authority and consider the reliability of these sources when enquiring into religions and worldviews</p> <p>How beliefs change over time Describe how events in history and society have influenced some religious and non-religious worldviews</p> <p>How beliefs relate to each other</p>	5	<p><u>How do Muslims express ideas about one god?</u></p> <p><u>Key activities;</u></p> <p>Present prior understanding of Islam.</p> <p>Present questions.</p> <p>Present personal response and understanding of Shahadah.</p> <p>Present explanation of ways in which Muslims</p>	<p><u>What does it mean to be a Muslim?</u></p> <p><u>Key activities;</u></p> <p>Present ideas about community and what it means to belong to a community.</p> <p>Present prior understanding of Islam and questions.</p> <p>Present understanding of the concept of Ummah and ways in which Muslims promote Ummah – ritual, dress,</p>	<p><u>Are angels real or not? Philosophy</u></p> <p>Key activities;</p> <p>Present ideas and questions about angels.</p> <p>Present information about what different philosophers, religions and world views say about angels.</p> <p>Present research about what Terry Law Billy Graham and John Hagee say about angels.</p> <p>Present ideas about good and bad angels.</p> <p>Present and compare information about angel gabriel from a christian and a muslim perspective.</p>

<p>Describe the connections between sources of authority and beliefs studied. Describe some of the key theological or philosophical similarities and differences between, within and beyond religions and worldviews</p> <p>How beliefs shape the way believers see the world and each other</p> <p>Describe ways in which beliefs shape the way XXX (Name of religion or worldview adherent) view the world in which they live and how they view others</p> <p>Questions of knowledge, meaning and existence</p> <p>Explain different answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which people understand knowledge using philosophical vocabulary correctly.</p> <p>How and whether things make sense</p> <p>Explain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument</p> <p>Issues of right and wrong, good and bad</p> <p>Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</p> <p>The diverse nature of religion</p> <p>Explain the different ways in which the term 'religion' is used by followers of religions, worldviews and those who are not adherents of a particular belief system. Show awareness that talking about religion and belief can be complex.</p> <p>Diverse ways in which people practice and express beliefs</p> <p>Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between</p>	<p>express Tawhid in daily life.</p> <p>Present information about how Tawhid is expressed in art, architecture, literature and holy text.</p> <p>Present an explanation of Tawhid for someone who knows nothing about Islam.</p> <p><u>How do Christians bring hope at Christmas?</u></p> <p><u>Key activities;</u></p> <p>Present ideas and questions about the concept of HOPE and why people might need hope at Christmas.</p> <p>Present information about the work of the Salvation Army at Christmas.</p> <p>Present information about St Martin's in the Field and its work at Christmas.</p> <p>Present information about the way local</p>	<p>promises, symbols, meeting place, code of conduct.</p> <p>Present an explanation of how Ummah affects everyday life of a Muslim.</p> <p>Present an explanation of Ummah, its meaning importance and practice, for someone who knows nothing about Islam.</p> <p><u>Why do Christians call Jesus Saviour?</u></p> <p><u>Key activities;</u></p> <p>Present a personal response and questions about what it takes to be a rescuer, to be a hero .</p> <p>Present an explanation of the role of Moses in the Bible.</p> <p>Present a response to the story of the Texas Bluebonnet and the concept of sacrifice.</p> <p>Present a response to the story of Issac and Abraham.</p> <p>Present an understanding of atonement in Judaism and forgiveness and sacrifice in Christianity.</p> <p>Present an explanation of sacrifice, rescue, atonement and forgiveness in the Easter Story.</p>	<p>Present and compare ideas about guardian angels from a Christian and Muslim perspective.</p> <p>Present a personal response to popular music featuring belief and non-belief in angels.</p> <p>Present an argument for and against the existence of angels.</p> <p><u>Why do people go on pilgrimage?</u></p> <p><u>Key activities;</u></p> <p>Present thoughts and information about special places children have visited or wish to visit.</p> <p>Present information about what it means to be a pilgrim.</p> <p>Present information and an explanation about why Muslims go on Haji and what happens there.</p> <p>Present information and an explanation about why Hindus go to Varanasi and what happens there.</p> <p>Present information and an explanation about why Sikhs go to Amristsar and what happens there.</p> <p>Present information and an explanation about why Christians go to Walsingham and what happens there.</p> <p>Present an explanation of why people want to</p>
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<p>religions/worldviews) with reference to at least two different religions/worldviews. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Explain how beliefs impact on and shape individual lives, communities and society, and how individuals, communities and society (e.g. culture) can also shape beliefs.</p>		<p>Christian churches support people during the Christmas season. Present understanding of the angels' message of hope at Christmas. Present an explanation of the connection between the Christmas story and the practical work of Christians at Christmas.</p>	<p>Present an explanation of why Christians call Jesus Saviour.</p>	<p>go on pilgrimage.</p>
<p>ENGAGE, ENQUIRE, EXPLORE, EVALUATE Where beliefs come from Explain and discuss different sources of authority (e.g. sacred text, statement of belief, experience, tradition, reason, writings of influential thinkers) and the connections with beliefs. Explain and discuss a range of genre and interpretations of sources of authority and take into account the reliability of sources when enquiring into religions and worldviews How beliefs change over time Explain how events in history and society have influenced some religious and non-religious worldviews How beliefs relate to each other Explain connections between sources of authority and key concepts or beliefs studied using theological terms Explain the key theological similarities and differences between, within and beyond religions and worldviews How beliefs shape the way believers see the world and each other</p>	<p>6</p>	<p><u>Creation and science:</u> <u>Conflicting or complementary?</u> <u>Christianity, Humanism</u> Key Activities: Present questions about the world and stewardship. Present a version of the creation story and link this to stewardship. Present ideas about how different people may feel or believe about creation. Present information about how people are inspired by the bible to</p>	<p><u>How does symbolism help Christians think about Trinity?</u> Key Activities: Present their existing knowledge of the Trinity Present Christian symbols to represent the Trinity Present information to show which describe the Father, Son or Holy Ghost. Present information to describe the different characteristics of the Holy Trinity. Present an interpretation of Rubley's work</p>	<p><u>What is Buddhism?</u> Key Activities: Present an explanation of how Siddhartha and Gautam achieved enlightenment and became the Buddha. Present their views on the Three Universal Truths and the Five Moral Precepts and develop their own list of morals to live by. Present information about the Four Noble Truths and the Eightfold Path. Present an explanation of the Buddhist beliefs of karma and rebirth. Present information describing and explain where Buddhists worship. Present information, following a visit from the Buddhist Centre about activities, symbolism associated with Buddhist worship and how</p>

<p>Explain and discuss how beliefs shape the way XXX (name of religion or worldview adherent) view the world in which they live and how they view others</p> <p>Questions of knowledge, meaning and existence</p> <p>Begin to analyse and evaluate a range of different answers to questions about the world around them, including questions relating to meaning and existence Begin to analyse and evaluate different ways in which people understand knowledge, showing awareness that not everything can be known for certain</p> <p>How and whether things make sense</p> <p>Begin to analyse and evaluate whether a position or argument is coherent and logical, and show increasing awareness of divergence of opinion. Demonstrate (in oral or written form) evidence of the process of reasoning when forming an argument</p> <p>Begin to analyse and evaluate whether a position or argument is coherent and logical, and show increasing awareness of divergence of opinion. Demonstrate (in oral or written form) evidence of the process of reasoning when forming an argument</p> <p>Issues of right and wrong, good and bad</p> <p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour</p> <p>The diverse nature of religion</p> <p>Begin to analyse and evaluate the varying use of the term 'religion' by followers of religions, worldviews and those who are not adherents of a particular belief system</p> <p>Recognise some areas of controversy when interpreting and explaining the nature of religion and belief</p> <p>Diverse ways in which people practice and express beliefs</p> <p>Begin to analyse and evaluate the varying ways in which religions and beliefs are</p>	<p>care for the environment and the world.</p> <p>Present a creation chant based on an understanding of the Story of the Caedman.</p> <p>Present their ideas about how they could care for the environment (locally or globally)</p> <p><u>What do the different gospel accounts of the nativity tell Christians about Jesus?</u></p> <p>Key activities:</p> <p>Present their knowledge and questions about the nativity</p> <p>Present information about where the Nativity story comes from.</p> <p>Present information comparing and contrasting the information in different gospels.</p> <p>Present an evaluation of the meaning of Christmas to Christians.</p>	<p><u>What do Christians mean when they talk about the Body of Christ?</u></p> <p>Key activities:</p> <p>Present information that they already understand about the Body of Christ</p> <p>Present information explaining biblical references to the Body of Christ</p> <p>Present how biblical stories relate to the Body of Christ.</p> <p>Present ideas from a visit by a member of the clergy about what it means to be a member of the church.</p> <p>Present their understanding of what Christians mean when they talk about the Body of Christ.</p>	<p>they help Buddhists on their path to enlightenment.</p> <p>Present a summary of heir understanding of Buddhism and how this has impacted on their thinking?</p> <p><u>What kind of world should we live in?</u></p> <p>Key activities:</p>
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<p>practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews</p> <p>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa</p> <p>Begin to analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. Begin to analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>Present their feelings about what the nativity accounts say about Jesus.</p>		
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