

RE Progression of Skills EYFS to end of Year 6

The document below demonstrates how we structure and sequence our RE curriculum across the school to ensure our pupils gain a rich and wide range of skills, knowledge and vocabulary, effectively built upon year on year.

Year Group	Learning About Religion	Learning From Religion
EYFS	<p>Name important times, key events and festivals in the Christian calendar.</p> <p>Identify the key symbols of Christianity and begin to use a range of religious words.</p> <p>Read a range of religious stories and sacred writings and begin to talk about the meaning behind the story.</p> <p>Identify people and places who are special to them and others of faith.</p> <p>Identify the importance of relationships and recognise the difference this makes to their own and others' lives.</p>	<p>Show curiosity and interest in the lives of others.</p> <p>Ask how and why questions.</p> <p>Understand that people have different beliefs and traditions.</p> <p>Talk about their own experiences.</p> <p>Make simple comparisons to their own lives.</p> <p>Identify what matters to themselves and others.</p> <p>Respond sensitively to new ideas and concepts.</p> <p>Express their own opinions and feelings.</p>

Year Group	Learning About Religion-Christianity and Judaism	Learning From Religion- Christianity and Judaism
1	<p>Identify the importance, for some people, of belonging to a religion.</p> <p>Identify how belonging can be expressed through rituals</p> <p>Identify the symbols (and other outward signs of belonging) of the religions explored.</p> <p>Name and describe a range of celebrations, festivals, worship and rituals in religion, noting similarities and differences where appropriate.</p> <p>Identify and suggest meanings for religious symbols and begin to use a range of religious words.</p> <p>Read a range of religious stories and sacred writings and talk about their meanings.</p> <p>Identify the importance, for some people, of religious stories and how they set a good example to us.</p> <p>Name key figures and leaders who are special to a particular faith community</p> <p>Identify the importance of some key religious figures</p> <p>Identify the importance of relationships and recognise the difference this makes to their own and others' lives.</p> <p>Name some aspects of worship that occur in places of worship</p> <p>Identify places that are special to them.</p> <p>Identify the importance, for some people, of places of worship.</p> <p>Recognise objects that are important to themselves and others.</p>	<p>Articulate why belonging to a group or religious community matters to them and others</p> <p>Describe religious and spiritual feelings and experiences relating to belonging to a faith</p> <p>Discuss religious and spiritual feelings, experiences and concepts connected with special occasions such as worship, wonder, praise, thanks, concern, joy and sadness.</p> <p>Discuss how places of worship and sites of pilgrimage help believers to experience and express spiritual feelings</p> <p>Identify which places matter to themselves and why.</p> <p>Discuss how religious artefacts are used in worship, praise, and thanksgiving.</p> <p>Ask and answer questions about artefacts and their meanings.</p> <p>Explain that certain objects are special to individuals and how we should treat, value and look after them accordingly.</p> <p>Discuss religious and spiritual feelings, experiences and concepts such as wonder, praise and thanks in relation to nature.</p> <p>Identify what matters to themselves from their responses to religious teachings, beliefs, values and stories.</p> <p>Reflect on how spiritual and moral values influence their own behaviour.</p> <p>Respond to questions about the nature, importance and challenges of relationships.</p>

	<p>Recognise how objects help people feel a sense of belonging to their religion.</p>	<p>Recognise how religious teachings make a difference in believers' lives.</p> <p>Start to ask puzzling questions, e.g. about how the world began and what it means to be a person.</p> <p>Ask questions about the beliefs and practices of others</p> <p>Talk about their own experiences in the light of the religious knowledge gained</p> <p>Express their own opinions appropriately</p> <p>Make simple comparisons to their own lives</p>
Year Group	Learning About Religion-Christianity and Judaism	Learning From Religion-Christianity and Judaism
2	<p>Read and compare a range of religious stories and explain their meanings.</p> <p>Describe and explain the meaning behind a range of celebrations, festivals, worship and rituals in religion, noting similarities and differences where appropriate.</p> <p>Identify and suggest meanings for religious symbols and use a range of religious terms.</p> <p>Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.</p> <p>Identify how belonging can be expressed through rituals, noting similarities and differences where appropriate.</p> <p>Identify and explain meanings for the symbols (and other outward signs of belonging) of the religions explored.</p> <p>Name and describe some aspects of worship that occur in places of worship</p>	<p>Discuss why belonging to a group or religious community matters to them and others and influences their own and others' behaviour.</p> <p>Reflect on and consider religious and spiritual feelings and experiences relating to belonging to a faith</p> <p>Reflect on and consider religious and spiritual feelings, experiences and concepts connected with special occasions such as worship, wonder, praise, thanks, concern, joy and sadness.</p> <p>Reflect on and consider how places of worship and sites of pilgrimage help believers to experience and express spiritual feelings</p> <p>Identify which places matter to them and others, and why.</p> <p>Reflect on and consider religious artefacts and consider how they are used in worship, praise, and thanksgiving.</p> <p>Ask and respond imaginatively to questions about artefacts and their meanings.</p>

	<p>Identify the importance, for some people, of places of worship and sites of pilgrimage and recognise the importance these have in their lives</p> <p>Identify how some objects help people feel a sense of belonging to their religion.</p> <p>Explain how religious beliefs and ideas are expressed through special objects.</p> <p>Identify the importance, for some people, of religious stories and recognise the difference these make to their lives and explain how they set a good example for others.</p> <p>Name and describe the importance of key figures and leaders who are special to a particular faith community</p> <p>Identify the importance of some key religious figures and recognise the influence they make to the lives of believers.</p> <p>Identify the importance of relationships and recognise the difference this makes to their own and others' lives as well as those who are members of faith communities.</p>	<p>Reflect on the spiritual values expressed in artefacts and how these affect the way they are treated.</p> <p>Reflect on and consider religious and spiritual feelings, experiences and concepts such as wonder, praise and thanks in relation to nature.</p> <p>Identify what matters to themselves and others from their responses to religious teachings, beliefs, values and stories.</p> <p>Ask, reflect on and respond to questions about the nature, importance and challenges of relationships.</p> <p>Recognise and explain how religious teachings make a difference in believers' lives</p> <p>Ask and respond imaginatively to puzzling questions, e.g. about how the world began and what it means to be a person.</p> <p>Reflect on spiritual and moral values about life and relate these to their own behaviour and experiences.</p> <p>Ask questions about the beliefs and practices of others</p> <p>Talk about the differences that beliefs make to the way believers live</p> <p>Express their own opinions sensitively</p> <p>Make comparisons to their own lives</p>
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Year Group	Learning About Religion-Christianity and Hinduism	Learning From Religion-Christianity and Hinduism
3	<p>Retell the story of the Last Supper, suggesting the meaning the story has for a Christian</p> <p>Describe some of the ways that some Christians demonstrate their faith</p> <p>Give a reason why Christians take communion. Identify and match the symbols of the Eucharist to key Christian beliefs</p> <p>Retell the story of Christmas, Diwali and Chanukah. Talk about the things that are similar between the festivals.</p> <p>Suggest meanings for the symbols of light in Diwali, Chanukah and Christmas.</p> <p>Recognise that different views of the festivals lead to different preparations and practices</p> <p>Retell one of the stories illustrating one of the key concepts of Hinduism. (e.g Karma or Dharma.) Identify why that story is important to believers</p> <p>Give a definition of two of the concepts of Hinduism.</p> <p>List some similarities between Hindu duties and their own</p> <p>Suggest meanings for the rules and duties and reasons why Hindus may follow them</p> <p>Retell and compare the story of Passover/Easter. Identify why that story is important to believers</p> <p>Suggest two things that matter to a Jew about Passover and two things that matter to a Christian about Easter</p> <p>Talk about the meanings of Easter and Passover foods</p>	<p>Talk about and recognise that different people might feel differently about communion</p> <p>Talk about different ways of belonging that Christians experience and compare that to their own ways of showing belonging</p> <p>Ask and respond sensitively to questions about their own and others' experiences about communion</p> <p>Ask and respond to questions about why people choose to celebrate with light and what significance it holds for believers</p> <p>Respond sensitively to the rules and customs followed by others [Hindus], saying why those rules matter to them</p> <p>Ask questions and suggest answers about why people choose to follow rules and duties</p> <p>Respond to an Easter hymn and talk about how it might express the feelings of Easter</p> <p>Reflect on the way that the Last Supper matters to Christians at Easter and Passover matters to Jews.</p> <p>Talk about the difference that the authority of Jesus makes to Christians</p> <p>List some of the qualities that a person of authority needs to have</p> <p>Suggest reasons why authority matters in society</p> <p>Recognise that some questions about truth are hard to answer</p> <p>Suggest reasons why truth matters in society</p> <p>Make a link between their own views of God and Hindu Murtis</p>

	<p>Retell a story from the Bible that shows the authority of Jesus. Give some reasons why Jesus has authority for Christians</p> <p>Ask and answer questions about the events in Jesus life, that show his authority</p> <p>Retell a parable from the Bible, suggesting a meaning that the story may have for a Christian</p> <p>Recognise the difference between stories that are meant to be true and those that are not. Make some suggestions about why stories are a good way to communicate</p> <p>Describe three Hindu deities/murtis and what they reveal about God</p> <p>Use the correct words to describe four ways in which Hindus use Murtis in worship</p> <p>Describe some symbols that Hindus use when they worship at home or in the Mandir</p> <p>Link Bible stories and symbols to Christian beliefs about Mary. List some of the ways different churches respond to Mary</p> <p>Describe the impact that Mary has on the lives of many believers, referring to the festivals that are celebrated</p> <p>Describe the importance of pilgrimage to Christians or Hindus Suggest reasons why people go on pilgrimage.</p> <p>List four similarities between various places of pilgrimage</p> <p>Describe the importance of Lent to Christians, and say what difference it makes to Christians</p> <p>Make a link between the story of the temptations of Christ and the impact it has on a Christian today</p>	<p>Ask questions and suggest answers about why Hindus choose to worship particular Murtis</p> <p>Identify their own response to Mary and her importance to the Christian story</p> <p>Ask important questions about Mary and suggest answers that Christians from different denominations might give</p> <p>Suggest ways in which pilgrimages and holidays are different and which they think is more valuable</p> <p>Reflect on whether pilgrimage is necessary, referring to both religions covered</p> <p>Make a link between their own choices and the idea of giving things up for religious reasons</p> <p>Suggest ways in which Christians give things up and compare this to their own ideas</p> <p>Suggest reasons why people do or do not believe in the miracles</p> <p>Ask questions about the meanings of the miracles</p> <p>Reflect on whether the miracles are true or just stories</p> <p>Describe a miracle that they would like to see and assess the potential impact of that miracle on the world today</p> <p>Make a link between prayer and their own lives</p> <p>Ask questions about frequency and effectiveness of prayer</p> <p>Identify the impact that prayer can have on a believer's life</p>
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	<p>Suggest reasons why people observe Lent or other fasts.</p> <p>Identify and compare the impact of Jesus miracles on the disciples, the crowds and believers today</p> <p>Make a link between the stories of Jesus' miracles and the work of the church</p> <p>Use the correct words to describe some different types of prayer and identify the aspects within a prayer (e.g. the Lord's Prayer)</p> <p>Investigate the various beliefs that are held about prayer</p>	<p>Suggest reasons why people do or do not pray, and make a link to their own views</p>
Year Group	Learning About Religion-Christianity and Hinduism [Judaism]	Learning From Religion-Christianity and Hinduism [Judaism]
4	<p>Retell the story of the Last Supper and explain the significance the story has for a Christian</p> <p>Describe some of the ways that some Christians demonstrate their faith</p> <p>Describe a communion service showing the impact it might have on a Christian child</p> <p>Design a communion set that reflects the importance of communion for a Christian</p> <p>Make links between the story of Christmas and the symbol of light</p> <p>Describe a range of meanings for the symbol of light in Diwali, Chanukah and Christmas.</p> <p>Compare the festivals looking for differences and similarities. Ask some questions and suggest some answers on the meaning of the festivals</p> <p>Describe the 5 daily duties and identify their impact on Hindus</p> <p>Identify the impact of the 5 daily duties on children</p>	<p>Ask important questions and investigate answers on why Christians take communion and compare to the ways that they show belonging</p> <p>Ask and respond sensitively to questions about their own and others' experiences about communion</p> <p>Identify their own response to the festivals of Christmas, Diwali and Chanukah and compare it to others'</p> <p>Reflect on what matters to Christians at Christmas and what matters most to them</p> <p>Make links between Jesus and their own "guiding lights"</p> <p>Identify their own response to the 5 daily duties and the 4 purposes of Hinduism and how they are influenced by rules</p> <p>Ask questions and investigate answers about why Hindu people follow their rules</p> <p>Reflect on the impact of rules on the lives of believers</p>

<p>Define the 4 key concepts of Hinduism: Dharma, Karma, Samsara and Moksha</p> <p>List some similarities between Hindu duties and practices and their own rules and actions</p> <p>Investigate, recognise and describe similarities and differences between Passover and Easter</p> <p>Identify the meanings of the Passover foods for a Jewish believer</p> <p>Describe three things that Christians believe and how they link to the Easter story</p> <p>Identify some stories in the Bible that demonstrate the authority of Jesus</p> <p>Suggest answers a Christian might give to questions about how the authority of Jesus is lived out in the church</p> <p>Make a link between the way a parable is used in Christian teaching and the impact it has on a Christian child</p> <p>Describe the way Jesus used story to teach the people, suggesting some reasons for his choice of story</p> <p>Describe three Hindu Murtis, linking the figures to Hindu teaching about God</p> <p>Describe the way that Hindus use Murtis in worship, showing whether worship in the home and Mandir differ</p> <p>Compare two Murtis, showing how they help Hindus understand the different facets of God</p> <p>Describe and show understanding of the relationship between the stories of Mary in the Bible and the beliefs of Christians about Mary</p>	<p>Reflect on the way that the last supper matters to Christians at Easter, making a link to their own beliefs</p> <p>Identify their own response to the story of Holy Week or Passover</p> <p>Reflect on the impact of authority and how the world might be changed if people lived by it</p> <p>Describe authority figures and the impact that they have in their lives</p> <p>Describe the importance of Jesus having authority in the lives of believers and the difference that it makes</p> <p>Make a link between their own views on authority and authority figures generally</p> <p>Describe the impact that the parables of Jesus can have on their understanding of truth</p> <p>Reflect on the role of story and truth in the life of a believer</p> <p>Ask questions about the nature of truth and how and why people can learn from stories</p> <p>Create a statement of their own beliefs about God and compare them to Hindu Murtis</p> <p>Describe something about a Murti that they find spiritual and inspiring Ask questions about the place of Mary in the Christian story Suggest answers to their own questions about Mary, and some that Christians might give</p> <p>Show that they understand the differences between pilgrimage and holiday and apply this to their own lives</p> <p>Answer the question about whether pilgrimage is necessary, referring to both religions covered and including a personal response</p>
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	<p>Show understanding of the impact of these beliefs in the experience of Christians from different denominations</p> <p>Compare the veneration of Mary in some Christian circles to the use of Murtis in Hindu worship</p> <p>Describe and show understanding of the importance of pilgrimage to Christians and Hindus</p> <p>Describe the impact that visiting a place of pilgrimage can have on a believer</p> <p>Refer to Christian or Hindu teaching to show understanding of reasons for pilgrimage</p> <p>Describe and show understanding of how the story of the temptations of Jesus can have an impact on Christians today</p> <p>Describe the benefits a Christian may believe they receive by observing Lent</p> <p>Connect the way Jesus resists the Devil to the way Christians resist temptation</p> <p>Describe and show understanding of how the miracles of Jesus impacted on people at the time and on the church and believers today</p> <p>Describe and make links between a belief in miracles and the behaviour of Christians</p> <p>Describe and show understanding of the various types of prayer, giving examples from the Bible, prayers or other stories</p> <p>Connect Christian stories and beliefs with the Lord's Prayer</p>	<p>Refer to biblical quotations when explaining their own beliefs about giving things up</p> <p>Consider their own beliefs about resisting temptation and compare that to Christian views</p> <p>Show understanding of some reasons why people do or do not believe the miracles of Jesus</p> <p>Refer to biblical quotations when explaining their own beliefs about the miracles</p> <p>Consider their own beliefs in miracles and describe a miracle they would like to see, assessing the potential impact on the world today</p> <p>Show understanding of the reasons why people do or do not pray and link this to their own views</p> <p>Refer to biblical quotations when explaining their own views about prayer</p>
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	Learning About Religion-Christianity and Islam [Hinduism. Sikhism and Judaism]	Learning From Religion-Christianity and Islam [Hinduism. Sikhism and Judaism]
5	<p>Make links between the way the Qur'an is used in a mosque and Muslim beliefs</p> <p>Describe some of the things that Muslims believe in, referring to the teaching of the Qur'an</p> <p>Describe ways in which the Qur'an is treated with respect, suggesting reasons</p> <p>Compare the Qur'an to another Sacred Text, or to something that they value</p> <p>Explain what happens when a Muslim is at prayer or Wudu</p> <p>Suggest meanings for the way the Qur'an is revered and compare it to the way other texts are treated</p> <p>Devise questions to ask about the differences between the teachings of the Hadith and the Qur'an</p> <p>Link a biblical prophecy from the Old Testament with the Christmas story</p> <p>List some similarities between the way God communicated with Guru Nanak and Christian prophets</p> <p>Investigate the links between the prophecies about Jesus and the events of his life, including the Christmas story</p> <p>Describe some of the things that Muslims believe and how these beliefs are shown in the Mosque</p> <p>Make a link between the Mosque/Ka'aba and the way that Muslims behave towards each other</p>	<p>Identify the impact of the Qur'an on the lives of believers</p> <p>Identify what texts influence their own lives and say why</p> <p>Ask important questions about their own and Muslim beliefs about Sacred Texts</p> <p>Create a statement about how Muslims are influenced by the Qur'an and compare it to their own beliefs</p> <p>Describe how it feels for a young Muslim to recite the Qur'an or perform Wudu</p> <p>Ask questions about the influence prophecy has on believers</p> <p>Write their own reflections on the impact of prophecy in their lives and that of others</p> <p>Describe the impact of prophecy on the understanding of the Christmas story</p> <p>Describe a community they are part of, indicating how the group influences them</p> <p>Design an ideal community, making links to Islamic teaching</p> <p>Make a link between the sacrifice of Jesus and their own actions</p> <p>Choose an artefact or a symbol that they would link with Easter and one that a Christian might choose, describing what it might mean for them</p> <p>Prepare a reflection on the sacrifice of Jesus</p>

	<p>List ways in which Muslims show respect for the Mosque and the community</p> <p>Annotate a picture of Jesus on the cross, linking to Christian beliefs about the death of Jesus</p> <p>Describe the difference Christian beliefs about the death of Jesus make to the celebration of Easter</p> <p>Make links between a worship song and the texts about Jesus death at Easter</p> <p>Describe a few differences that Pentecost made to the disciples, referring clearly to the story of the coming of the Holy Spirit</p> <p>Use the correct words to describe simply the work of the Holy Spirit and the impact He had on the disciples or the crowd</p> <p>Link beliefs about the Holy Spirit to the church's celebration of Pentecost</p> <p>Make links between Christian beliefs and the actions of many Christians</p> <p>Describe some of the ways in which believers aim to meet the needs of the world</p> <p>Use the correct words to describe simply the work of a religiously based charity</p> <p>Make a link between Christian Aid and the teachings of Jesus and the Bible</p> <p>Describe and show understanding of the beliefs of saints and the influence of these beliefs on behaviour</p> <p>Describe the differences between saints and Jesus</p>	<p>Ask questions and suggest answers about how Christians are influenced by their faith</p> <p>Make links between the people who inspire them and the way Christians are inspired by the Holy Spirit</p> <p>Ask questions and suggest answers about why religious believers aim to meet the needs of the world</p> <p>Make a link between their own helpfulness and the work of various charities</p> <p>Give a presentation/ prepare a leaflet about a need they have identified and how they think it should be tackled</p> <p>Evaluate their own responses and choices in the light of the lives of saints</p> <p>Describe impact of faith on the lives of believers, particularly in the face of persecution</p> <p>Ask and suggest answers to questions about the choices saints made</p> <p>Apply the idea that God became Man to their own lives, giving their reaction to the concept of Incarnation</p> <p>Ask questions and suggest answers about the commercialisation and the true meaning of Christmas</p> <p>Suggest some answers to questions about why people choose to wear certain items styles of clothing and the impact that has on the people around them</p> <p>Refer to religious beliefs when they describe their own values in choice of clothing, making a comparison where necessary</p>
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	<p>Describe some similarities between the saints of Christianity and of other religions and none</p> <p>Suggest meaning for reliquaries and compare their use to objects used by other faiths</p> <p>Annotate a selection of Christmas cards or Christmas carols to show that they understand the differences between the traditional story and the Biblical accounts of Christmas</p> <p>Describe how the Christmas story informs on Christian views about God and Jesus using the correct terms</p> <p>Suggest ways in which the celebration of Christmas links to the biblical narrative</p> <p>Refer to Christian teaching to show that they understand how some paintings of the nativity/incarnation express some Christian ideas</p> <p>Describe and link up Muslim beliefs with Muslim behaviour, especially with regard to clothing, showing understanding of the symbols used</p> <p>Annotate a picture of a Muslim, showing understanding of what it means to belong to Islam by describing how it feels to wear the hijab etc.</p> <p>Describe a Christian funeral making links to Christian beliefs about resurrection</p> <p>Compare and contrast the resurrection of Jesus to the Hindu understanding of reincarnation</p> <p>Compare symbols and words to show understanding of at least two similarities and differences between Muslim and Christian views of God</p> <p>Link a faith story/passage of scripture to the characteristics or nature of God.</p>	<p>Devise questions to ask about why people choose to believe in the resurrection/heaven/life after death and suggest the answers a Christian or a Hindu might give</p> <p>Create a statement of personal belief in response to the question about the resurrection, referring to Christian belief</p> <p>Create a statement about their beliefs in God referring to Christian and Muslim beliefs</p> <p>Explain why Christians or another faith group might engage in environmental issues</p> <p>Create a statement about environmental issues referring to two creation stories</p> <p>Examine a news story about the environment from a Christian or other faith point of view; compare it to their own point of view</p> <p>Describe something they find spiritual in the approach to environmental issues or respond in artistic/poetic form</p>
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	<p>Describe and show the ways that Christians and Muslims understand God</p> <p>Plan questions and suggest the answers that a Christian or a Muslim might give to questions about the character of God</p> <p>Interview a variety of believers about the character of God and compare their answers</p> <p>Compare two creation stories, showing understanding of at similarities and differences between them</p>	
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	Learning About Religion-Christianity and Islam [Hinduism. Sikhism and Judaism]	Learning From Religion-Christianity and Islam [Hinduism. Sikhism and Judaism]
6	<p>Make links between the way the Qur'an is used in a mosque and Muslim beliefs</p> <p>Describe some of the things that Muslims believe in, referring to the teaching of the Qur'an</p> <p>Describe ways in which the Qur'an is treated with respect, suggesting reasons</p> <p>Compare the Qur'an to another Sacred Text, or to something that they value</p> <p>Explain what happens when a Muslim is at prayer or Wudu, linking it to the Qur'an</p> <p>Suggest meanings for the way the Qur'an is revered and compare it to the way other texts are treated</p>	<p>Identify the impact of the Qur'an on the lives of believers</p> <p>Identify what texts influence their own lives and say why</p> <p>Ask important questions about their own and Muslim beliefs about Sacred Texts</p> <p>Create a statement about how Muslims are influenced by the Qur'an and compare it to their own beliefs</p> <p>Describe how it feels for a young Muslim to recite the Qur'an or perform Wudu</p> <p>Devise questions that they might ask to test a "prophecy"</p> <p>Apply some of the Bible verses about prophecy to their own lives, describing the impact they have on their values and beliefs</p>

	<p>Devise questions to ask about the differences between the teachings of the Hadith and the Qur'an</p> <p>Describe and show the links between biblical prophecy and the Christian understanding of Christmas</p> <p>Describe the reasons why characters in the Christmas narrative and the story of Guru Nanak believed and acted on what they heard</p> <p>Describe how the Mosque influences the daily lives of Muslims, linking to Qur'anic verses and stories</p> <p>Describe how the concept of Ummah applies to Muslim life, making links to the building of the Mosque and its features</p> <p>Devise questions to ask a Muslim at the Mosque about their understanding of the links between the building and Islamic beliefs</p> <p>Annotate a picture of Jesus on the cross, making links to Christian beliefs about the death of Jesus and beliefs about God</p> <p>Describe and link up Christian beliefs about the sacrifice of Jesus with Christian behaviour, referring to Bible passages or stories</p> <p>Describe the way Good Friday services reflect Christians beliefs about Easter</p> <p>Show understanding of how Pentecost changed the disciples.</p> <p>Use the right words to show ways in which many Christians believe the Holy Spirit helps them and include references to the Bible</p> <p>Show understanding of how different people interpret the needs of the world in different ways</p> <p>Use the right words to explain how and why Christian Aid tries to meet the needs of the world</p>	<p>Describe and show understanding of the impact of prophecy on the lives of believers at the time and today</p> <p>Suggest reasons for the range of responses to prophecy today, linking that to the Christmas story</p> <p>Suggest the answers that a Muslim might give about the importance of the Mosque to the Islamic community</p> <p>Write a letter to the leader of a community they are part of, suggesting improvements that would give the community more cohesion</p> <p>Discuss the question of self-sacrifice referring to biblical teaching Suggest some answers as to why Jesus was willing to sacrifice himself</p> <p>Write a letter explaining their own motivation in sacrificing themselves for something</p> <p>Ask questions, and suggest answers about how and why Christians are inspired by the Holy Spirit</p> <p>Describe what they find inspiring about a particular person, with reference to a religious belief including beliefs about the Holy Spirit</p> <p>Refer to the teaching of the Bible to show how a particular person has been inspired by their faith</p> <p>Create a statement about own views of what the world needs, comparing them to religious beliefs and suggesting ways in which these problem might be solved by religious or non-religious believers</p> <p>Examine a news story about charity work from the perspective of either a Christian or a Muslim</p> <p>Explain the impact that saints might have on the communities which remember them</p>
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	<p>Describe and link Christian or Muslim teaching with Charity work, referring to specific teachings of Jesus/sayings from the Qur'an</p> <p>Connect the work of Christian Aid with three sayings of Jesus about poverty</p> <p>Write an encyclopaedia entry for saint.</p> <p>Show that they understand the different beliefs within the church regarding saints, referring to pilgrimage, relics and prayer for example</p> <p>Annotate a picture or a text about a saint to show reasons for the person's sanctification</p> <p>Annotate a selection of Christmas cards or Christmas carols to show that they understand the differences between the traditional story and the biblical accounts of Christmas</p> <p>Explain the impact for a Christian of the idea that God became man</p> <p>Explain what it means for a Christian to take the nativity story literally or read it as a symbolic text</p> <p>Relate the belief in God as man in Jesus to their own ideas about God and man</p> <p>Explain why the Christian concept of incarnation differs from the Hindu concept of avatars</p> <p>Explain the impact of dress codes on the lives of believers Explain the links between beliefs and certain dress codes, showing why different religions have different dress codes</p> <p>Explain the differences between resurrection and reincarnation</p> <p>Explain what it means for a Christian to take the story of the resurrection seriously or read it as a symbolic text</p>	<p>Choose the life story of a saint and explain how it resonates with their own experience</p> <p>Ask and suggest answers to questions about holiness, persecution and make links to their own lives and those of others (e.g. in bullying issues, and the historical context of the holocaust)</p> <p>Express their own views about Christmas and the incarnation, using religious language and comparing with the beliefs of one or more faiths</p> <p>Give an informed response to questions about the commercialisation of Christmas as compared to the Christian understanding</p> <p>Ask questions and suggest answers about the commercialisation and the true meaning of Christmas</p> <p>Design a new dress code for a faith explaining the reasons for their choice</p> <p>Explain the influences that they follow in their choice of dress and reflect on the impact of their choices on themselves and others</p> <p>Consider whether clothes express beliefs and the way that this might lead to stereotyping of people who follow a dress code with particular reference to at least two faiths</p> <p>Express their own views about life and death, using religious language and comparing with the beliefs of one or more faiths</p> <p>Design a memorial that shows the Christian or Sikh view of death; design a memorial for themselves and compare the two</p> <p>Relate the idea that God may be encountered and known to their own lives by suggesting some ways in which God might communicate with the world</p>
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