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RE AT HOLBROOK

Whole School Progression

HOLBROOK RE PROGRESSION – CHECKPOINTS (DISCIPLINARY KNOWLEDGE)

OVERARCHING AIMS	AT THE END OF KS1	AT THE END OF KEY STAGE 2	AT THE END OF KEY STAGE 3
Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;	Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	Explain and interpret ways that the history and culture of religions and world views influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences;
Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;	Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and world views as coherent systems or ways of seeing the world;
Know about & Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;	Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them;
Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;	Explain the religions and world views which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology;
Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;	Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and world views, accounting for the impact of diversity within and between communities;
Express and communicate B3. Appreciate and appraise varied dimensions of religion;	Notice and respond sensitively to some similarities between different religions and world views;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;	Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied;
Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;	Explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy;
Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Find out about and respond with ideas to examples of co-operation between people who are different;	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;	Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and world views;
Gain & deploy skills: C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Explore and express insights into significant moral and ethical questions posed by being human in ways that are wellinformed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.

HOLBROOK RE PROGRESSION – UNDERSTANDING CHRISTIANITY BUILDING BLOCKS (SUBSTANTIVE KNOWLEDGE)

	God	Creation/The Fall	People of God	Incarnation	Gospel	Salvation	Kingdom of God
EYFS							
KS1	- Christians believe in God, and that they find out about God in the Bible. - Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. - Christians worship God and try to live in ways that please him.	- God created the universe. - The Earth and everything in it are important to God. - God has a unique relationship with human beings as their Creator and Sustainer. - Humans should care for the world because it belongs to God.		- Christians believe that Jesus is God and that he was born as a baby in Bethlehem. - The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). - Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.	- Tell stories from the Bible and recognise a link with a concept of 'Gospel' to good news. - Give a simple account of what Bible stories mean to Christians. - Recognise that Jesus gives instructions to people about how to behave. - Give examples of the ways in which Christians follow teachings about forgiveness and peace and give examples of how they put these beliefs into practice.	- Easter is very important in the 'big story' of the Bible. - Jesus showed that he was willing to forgive all people, even for putting him on the cross. - Christians believe Jesus builds a bridge between God and humans. - Christians believe Jesus rose from the dead, giving people hope of a new life.	
Years 3,4,5	- Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation). - Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. - Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. - Christians really want to try to understand God better and so, try to describe God using symbols, similes and metaphors, in song, story, poems and art.	- God the Creator cares for the creation, including human beings. - As human beings are part of God's good creation, they do best when they listen to God. - The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). - This means that humans cannot get close to God without God's help. - The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. - Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	- The Old Testament tells the story of a particular group of people, the children of Israel — known as the People of God — and their relationship with God. - The People of God try to live in the way God wants, following his commands and worshipping him. - They believe he promises to stay with them, and Bible stories show how God keeps his promises. - The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. - Christians believe that, through Jesus, all people can become the People of God.	- Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. - Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. - Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. - Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	- Identify this as part of a Gospel which tells the story of the life and teaching of Jesus - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Offer suggestions about what Jesus' actions toward the leper might mean for a Christian - Make simple links between Bible texts and the concept of Gospel Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching - Make links between the Bible stories studied and the importance of love and life in the world today - List two distinguishing features of a parable Make clear links between the story of the Good Samartian and the ideas of the Gospel as good news - Give examples of how Christians act to show that they are following Jesus	- Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. - The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. - Christians today trust that Jesus really did rise from the dead, and so is still alive today. - Christians remember and celebrate Jesus' last week, death and resurrection.	- Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth - Offer suggestions about what the description of Pentecost in Act 2 might mean Give examples of what Pentecost means to some Christians now - Make links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities - Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas. - Order concepts within a timeline of the Bible's big story List 2 distinguishing features of a narrative and a letter as different types of biblical text - Offer suggestions about what the texts studied (I Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians. - Make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities. - Describe how Christians show their belief about the Holy Spirit in worship and in the way they live. - Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live. - Make links between fellowship and fruit of the Spirit and life in the world today, expressing some ideas of their own clearly

Year 6	- Christians believe God is omnipotent, omniscient, and eternal, and that this means God is worth worshipping. - Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. - Christians believe God loves people so much that Jesus was born, lived, was crucified, and rose again to show God's love. - Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. - Christians believe getting to know God is like getting to know a person rather than learning information.	- There is much debate and some controversy und the relationship between the accounts of creation in Genesis and contemporary scientific accounts. - These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? - There are many scientists throughout history and now who are Christians. - The discoveries of science make Christians wonder even more about the power and majesty of the Creator.	- The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. - The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. - Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. - Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.	- Jesus was Jewish. - Christians believe Jesus is God in the flesh. - They believe that his birth, life, death, and resurrection were part of a longer plan by God to restore the relationship between humans and God. - The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. - Some texts talk about what this 'messiah' would be like. - Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) - Christians see Jesus as their Saviour (see Salvation).	- Identify features of Gospel texts (for example, teachings, parable, narrative). - Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. - Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. - Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.	- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. - The Gospels give accounts of Jesus' death and resurrection. - The New Testament says that Jesus' death was somehow 'for us'. - Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death, and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. - Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist, or the Mass). - Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. - This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). - Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.	- Explain connections between biblical texts and the concept of the Kingdom of God. - Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. - Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community and through receiving and practising forgiveness. - Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas

HOLBROOK RE AGREED SYLLABUS PROGRESSION (SUBSTANTIVE KNOWLEDGE)

	EYFS	KS1	LKS2 (YEARS 3,4,5)	UKS2 (YEAR 6)
BELIEVING	**F1 Which stories are special and why?** • talk about some religious stories • recognise some religious words, e.g. about God • identify some of their own feelings in the stories they hear • identify a sacred text e.g. Bible, Qur'an • talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do • talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked. **F2 Which people are special and why?** • talk about people who are special to them • say what makes their family and friends special to them • identify some of the qualities of a good friend • reflect on the question 'Am I a good friend?' • recall and talk about stories of Jesus as a friend to others • recall stories about special people in other religions and talk about what we can learn from them	**1.2 Who is a Muslim and what do they believe?** • Talk about the fact that Muslims believe in God(Allah)and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr. •Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like. •Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. •Re-tell a story about the life of the Prophet Muhammad. •Recognise some objects used by Muslims and suggest why they are important. •Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. •Make links between what the Holy Qur'an says and how Muslims behave. •Ask some questions about God that are hard to answer and offer some ideas of their own. **1.3 Who is Jewish and what do they believe?** •Similarities and differences to Muslims and Christians. •Talk about the fact that Jewish people believe in God. •Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat). •Talk about how the mezuzah in the home reminds Jewish people about God. •Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. •Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. •Ask some questions about believing in God and offer some ideas of their own. •Make links between some Jewish teachings and how Jewish people live. •Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways. **1.4 What can we learn from sacred books?** • Talk about some of the stories that are used in religion and why people still read them • Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books • Recognise that sacred texts contain stories which are special to many people and should be treated with respect • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories •Ask and suggest answers to questions arising from stories Jesus told and from another religion • Talk about issues of good and bad, right and wrong arising from the stories	**L2.1 What do different people believe about God?** • Identify beliefs about God that are held by Christians, Hindus and/or Muslims. • Retell and suggest the meanings of stories from sacred texts about people who encountered God. • Describe some of the ways in which Christians Hindus and/or Muslims describe God. • Ask questions and suggest some of their own responses to ideas about God • Suggest why having a faith or belief in something can be hard. • Identify how and say why it makes a difference in people's lives to believe in God. • Identify some similarities and differences between ideas about what God is like in different religions. • Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts. **U2.1 Why do some people believe God exists?** • Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs. • Give two reasons why a Christian believes in God and one why an atheist does not. • Express thoughtful ideas about the impact of believing or not believing in God on someone's life. • Present different views on why people believe in God or not, including their own ideas. • Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently. • Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples.	**U2.3 What do religions say to us when life gets hard?** • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation. • Express ideas about how and why religion can help believers when times are hard, giving examples. • Outline Christian, Hindu and/or nonreligious beliefs about life after death. • Explain some similarities and differences between beliefs about life after death. • Explain some reasons why Christians and Humanists have different ideas about an Afterlife. • Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples. • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding

EXPRESSING	**F3. What places are special and why?** • talk about somewhere that is special to themselves, saying why • be aware that some religious people have places which have special meaning for them • talk about the things that are special and valued in a place of worship • identify some significant features of sacred places • recognise a place of worship • get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. **F4. What times are special and why?** •give examples of special occasions and suggest features of a good celebration • recall simple stories connected with Christmas and a festival from another faith • say why Christmas and a festival from another faith is a special time for Christians/ members of the other faith.	**1.5 What makes some places sacred?** •Recognise that there are special places where people go to worship, and talk about what people do there. •Identify at least three objects used in worship in two religions. •Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. • Talk about ways in which stories and actions used in churches/mosques show what people believe (B2). •Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. •Ask good questions during a school visit about what happens in a church or mosque. •Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising. •Show that they have begun to be aware that some people regularly worship God in different ways and in different places. **1.6 How and why do we celebrate special and sacred times?** •Identify a special time they celebrate and explain simply what celebration means. •Talk about ways in which Jesus was a special person who Christians believe is the Son of God. •Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion. •Re-tell stories connected with Easter and a festival in another religion and say why these are important to believers. •Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. •Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. •Suggest meanings for some symbols and actions used in religious celebrations, including Easter or Eid-ul-Fitr. •Identify some similarities and differences between the celebrations studied. •Identify a special time they celebrate and explain simply what celebration means. •Talk about ways in which Jesus was a special person who Christians believe is the Son of God. •Identify some ways Christians celebrate Pentecost and some ways Passover is celebrated. •Re-tell stories connected with Pentecost and Passover and say why these are important to believers. •Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. •Suggest meanings for some symbols and actions used in religious celebrations, including Passover. •Identify some similarities and differences between the celebrations studied.	**L2.4 Why do people pray?** • Describe what some believers say and do when they pray. • Respond thoughtfully to examples of how praying helps religious believers. • Describe the practice of prayer in the religions Studied. • Make connections between what people believe about prayer and what they do when they pray. • Describe ways in which prayer can comfort and challenge believers. • Describe and comment on similarities and differences between how Christians and Hindus pray. • Explain similarities and differences between how people pray. • Consider and evaluate the significance of prayer in the lives of people today. **L2.5 Why are festivals important to religious communities?** • Recognise and identify some differences between religious festivals and other types of celebrations. • Retell some stories behind festivals • Make connections between stories, symbols and beliefs with what happens in at least two festivals. • Ask questions and give ideas about what matters most to believers in festivals • Identify similarities and differences in the way festivals are celebrated within and between religions. • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. • Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media. • Suggest how and why religious festivals are valuable to many people **L2.6 Why do some people think that life is a journey and what significant experiences mark this?** • Recall and name some of the ways religions mark milestones of commitment (including marriage). • Identify at least two promises made by believers at these ceremonies and say why they are important. • Suggest why some people see life as a journey and identify some of the key milestones on this journey. • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. • Explain similarities and differences between ceremonies of commitment. • Discuss and present their own ideas about the value and challenge of religious commitment in Britain today. **U2.4 If God is everywhere, why go to a place of worship?** • Recall and name some key features of places of worship studied. • Find out about what believers say about their places of worship. • Make connections between how believers feel about places of worship in different traditions. • Select and describe the most important functions of a place of worship for the community. • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. • Present ideas about the importance of people in a place of worship, rather than the place itself. • Outline how and why places of worship fulfil special functions in the lives of believers. • Comment thoughtfully on the value and purpose of places of worship in religious communities.	**U2.9 What can be done to reduce racism? Can religion help?** • Describe examples of what is unjust about racism, referring to teaching from different religions and worldviews • Respond sensitively to religious engagements with racism with ideas of their own • Find out about at least two examples of anti racism that have been effective • Describe examples of connections between anti racism and religion • Understand the challenges racism presents to human communities and consider different religious responses • Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies • Express ideas about a religious question to do with reducing prejudice and racism, e.g. through the creative arts or in reasoned argument

LIVING	**F5. Being special: where do we belong?** • talk about what it means to belong • talk about who we belong to • talk about what we belong to • talk about our community at home and our community at school • know that some people belong to a religion • know that our school belongs to the Christian community **F6. What is special about our world?** • talk about the word 'creator' and why God is a very special person to Christians. • explore how Christians worship God. • talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • re-tell stories, talking about what they say about the world, God, human beings • think about the wonders of the natural world, expressing ideas and feelings • express ideas about how to look after animals and plants • talk about what people do to mess up the world and what they do to look after it.	**1.7 What does it mean to belong to a faith community?** •Talk about similarities and differences between Muslims and Christians. •Talk about what is special and of value about belonging to a group that is important to them. •Show an awareness that some people belong to different religions. •Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. •Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. •Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences **1.8 How should we care for others and the world, and why does it matter?** • Talk about how religions teach that people are valuable, giving simple examples • Recognise that some people believe God created the world and so we should look after it. • Re-tell Bible stories and stories from another faith about caring for others and the world. • Identify ways that some people make a response to God by caring for others and the world • Talk about issues of good and bad, right and wrong arising from the stories • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more • Use creative ways to express their own ideas about the creation story and what it says about what God is like.	**L2.7 What does it mean to be a Christian in Britain today?** • Identify and name examples of what Christians have and do in their families and at church to show their faith. • Ask good questions about what Christians do to show their faith. • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. • Describe some ways in which Christian express their faith through hymns and modern worship Songs. • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. • Explain similarities and differences between at least two different ways of worshipping in two different Christian churches. • Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences. **L2.8 What does it mean to be a Hindu in Britain today?** • Identify and name examples of what Hindus have and do in their families and at mandir to show their faith. • Ask good questions about what Hindus do to show their faith. • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. • Describe some ways in which Hindus express their faith through puja, aarti and bhajans. • Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught. • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. • Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught. • Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences. **L2.9 What can we learn from religions about deciding what is right and wrong?** • Recall and talk about some rules for living in religious traditions. • Find out at least two teachings from religions about how to live a good life. • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. • Make connections between stories of temptation and why people can find it difficult to be good. • Give examples of ways in which some inspirational people have been guided by their religion. • Discuss their own and others' ideas about how people decide right and wrong. • Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system. • Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity. **U2.6 What does it mean to be a Muslim in Britain today?** • Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims. • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. • Make connections between the key functions of the mosque and the beliefs of Muslims • Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life. **U2.7 What matters most to Christians and Humanists?** • Identify the values found in stories and texts. • Suggest ideas about why humans can be both good and bad, making links with Christian ideas. • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. • Describe some Christian and Humanist values simply. • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. • Give examples of similarities and differences between Christian and Humanist values. • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning.	**U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?** • Describe what Ahimsa, Grace or Ummah mean to religious people. • Respond sensitively to examples of religious practice with ideas of their own. • Make connections between beliefs and behaviour in different religions. • Outline the challenges of being a Hindu, Christian or Muslim in Britain today. • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. • Consider similarities and differences between beliefs and behaviour in different faiths. • Explain similarities in ways in which key beliefs make a difference to life in two or three religions. • Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas.