

RE Progression by strand. From the Kent Agreed Syllabus 2023

Believing

Key Stage 1

Termly focus	Who is a Christian and what do they believe? (Part 1) Year 1 B	Who is a Muslim and what do they believe? (part 1) Year 1 B	Who is Jewish and what do they believe? Year 2 B	Who is a Muslim and what do they believe? (part 2) Year 2 B	Who is a Christian and what do they believe? (Part 2) Year 2 B	How can we learn from sacred books? Year 2 B
<p>Knowledge</p> <p>Describe simply some Christian beliefs about God Describe simply some Christian beliefs about Jesus Retell a story that shows what Christians believe about God Share what a story about God might mean Share what the stories about Jesus say about good, bad, right and wrong Talk about issues of good and bad, right and wrong related to the stories Ask some questions about believing in God Explain some ideas of my own about God</p>	<p>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>• Re-tell a story about the life of the Prophet Muhammad (A2).</p> <p>• Recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p>	<p>• Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>• Ask good questions about how Jewish artefacts are used and their meaning (B1)</p> <p>• Talk about how Shabbat is a special day of the week for Jewish people (B1)</p> <p>• Give some examples of what Jewish people might do to celebrate Shabbat (B1).</p> <p>• Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means (A2).</p>	<p>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>• Re-tell a story about the life of the Prophet Muhammad (A2).</p> <p>• Recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p>	<p>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>• Re-tell a story about the life of the Prophet Muhammad (A2).</p> <p>• Recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p>	<p>Describe simply some Christian beliefs about God Describe simply some Christian beliefs about Jesus Retell a story that shows what Christians believe about God Share what a story about God might mean Share what the stories about Jesus say about good, bad, right and wrong Talk about issues of good and bad, right and wrong related to the stories Ask some questions about believing in God Explain some ideas of my own about God</p>	<p>• Independently give reasons why a holy book is considered to be 'holy'. (A2)</p> <p>• Re-tell The Lost Sheep; suggest the meaning(s) of this story (A2).</p> <p>• Re-tell the story of the Exodus (A2).</p> <p>• Identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition (A2).</p> <p>• Suggest a meaning for the story of Prophet Muhammad and the Black Stone (A2)</p> <p>• Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story (A2).</p>

						<ul style="list-style-type: none"> • Suggest answers to questions arising from the story of Jonah (C1). • Ask and suggest answers to questions arising from The Lost Sheep (C1). • Talk about issues of good and bad, right and wrong arising from the teachings (C3). • Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments (C3). • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Notice and respond sensitively to how people from different faiths still tell the story of Jonah today (B3)
Vocabulary	Christian Church Worship Symbol Pray Hymn Vicar / Priest Belief Bible Jesus	Allah Mosque Qur'an Imam Minaret Prophet Muslim Ramadan Eid-ul-Fitr	Torah Instruction; Shabbat mezuzah covenant kosher Circumcision	Allah Mosque Qur'an Imam Minaret Prophet Muslim Ramadan Eid-ul-Fitr	Christian Church Worship Symbol Pray Hymn Vicar / Priest Belief Bible Jesus	Sacred Holy Book Bible Allah Muslim m Christian Qur'an Parable

Believing

Key Stage 2

Termly focus	Why is the Bible so important for Christians today? Year 3 B	What do different people believe about God? Year 3 B	Why is Jesus inspiring to some people? Year 4 B	Why do some people think God exists? Year 5 B	What would Jesus do? (can we live by the values of Jesus in the 21 st century?) Year 5 B	What do religions say to us when life gets hard? Year 6 B
Knowledge	<ul style="list-style-type: none"> Describe what Christians and/or people from other religions believe makes their book sacred or holy. Describe how the bible is divided into books, chapters and verses, and arranged in two 'Testaments.' Describe some things that Christians find helpful about reading their Bible? Look for similarities and differences between their own ideas about God and some Christian ideas Find out more about the ways Christians think of God and see the world 	<ul style="list-style-type: none"> Describe some things we cannot see but do believe in. Give simple reasons for their own ideas and metaphors about God. Consider questions such as: what is God like? If God is invisible, can we imagine what God is like? Give simple reasons for their own views and ideas about God. Think of reasons why some people believe in God and some do not. Discover what Christians mean when they say 'Father, Son and Holy Spirit' for God 	<ul style="list-style-type: none"> Connect the story of the unforgiving servant with an example of Christian life or action Connect the story of the feeding of the five thousand with an example of Christian life or action Define clearly and illustrate key Christian terms by referring to events from Holy Week and Easter Describe how and why Christians celebrate/mark Palm Sunday, Maundy Thursday, Good Friday and Easter day. Identify the most important parts of Easter for Christians and say 	<ul style="list-style-type: none"> Outline clearly, with reasons, a Christian understanding of God Give several examples to show how believing in God can affect people's lives differently Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging Express their own ideas about theism, atheism and agnosticism. Suggest answers to some of the Big Questions about the existence of God Consider reasons that people 	<ul style="list-style-type: none"> Describe Jesus' teaching on how his followers should live. Describe the 'mission' of Jesus and give examples of how this might mean Christians should live Interpret the widows offering and the story of Zacchaeus saying what they show Christians about how they should handle wealth Describe some of Jesus' stories, teaching and example to show why he saw forgiveness as so important. Explore and explain the impact of Jesus' teaching on some examples of major 	<ul style="list-style-type: none"> Give reasons why some people might be comforted by their beliefs when someone dies Describe the impact that the belief that we have a soul might have on the way someone might live their life Describe the Hindu belief in reincarnation and Karma Describe a link between a reading that might be used at a funeral and a Christian belief about life after death Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death

	<ul style="list-style-type: none"> • Describe the story of Genesis chapter 1 and think about the meaning of temptation. • Describe Jesus' teaching about forgiveness. 	<ul style="list-style-type: none"> • Describe some simple Muslim beliefs about God based on 12 of the 99 Names of Allah • Describe the Shahadah, the Muslim statement of faith in one God • Describe the symbolism of Hindu murtis / statues of the gods and goddesses. • Describe what Hindu people say about God (Ultimate Reality) and about their gods and goddesses. • Know some of the artefacts religious people might use when they talk to God or pray. • Understand that prayer is a way religious believers believe they can communicate with God. • Consider questions such as 'Why is it hard to talk about God?' • Describe, with examples, the influence believing in God has on the lives of believers. 	<p>why they are important</p>	<p>might believe or not believe in God</p> <ul style="list-style-type: none"> • Respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas • consider how facts, beliefs and opinions come about and how they are interpreted. • respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas. 	<p>Christian charities in the UK today.</p> <ul style="list-style-type: none"> • Use some examples of Christian text (scripture and prayer) to understand the way Christians believe we should treat each other in modern times, • Give examples of how following the example of Jesus might have on Christians and other communities • Discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions. 	<ul style="list-style-type: none"> • Explain some similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation • Describe similarities and differences between non-religious and Christian beliefs about the afterlife • Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people •
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<p>Vocabulary</p>	<p>Christian Bible Sacred Revelation Psalms Parables Proverbs New Testament Prophecy</p>	<p>Trinity. Holy spirit. Moses Allah. Trimurti. Brahma. Vishnu Shiva</p> <p>Prayer Holy Spirit Moses Allah Humanity Muslim Judaism The religion of the Jews Christian God Shabbat Passover Atheist Hindu Murti</p>	<p>Christ Jesus Christian Gospel Jew Teacher Rabbi Bread Shepherd Light Parables Disciple Trinity Miracle Crucifixion Resurrection Incarnation Follower Founder God Belief Faith Emotional vocabulary: Inspiration excitement disappointment betrayal remembrance elation wonder bewilderment celebration festival reflection</p>	<p>Theist Agnostic Atheist Beliefs Opinions Interpretation Evolution Creation Humanism</p>	<p>Mission statement, anointed, proclaim, freedom, oppressed, provision, peace, liberty, persecute, heaven, enemies and needy person. Parable, forgiveness, crucifixion, punishment, torture, hypocrite, parables, interpretation, Pharisees, debtor Teachings, Mother Teresa, poverty, connection, Lord's prayer, duty to serve, fairness, kindness and worthy. Tempting, morals, moral choice, dilemma, resist, temptation, fellowship, Bible, sin and mercy. Oppressed Crucifixion Privilege A Moral</p>	<p>Allah, repent, life transformation, judgement, humanist, guidance, dilemma Karma, Moksha Karma Dharma Reincarnation Repent</p>
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Expressing








Key Stage 1

Termly focus	How and why do we celebrate special and sacred times? (part 1) Year 1 E	What makes some places sacred? Year 1 E	How and why do we celebrate special and sacred times? (part 2) Year 2 E
Knowledge	<ul style="list-style-type: none"> • Describe how a festival is celebrated. (A1) • identify some ways Christians celebrate Easter (A1) • Describe what happens and what is being celebrated at Eid-ul Fitr(A1) • Describe what happens during Ramadan (A1) • retell stories connected with Easter and say why these are important to Christians (A2) • Consider questions such as how might these foods help people remember this festival? (B1) • Think of reasons why some people choose to fast during Ramadan (B1) • Give reasons why some people like to celebrate important events (C1) • Give reasons why some people use music in celebrations (C1) • Describe the link between a selection of Easter artefacts and the story and celebration of Easter events (C1) • Describe the link between a selection of Pesach 	<ul style="list-style-type: none"> • Say why places of worship are important to the local community and give reasons for your answers • Identify objects in a church and say how they are used and what they mean to believers. • Identify objects in a mosque and say how they are used and what they mean to believers • Identify objects in a synagogue and say how they are used and what they mean to believers • Talk about an object that is used in worship, saying how it is used and how it shows what people believe • Ask appropriate and respectful questions of believers. 	<ul style="list-style-type: none"> • Describe how a festival is celebrated. (A1) • identify some ways Christians celebrate Easter (A1) • Describe what happens and what is being celebrated at Eid-ul Fitr(A1) • Describe what happens during Ramadan (A1) • retell stories connected with Easter and say why these are important to Christians (A2) • Consider questions such as how might these foods help people remember this festival? (B1) • Think of reasons why some people choose to fast during Ramadan (B1) • Give reasons why some people like to celebrate important events (C1) • Give reasons why some people use music in celebrations (C1) • Describe the link between a selection of Easter artefacts and the story and celebration of Easter events (C1) • Describe the link between a selection of Pesach

	symbols and the story of Pesach (C1)		symbols and the story of Pesach (C1)
Vocabulary	Christian Pesach. Easter Festival Celebration Disciples Church	Christian Church Jews Synagogue Sacred Worship Symbols Artefacts Religious communities	Christian. Christmas Bible Festival Muslim Eid-el-Fitr Ramadan Qur'an Jesus

Expressing

Key Stage 2

Termly focus	Why are festivals important to religious communities? (Easter & Eid) Year 3 	Why do people pray? Year 3 	How do people from religious and non-religious communities celebrate key festivals? Year 4 	Why do some people think that life is like a journey and what significant experiences mark this? Year 4 	If God is everywhere, why go to a place of worship? Year 5 	What can be done to reduce racism? Can religion help? Year 6 	Is it better to express your beliefs in arts and architecture or in charity and generosity? Year 6 
Knowledge	<ul style="list-style-type: none"> • Make links between beliefs about Jesus and the celebration of Easter • Make links between the symbols used by churches and Christians in holy week and the celebration of Easter • Make links between the symbols on a seder plate and their meaning • Make links between the story of Lakshmi and practices at Divali 	<ul style="list-style-type: none"> • Describe and outline some ways Christians pray, including using the Lord's Prayer. (A2) • Describe and outline some ways Muslims pray, including how they use the First Surah of the Holy Qur'an (A2) • Describe and outline some ways some Hindus pray and worship, including using the Gayatri Mantra (A2) • Make connections 	<p>Describe how the way people celebrate festivals might show something about their beliefs (A2)</p> <ul style="list-style-type: none"> • Describe how survey data and interviews might tell us something about people's beliefs and worldviews (A1) • Identify some differences in the way festivals (e.g. Christmas) are celebrated (B1) 	<ul style="list-style-type: none"> • Describe how life is seen as a journey by some people • Think of reasons why some people have rituals to mark important life events • Describe two different Christian celebrations of belonging/initiation • Describe what happen at a Jewish Bar or Bat Mitzvah ceremony 	<ul style="list-style-type: none"> • Describe and explain differences within Anglican and Baptist churches • Make links between Christian beliefs and features of these places of worship. • Describe differences between worship in the home and at the mandir • Describe the differences between different Jewish synagogues. 	<ul style="list-style-type: none"> • Describe simply two examples of racism, describing what is unfair or unjust in each case • Choose some examples of the teaching of sacred texts about justice and say what they think about the meanings of these texts 	<ul style="list-style-type: none"> • Understand different reasons why some buildings are sacred • Consider, discuss and weigh up different views about why mosques are important. • Consider, discuss and weigh up different views about why Christian sacred buildings are important. • Consider, discuss and weigh up different views

	<ul style="list-style-type: none"> • Suggest what matters most to believers at Easter/Id ul Fitr/Divali/Pesach • Identify similarities and differences between the way two Christian denominations celebrate Easter • Identify similarities and differences between the celebration of two festivals • identify some of the celebrations that form a part of my own life • Make links between things that are important in our community and celebrations that are held or could be held 	<p>between what Christians, Muslims and Hindus believe about prayer and what they do when they pray (A3)</p> <ul style="list-style-type: none"> • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3) 	<ul style="list-style-type: none"> • Describe how the way people celebrate Christmas might show something about their beliefs (B1) • Suggest how the celebrations studies might make a difference to how pupils think and live (C2) 	<ul style="list-style-type: none"> • Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha. • Describe the significance of the Hindu sacred thread ceremony • Describe a wedding ceremony for two different religions • Consider questions about the importance and significance to Christians of different forms of baptism • Suggest reasons why some Christians baptise babies at birth and others have believer's baptism • Suggest reasons why these ceremonies are significant to Jewish people 	<ul style="list-style-type: none"> • Make links between Jewish beliefs and features of Jewish places of worship. • Describe what places of worship are for • Describe what people from different religions would say the most important function of their place of worship is • Make links between Hindu beliefs and worship. • Give examples of how places of worship are helpful to believers in difficult times • Explain how and some people see the place of worship as being more about the people than the building 	<ul style="list-style-type: none"> • Give an example of a time when religious people could have done more to reduce racism • Describe links between religious teaching and practice and the struggle to reduce racism, giving simple examples • Discuss three or more suggested ways of reducing prejudice and racism • Consider and compare the teachings of two different religions about human unity • Discuss a case study of 'religion against racism' thoughtfully • Express reasoned ideas of their own about how prejudice and racism can be reduced, taking account of ideas 	<p>about why religious art is important.</p> <ul style="list-style-type: none"> • Suggest reasons, quoting religious sources, why Muslims consider charity and generosity important • Recall and deploy information about religious buildings and charities. • Notice, list and explain similarities and differences between different sacred buildings. • Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. • Describe and make connections between examples of religious creativity in Muslim buildings • Describe why mosques matter to the Muslim community • Apply ideas about worship and belief for themselves in a
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						from religion (e.g. in art)	creative activity, using Christian scripture <ul style="list-style-type: none"> • Apply ideas about generosity from scriptures, Muslim and Christian, to the title question. • Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.
Vocabulary	Celebration . Holy Week Rebirth. Symbol Service Eucharist Disciple Diwali Temptation. Ramadan Allah Fasting Eid-ul-Fitr Generous The Last Supper Muslim Ramadan Sacrifice	Prayer The Lord's Prayer Church Gayatri Mantra Mandir Puja Murtis Shrine Faith Hindu Hinduism Diwali Muslim Allah Christian Prayer Beads	Celebration, Christians, Easter, Palm Sunday, Maundy Thursday, Good Friday, Jesus, Eucharist, crucifying, Barabbas, Roman, sacrifice, Mary, Ravana, Lakshmi, Diwali, Madir Rangoli, Muslim, Ramadan, fast, Allah, Eid-ul-Fitr	Journey, Christianity, Judaism, Hinduism, ceremonies, baptism, symbolism, church, adult, Bar Mitzvah, Bat Mitzvah, Sabbath, Vedas, God, reincarnation, Moksha, Ashramas, Sannyasa, Samskaras, alms, guru, Gayatri Mantra, jeno, i, marriage Journey Initiation Mitzvot Christians Jews Hindu Dharma Karma Faithfulness Promise	Worship Anglican Baptist Mandir Shrine Murti Puja OM Sadhus Shikara Towers Schul Bimah	Prejudice, justice, white privilege, tolerance, racism	Architecture Chapel Cathedral Charitable organisation Charity Church Gospels Hajj Injustice Mosque Parable Poverty Sacred Secular Scripture Ummah Zakat Sacred Architecture Calligraphy Charity Generosity

Key Stage 1

Termly focus	What does it mean to belong to a faith community? Year 1	How should we care for others and the world and why does it matter? Year 2
Knowledge	<p>Recognise symbols of belonging from their own experience (A3)</p> <p>Recognize symbols of belonging for Christians (A3)</p> <p>Recognize symbols of belonging for Jews or Muslims (A3)</p> <p>Think about why symbols of belonging matter to believers (A3)</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>Identify two ways people show they belong to each other when they get married (A1).</p> <p>Respond to examples of co-operation between different people (C2)</p>	<ul style="list-style-type: none"> • Give examples what Jesus said about the importance of people (A2) • Identify two examples of religious believers caring for people(B1) • Say what you know about the Jewish practice of Tzedakah (B1) • Identify the links between the teaching in the Torah and caring (B1) • Give simple reasons why Jesus told the story of the Good Samaritan (A2) • Answer questions such as what would it be like if everyone followed the golden rule? (C2) • Describe different ideas about what God might be like from reading the creation story(C1)

		<ul style="list-style-type: none"> • Share their own creative ideas about what the creation story says about God(C1)
Vocabulary	Christian Belonging Symbol Jews People Shabbat Baptism Bible Church Synagogue Torah	Caring Jesus Bible. Jewish People. Sukkot Tzedakah Tzedakah Torah

Living

Key Stage 2

Termly focus	What does it mean to be a Christian in Britain today? (part 1) Year 3 ■	What does it mean to be a Hindu in Britain today? (Part 1) Year 3 ■	What does it mean to be a Hindu in Britain today? (part 2) Year 4 ■	What does it mean to be a Christian in Britain today? (part 2) Year 4 ■	What can we learn from religions about what is right and wrong? Year 4 ■	What does it mean to be a Muslim in Britain today? (part 1) Year 5 ■	What matters to Christians and Humanists? Year 5 ■	Green religion? How and why should religious communities do more to care for the Earth? Year 5 ■	What does it mean to be a Muslim in Britain today? (part 2) Year 6 ■
Knowledge	Describe two things that Christians do to show their faith making connections to a Christian belief or teaching for each (A1) Describe how one hymn or song shows	Describe puja and how it shows Hindu faith (A1) Make connections with some Hindu beliefs and teachings about aims and duties in life (A1).	Describe puja and how it shows Hindu faith (A1) Make connections with some Hindu beliefs and teachings about aims and duties in life (A1).	Describe two things that Christians do to show their faith making connections to a Christian belief or teaching for each (A1) Describe how one hymn or song shows	<ul style="list-style-type: none"> • Describe what temptation is and how it can affect people's behaviour. • Make links between stories about temptation examples of people being tempted now 	Make links between Muslim practice of the five pillars and Muslim beliefs about God • Make links between Muslim practice of each of the five pillars and	<ul style="list-style-type: none"> • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples • Describe what it means to be a Humanist 	<ul style="list-style-type: none"> • Make connections between beliefs about the earth and activist behaviour in two or more different religions • Describe the teaching of 	Make links between Muslim practice of the five pillars and Muslim beliefs about God • Make links between Muslim practice of each of the five

<p>specific Christian beliefs or teaching (A2) Describe two things that might be hard or a challenge about being a Christian (B2) Give reasons why Christians and others help other people (C2) Note similarities and differences between the reasons that religious people and on religious people give for helping people (C2) Describe an example of a Christian you have studied who helped others by his or her actions. Why did they do this? (C2)</p>	<p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). 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 (B2). 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 (C2). Describe how the life of Gandhi shows Hindu beliefs in action (C2)</p>	<p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). 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 (B2). 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 (C2). Describe how the life of Gandhi shows Hindu beliefs in action (C2)</p>	<p>specific Christian beliefs or teaching (A2) Describe two things that might be hard or a challenge about being a Christian (B2) Give reasons why Christians and others help other people (C2) Note similarities and differences between the reasons that religious people and on religious people give for helping people (C2) Describe an example of a Christian you have studied who helped others by his or her actions. Why did they do this? (C2)</p>	<ul style="list-style-type: none"> • Describe ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong • Explain how Golden Rule can be found in the thinking of many different groups of people including Jewish people, suggest ways Jewish people might follow the rule • Give examples of how the ten commandments might show Jewish people how to live. • Explain that many Christians are guided to know what is right and wrong by words of Jesus, including the Beatitudes and two great commandments. 	<p>Muslim beliefs about Prophet Muhammad</p> <ul style="list-style-type: none"> • Describe and reflect on how the Qur'an is significant to Muslims • Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims • Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim • Identify and explain connections between the main functions of the Mosque and Muslim beliefs 	<ul style="list-style-type: none"> • Discuss the 'hidden messages' of some stories that explore values • Give examples from Humanist and Christian moral codes • Describe some Christian and Humanist values simply, saying what I think about them • Suggest reasons why I think it might be helpful to follow a moral code • Talk about why it might be difficult to follow a moral code • Discuss different points of view about what is good and bad • Express my own ideas about some big moral concepts, such as fairness or honesty 	<p>two or more religions about the natural world using new appropriate vocabulary accurately</p> <ul style="list-style-type: none"> • Discuss and apply ideas from Islam such as 'khalif' or 'corruption' to green issues • Discuss and apply ideas from Christianity such as stewardship and the Fall of Humanity to green issues • Discuss and apply ideas from Judaism such as 'healing the world' and the new year for trees, Tu B'shevat • Discuss and apply Hindu ideas such as the concept of goddess 	<p>pillars and Muslim beliefs about Prophet Muhammad</p> <ul style="list-style-type: none"> • Describe and reflect on how the Qur'an is significant to Muslims • Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims • Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim • Identify and explain connections between the main functions of the Mosque and Muslim beliefs
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							<ul style="list-style-type: none">•• Compare my ideas about values with the ideas of others we have studied.	Bhumi, Mother Earth and ahimsa, harmless, to green issues <ul style="list-style-type: none">•• Understand the challenges facing the planet and responses from different religions <ul style="list-style-type: none">•• Explains three or more examples of green issues, e.g. plastic waste pollution, rising sea levels, climate change <ul style="list-style-type: none">•• Link, thoughtfully, the green issues with views of the planet from within religions <ul style="list-style-type: none">•• Weigh up the responses two or more religions are making to challenging green issues:	
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								<p>give a judgement about their likely effectiveness</p> <ul style="list-style-type: none"> • • <p>Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'</p> <ul style="list-style-type: none"> • • <p>Recognise that there are different points of view about how we respond to climate change issues</p> <ul style="list-style-type: none"> • • <p>Think through and express ideas about how religious communities – numbered in billions (Hi, Chr, Mu) can contribute.</p>	
Vocabulary	Christian Jesus Christ Church Holy Communion	Mandir. Dharma Sanatan Dharma Arti. Divali Bhajans	Mandir. Dharma Sanatan Dharma Arti. Divali Bhajans Puja	Christian Jesus Christ Church Holy Communion	Commandment Reason Conscience Segregation Christians	Pillar Monotheistic Adhan Priority Muezzin PBUH	Theist Humanist Humanism Moral reason, atheist, Beliefs Agnostic		Pillar Monotheistic Adhan Priority Muezzin PBUH

	Worship God Service Holy Bible Civil rights activist Bible Holy Book Symbols Belief Faith Community Prayer Hymns Holy Communion	Hindu Brahman Deity Mandir Puja Murtis Shrine Aarti Light Moksha Reincarnation Holi Diwali	Hindu Brahman, Brahman Dharma Deity Murtis Shrine Aarti Light, Moksha Reincarnation Holi Diwali	Worship God Service Holy Bible Civil rights activist Church Bible Belief Faith Worship Community Prayer Hymns Holy Communion	Humanist Jewish People Beatitude	Prophet Scripture Prayer Charity Generosity Fasting Ramadan Sacrifice Pilgrimage Mecca/Makkah Kaaba Devil Temptation Qur'an Arabic Mosque Qiblah Imam The Five Pillars of Islam Qur'an Allah Zakah Ramadan Fasting Mecca Mosque Rak'ah Ummah Eid ul Fitr	Forgiveness Freedom Humanist Code Peacemaker Values Forgiveness Values Principles Fellowship		Prophet Scripture Prayer Charity Generosity Fasting Ramadan Sacrifice Pilgrimage Mecca/Makkah Kaaba Devil Temptation Qur'an Arabic Mosque Qiblah Imam The Five Pillars of Islam Qur'an Allah Zakah Ramadan Fasting Mecca Mosque Rak'ah Ummah Eid ul Fitr
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