

# Religious Education

Questioning	Knowledge	Reflecting	Respecting	Vocabulary
Theologians ask and answer challenging questions about morality and beliefs.	Theologians understand beliefs, teachings and practices from their own and others' religions.	Theologians reflect on truth, belief, faith and ethics within their own beliefs and those of different religions.	Theologians respect and are sensitive to beliefs which are different to their own.	Theologians use appropriate subject-specific vocabulary.
Questioning	Knowledge	Reflecting	Respecting	Vocabulary
<p>N</p> <p>→What special times do you/ did you celebrate? →How do you /did you celebrate?</p>	<p>→Remember and talk about special times or events that they have experienced → Recognise and describe special times or events for family or friends. →Learn about what happens at a celebration →show interest in different occupations and ways of life. →Know that they are part of Claregate School and community</p>	<p>Talk about similarities and differences in relation to families and friends</p>	<p>That people can be similar and different</p>	<p>→ Special times, special days, → →celebration, special objects, special foods</p>
<p>Rec</p> <p>→What special times do we celebrate? →How do you celebrate a special occasion? →What religious festivals do we and other people celebrate?</p> <p>Who, how and why questions about their experiences in response to stories, experiences or events from different traditions and communities</p>	<p>Find out about what special times are celebrated Talk about how celebrations happen Learn about what happens at a celebration Develop an understanding of key religious festivals and some of the celebrations involved Learn how Easter celebrates the resurrection of Jesus Christians use special food, objects, words and songs to celebrate That Eid-ul Fitr is a Muslim festival that celebrates the end of Ramadan Muslims use special food, objects, words and gifts to celebrate</p>	<p>→Think about and talk about their own big days and those of others →Talk thoughtfully about different religious festivals including similarities and differences</p>	<p>→Notice that people celebrate different things in different ways →that people have different beliefs</p>	<p>→Special times, special days, celebration, festival, special objects, special foods →special books, places, stories →Christian, Muslim, Sikh, →Diwali, Eid, Christmas, Easter</p>
<p>Year 1</p> <p>→Can we see everything? →What do Christians say God is like? →To express ideas and questions more deeply as a result of thinking about God and prayer</p> <p>→Why are some books special? →How can you show respect for a book?</p> <p>→To handle and ask questions about some Sikh artefacts</p>	<p>→To show understanding of belief in things that cannot be seen →To know what Christians think of God →To understand the Christian belief of God as three in one → To know some of the religious artefacts people might use when they talk to God →To understand that prayer is a way religious believers can communicate with God</p> <p>→Muslims believe the Holy Qur'an is the word of God / Allah and is therefore treated with utmost respect. →Christians believe that the Bible is the book God has given people, so it is loved and respected. →That there are symbols for respect: some things we do with a book show how much the book is loved and cared for. →To notice 7 signs of respect Muslims show to the Qur'an. →To think about and respond to key elements of a Muslim story →the Bible is the sacred book which forms the basis of Christianity →Some stories which give insight into the nature of God and God's relationship with humankind from the Old Testament →A story which gives insight into the teaching of Jesus about God is found in the New Testament. →Pupils will learn about a parable of Jesus and think about what the story means</p> <p>→To think and talk about the meanings of holy objects from Sikh life. →To know and understand Sikh belief about symbols of identity and what they represent. →To listen to and talk about stories of the gurus from Sikh faith. →To think about how a story can express a value, such as generosity or sharing. →To explore a story in depth and respond to it thoughtfully. →Learn to think about the meaning of the Sikh langar.</p>	<p>To consider for themselves, what they know and understand about God Begin to express their own reactions and ideas about God To reflect on their lives and the relationships they have</p> <p>→That appearances are not everything →From engaging with a story at many levels, children will learn the significance of belief in one God for Muslims →Think about some of their own ideas and behaviour →Pupils will think about God and what Christians believe: that God is like a 'Good Shepherd' →To understand what is inspiring to Christians about a miracle story of Jesus, what it shows about him →To reflect on the ways other people can inspire us →To express their understanding of sacred writings for themselves</p> <p>→Appreciate what Sikhism teaches about following God and the effect this has on Sikh lifestyles and values. →Reflect on what they have learned from the Sikhs by reflecting on stories, sharing and symbols</p>	<p>Be aware that not everyone sees things in the same way Begin to show awareness that different people 'see' God in different ways To be able to respond sensitively to Christian ideas about God and prayer</p> <p>→That books are special for different reasons for different groups of people →That the Prophet Muhammad matters to Muslims and that Muslims usually say 'Peace be Upon Him' (PBUH) when they mention the Prophet →Think about what makes us make up our minds about other people, and why it is good to change our minds →Think about times when they have been negative about a person they found out was good →For Muslims, belief in one God is linked to every human being equal and deserving fair treatment</p> <p>→To develop their own ideas about values from a Sikh story.</p>	<p>→Christianity, Trinity, reflection, prayer, God</p> <p>→Bible, Testament, Qur'an, Surah, Jesus, Prophet, Muhammad Holy, sacred, special</p> <p>→Sikh, Guru, Gurdwara, Guru Granth Sahib, Langar →sharing, generosity, selfish, unkind</p>
<p>Year 2</p> <p>→To think about the questions they would like to ask God or the person who knows everything →Learn that a story can make us think about puzzling questions. →Learn that an object can answer a question. →Suggest answers to big questions. →Use their imagination to ask questions and suggest answers. →Make simple links to what Christians think about big questions.</p> <p>→Ask and answer questions about what matters to Muslims and what matters to them. →Ask questions about the feelings and emotions of a story.</p> <p>What makes a place special? What is a sacred place?</p>	<p>→Learn that religious people can answer a mystery with a belief. →That religions sometimes answer puzzling questions with a story →For Christians (or members of another religion) some objects show what they believe</p> <p>→To identify that Prophet Muhammad is a special or holy leader for Muslim people. →To begin to think about the Mosque as a special, sacred, clean place of prayer for Muslims. →To become familiar some things that pupils may encounter at the mosque which indicate its use and importance →Show awareness of mosques in our local community. →That the Qur'an was revealed to the prophet Muhammad. →About the Shahadah. →Some Muslim beliefs about God. →The Qur'an guides Muslims in their daily life</p> <p>→The use of a prayer mat to create a clean place from which to pray to Allah That a Mosque is a sacred place for Muslims About some of the important features of a Mosque About what a Mosque feels like and looks like →Why Muslims come to the Mosque, what they do there and how they care for it →That Church is a sacred place for Christians →About some important features of the Church</p>	<p>→Learn that sometimes puzzles and mysteries are interesting even if we 'don't know'. →Think about what is a mystery. →Learn that some questions are puzzling or interesting even when we don't know the answer. →Think about the idea of 'big questions' →Consider why Christians think Jesus was a healer and cared for everyone</p> <p>→To respond thoughtfully to a story of the Prophet by thinking about values and behaviour →Think of some feelings that go with a special place. → Reflect on events in their own lives and link them with festival and celebration in Islam</p> <p>Express thoughts and feelings about some special places That there are places of importance to us, and some of these are special in religious life</p> <p>Reflect on what they have learnt</p>	<p>→To think about kindness to animals →To understand that 'special' place has to do with how an individual feels about the place, and this may not be the same for everyone. →Show awareness of many other religious buildings in our local community. →See simple links between their special places and the Mosque in Islam</p> <p>There are different reasons why these places are special</p>	<p>→Beliefs, puzzles, mysteries, questions, big Ideas</p> <p>→mosque, wudu, Qur'an →special, holy, sacred, prayer, worship</p> <p>→ Muslim, Mosque, Christian, church, Hindu, Mandir, Sikh, Gurdwara, shrine, God, worship, devotion</p>

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	<ul style="list-style-type: none"> <li>→about what a Church feels like and looks like</li> <li>→why Christians come to Church, what they do there and how they care for it</li> <li>→To know some of the things Hindus do within their families</li> <li>→To find out about some Hindu artefacts that might be found in a home shrine</li> <li>→To think about how Hindu people thank the gods and goddesses in their home worship</li> </ul>				
Year 3	<ul style="list-style-type: none"> <li>→Express ideas and questions more deeply as a result of thinking about God and prayer.</li> <li>→Develop skills in questioning AOTs (Adults other than teachers).</li> <li>→Raise questions and set up an enquiry into a religious question.</li> </ul>	<ul style="list-style-type: none"> <li>→Consider what Christians think about God.</li> <li>→Explore some features of a religious life.</li> <li>→Understand the Christian belief of God as three in one.</li> <li>→Know some of the artefacts religious people might use when they talk to God.</li> <li>→To attend to the ways two religions are visible in the West Midlands</li> <li>→To note that religions often have key figures, founders or leaders who inspire followers to live in particular ways</li> <li>→To identify and describe the lives of good leaders from Sikh and Hindu sources.</li> <li>→To understand the meanings of some stories of Guru Nanak</li> <li>→To make links between the stories of the Guru Nanak and the way Sikhs live today.</li> <li>→Why Guru Nanak is important to Sikhs today</li> <li>→About Hindu communities in Wolverhampton and the West Midlands</li> <li>→About symbols and the ways they are used in religions</li> <li>→About Hindu artefacts, and the ways they are connected to Hindu worship and beliefs</li> <li>→To understand Hindu beliefs about God, understood through the Trimurti</li> <li>→The importance of worship in the lives of most Hindus</li> <li>→Ways in which many Hindus use images and actions in worship in their home shrines and at the Mandir</li> <li>→Ways in which the senses are used to show that things are special</li> <li>→To know about some of the things Hindus do within their families.</li> <li>→To think about how Hindu people thank the gods and goddesses in their home worship, and about the value of thankfulness.</li> <li>→The story behind Divali, its meaning for Hindus and ways in which it is celebrated in Wolverhampton today</li> <li>→That Christianity, Sikhism and Islam have special times which are celebrated</li> <li>→Eid-ul-Fitr celebrates the end of Ramadan,</li> <li>→Vaisakhi/Baisakhi is the Sikh new year celebration</li> <li>→Easter celebrates the resurrection of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>→Show awareness of the possibility of 'seeing' with an inner eye</li> <li>→Consider for themselves what they know and understand about God.</li> <li>→Show understanding of belief in things that cannot be seen.</li> <li>→Reflect on their lives and the relationships they have.</li> <li>→Understand that prayer is a way religious believers believe they can communicate with God.</li> <li>→To make links between the lives of religious leaders and the ways in which they may wish to live their own lives.</li> <li>→To reflect on the meaning of stories.</li> <li>→To understand the importance of these stories for Sikhs.</li> <li>→To reflect upon their own ideas about leaders and followers, including Guru Nanak.</li> <li>→To think about stories and biographies, including spiritual examples</li> <li>→About ways in which Hindu murtis (images) communicate some Hindu ideas about the nature or character of God or ultimate reality.</li> <li>→To reflect for themselves on the search for and value of thankfulness.</li> <li>→Express ideas about good and bad; light and darkness; celebration and joy</li> </ul>	<ul style="list-style-type: none"> <li>→Be aware that not everyone sees things in the same way.</li> <li>→Begin to express their own reactions and ideas about 'God'</li> <li>→Respond sensitively to Christian ideas about God and prayer.</li> </ul>	<ul style="list-style-type: none"> <li>→Christianity God reflection prayer trinity</li> <li>→Thinking for myself, having an open mind</li> <li>→God, belief, faith</li> <li>→Being a follower, being a leader, influence, inspiring, example / exemplar</li> <li>→Brahman, Brahma, Vishnu, Shiva, Durga, murti, diva lamp, arti, puja, mandir, shrine</li> <li>→Prayer, belief, worship</li> <li>→Questions, mysteries, puzzling ideas, symbols, divine,</li> <li>→Cross, crucifix, Easter, resurrection</li> <li>→Eid, Eid Mubarak, charity</li> <li>→Guru, Gurdwara, Guru Granth Sahib</li> <li>→celebration, festival, remembrance, scriptures</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>→Develop skills in questioning AOTs (Adults other than teachers).</li> <li>→Enquire into the meaning of places of worship.</li> <li>→Use the senses to build up understanding and answer questions.</li> <li>→Consider questions about worship and sacred space, developing the ability to make connections, build deeper understanding and explain points of view.</li> </ul>	<ul style="list-style-type: none"> <li>→The synagogue as an important place of worship and community in Judaism</li> <li>→The place of the rabbi in guiding and supporting the Jewish community</li> <li>→About the Torah and how it is looked after in the synagogue</li> <li>→Recognising the difference between what is special and what is holy</li> <li>→The idea of rest on Shabbat</li> <li>→ About how Shabbat shows how important the creation story is in the life of Jewish people</li> <li>→How stories from the Jewish Bible matter to Jewish people</li> <li>→The place of the Torah in Jewish belief and practice</li> <li>→Moses as key figure in Judaism past and present.</li> <li>→That key stories and events in the Torah affect Jewish practice today.</li> <li>→The story of the exodus from Egypt</li> <li>→Ways in which Jewish people recall the Exodus through celebration of Pesach today</li> <li>→To understand the meanings of some stories of the Prophet Muhammad (PBUH)</li> <li>→To understand the importance of some Hadith for Muslims.</li> <li>→Pupils will learn that the Prophet Muhammad matters to Muslims</li> <li>→They will learn that Muslims usually say 'Peace Be Upon Him' (PBUH) when they mention the Prophet</li> <li>→That Muslims make no visual images of the Prophet Muhammad (PBUH).</li> <li>→To make links between the stories of the Prophet Muhammad (PBUH) and the way Muslims live today</li> <li>→To understand the symbolic language used for Jesus</li> <li>→That there is no authentic visual image of Jesus</li> <li>→To know one of Jesus' parables</li> <li>→To understand the meaning of one of Jesus' parables</li> <li>→To be able to describe the links between the narratives of the last week of Jesus life and celebrations of Holy Week and Easter in the Christian community today.</li> <li>→That a Church is a sacred place for Christians.</li> <li>→About the meaning and use of some of the important features of the Church</li> <li>→ About what a church feels like and looks like.</li> <li>→Why Christians come to a Church, what they do there and how they care for it.</li> </ul>	<ul style="list-style-type: none"> <li>→Make a connection between a special object for themselves and what is special to Jewish people</li> <li>→There are symbols for respect: some things we do with a book show how much the book is loved and cared for.</li> <li>→To reflect upon their own ideas about leaders and followers, including the Prophet Muhammad (PBUH).</li> <li>→To identify and describe the qualities of a good leader.</li> <li>→To reflect on their own experience of being a leader and a follower.</li> <li>→To make links between religious leaders and other kinds of leadership.</li> <li>→To reflect upon who is important in their life</li> <li>→To consider the idea that we are all inspired by other people.</li> <li>→To reflect on the meaning of the statements that Jesus made about himself</li> <li>→To understand the importance of these sayings for Christians</li> <li>→To make links between artistic images of Jesus and the artist's beliefs and background</li> <li>→To understand how images of Jesus are expressions of faith and worship</li> <li>→To reflect upon their own interpretations of stories and teachings of Jesus</li> <li>→To reflect on what we can learn from a parable of Jesus.</li> <li>→To make links between values and commitments and their own attitudes and behaviour.</li> <li>→To consider the impact that believing in Jesus will have on a Christian's life.</li> <li>→To consider who Jesus considered to be blessed by God</li> <li>→To reflect upon what makes them happy</li> <li>→To reflect upon whether happiness can be found in possessions</li> <li>→To make their own links between Jesus' teachings and Christian beliefs</li> <li>→To understand what Jesus' miracles show about him</li> <li>→To reflect upon the difficulty of putting faith into action</li> <li>→To be able to apply the idea of an inspiring life for themselves.</li> <li>→To express their own ideas, understanding and insight into the meaning and significance of Jesus' life and teaching in a contemporary context.</li> </ul>	<ul style="list-style-type: none"> <li>→That books are special for different reasons for different groups of people</li> <li>→Think about what makes us make up our minds about other people, and why it is good to change our minds</li> <li>→For Muslims, belief in one God is linked to every human being equal and deserving fair treatment.</li> <li>→To recognise their own values and those of others.</li> <li>→About the ways in which the place of worship they visit helps the religious community, for example to be strong, stick together, find peace, seek God.</li> <li>→To reflect for themselves on the search for and value of thankfulness.</li> <li>→That many people feel more sense of spiritual life, or of worship, in natural environments than in churches mosques or other holy buildings</li> <li>→That anyone can be spiritual whether they are religious or not.</li> </ul>	<ul style="list-style-type: none"> <li>→Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath / Shabbat, Passover / Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah</li> <li>→prayer, belief, worship</li> <li>→questions, mysteries, symbols, divine,</li> <li>→The Prophet Muhammad (PBUH), Allah, Holy Qur'an. Hadith</li> <li>→God, belief, faith</li> <li>→Christianity Christ Jesus Christian Gospel Jew Teacher Rabbi bread shepherd light parables disciple trinity miracle crucifixion resurrection incarnation</li> <li>→follower founder God belief faith</li> <li>→inspiration, excitement, disappointment betrayal, remembrance, elation, wonder, bewilderment celebration festival reflection</li> <li>→Buddhist, Vihara, Dharma, Jewish Synagogue, Torah, Muslim, Mosque, Christian, Church, Eucharist, Hindu, Mandir, Darshan, Sikh, Gurdwara, Langar,</li> <li>→shrine, God, worship, artefact, holy, spiritual, sacred, devotion.</li> </ul>

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		<ul style="list-style-type: none"> <li>→That Muslims are one of Britain's religious communities, the second largest after Christians</li> <li>→About the use of a prayer mat, to create a clean place from which to pray to Allah.</li> <li>→That a Mosque is a sacred place for Muslims.</li> <li>→About some of the important features of a Mosque.</li> <li>→About what a Mosque feels like and looks like.</li> <li>→Why Muslims come to a Mosque, what they do there and how they care for it, including an exploration of the idea of respect.</li> <li>→About Sikhs as one of the UK's large religious communities – over half a million.</li> <li>→That a Gurdwara is a sacred place for Sikh people.</li> <li>→About some of the important features of the Gurdwara.</li> <li>→About what a Gurdwara feels like and looks like.</li> <li>→Why Sikhs welcome everyone to eat at the langar kitchen.</li> <li>→How the holy building and the holy writings of Sikhs are connected to pupils own lives and ideas.</li> <li>→To know about some of the things Hindus do within their families.</li> <li>→To find out about some Hindu artefacts that might be found in a home shrine.</li> <li>→To think about how Hindu people thank the gods and goddesses in their home worship, and about the value of thankfulness.</li> </ul>			
Year 5	<ul style="list-style-type: none"> <li>→Find out more about people's ideas to do with prayer from planning and carrying out a survey.</li> <li>→Consider questions about what is prayer? Is prayer helpful?</li> <li>→What happens and why in prayer?</li> <li>→Consider questions such as 'What do religious people ask for when they pray? What beliefs about God can be seen in the words of prayers?'</li> <li>→Consider questions such as what is difficult for religious people about praying, and why they do pray anyway.</li> <li>→ What are the Five Pillars of Islam?</li> <li>→Think of how, who, where, when, why and what if questions to do with the Hajj</li> </ul>	<ul style="list-style-type: none"> <li>→To understand that prayer is an important part of what it means to be a Christian</li> <li>→To examine a key Biblical text for Christians today</li> <li>→To understand a range of Christian prayers</li> <li>→To recognise the different ways in which prayer can be used in Christian life</li> <li>→To understand a range of ways Christians pray</li> <li>→Recognise the symbolic nature of rituals Christians use in prayer and worship</li> <li>→Look for similarities and differences between religious prayers and spiritual ways of reflecting or meditating</li> <li>→What the Bible teaches about prayer</li> <li>→Christian and non-Christian responses to prayer</li> <li>→Look for similarities and differences in prayer in different faiths</li> <li>→Find out about different types of prayer</li> <li>→Describe how Muslims pray</li> <li>→Find out more about the words used in Muslim prayer, and their meanings</li> <li>→Describe some ways in which Jews pray</li> <li>→Find out more about Jewish beliefs about God and prayer</li> <li>→Look for similarities and differences between Jewish prayers and other people's prayers.</li> <li>→Give simple reasons for Hindu practices of prayer and worship</li> <li>→Use religious vocabulary to describe some of the ways in which Hindus worship, using all the five senses;</li> <li>→Describe three different prayers from three different religions</li> <li>→Find out more about similarities and differences between religions and the prayers they use.</li> <li>→Describe different ways of praying</li> <li>→ Understand Muslim belief and teaching about Allah</li> <li>→ Explain the key beliefs of Muslims and how these affect the way Muslims choose to behave</li> <li>→Learn about Salah and its importance</li> <li>→Learn about the practice and impact of Zakah</li> <li>→Learn about the practice of Fasting and the month of Ramadan</li> <li>→Discover the significance of Hajj, and the impact it has on Muslims who go to Makkah</li> <li>→Find out about how the Hajj feels to believers</li> </ul>	<ul style="list-style-type: none"> <li>→To reflect on the nature of prayer</li> <li>→To apply their learning to understand how Christians behave</li> <li>→To reflect on the value of prayer for those who believe and for those who have no particular religious faith</li> <li>→Weigh up the value of such symbols and actions in people's lives</li> <li>→Think of reasons why some people say 'I don't pray, but I like to reflect.'</li> <li>→Give simple reasons for engaging in an activity with a reflective purpose</li> <li>→Use stillness and silence to think more deeply for themselves.</li> <li>→Think for themselves about the idea of prayer as talking to God.</li> <li>→Think of reasons why some people pray every day, but others not at all</li> <li>→Learn about the practice of prayer as a pillar of Islam and think about the strength it might give people.</li> <li>→Think of reasons why some people find calmness, hope or strength when they pray.</li> <li>→Reflect on why there are many different ways of prayer and worship in Hindu communities</li> <li>→Find out more about the emotions of prayer</li> <li>→Give simple reasons for their own ideas about light and darkness and associated concepts (e.g., truth, fear, ignorance, warmth)</li> <li>→Reflect on their own experiences of light and dark</li> <li>→ Reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these values are expressed</li> <li>→Consider their own beliefs about God's character</li> <li>→ Think about the feelings that go with submission and with prayer</li> <li>→Think about generosity, fairness and equality in the light of the practices of Zakah</li> <li>→Consider questions about self discipline for themselves</li> </ul>	<ul style="list-style-type: none"> <li>→To consider the value of prayer from different viewpoints.</li> <li>→Describe how and why people in different religions pray or meditate</li> <li>→Think about the differences in belief and ways of life to do with prayer and ask what these differences mean.</li> <li>Make significant links between Islamic ritual and their own lives</li> </ul>	<ul style="list-style-type: none"> <li>→Bible, prayer, thanksgiving, worship, God, obedience, thankfulness, relationship</li> <li>→Sawm, Rakah, Dua, Al Fatihah</li> <li>→Torah, Simchat, Torah, Yom Kippur</li> <li>→prayer, meditation</li> <li>→reflection, use of silence</li> <li>→Shahadah, Salat / Salah, Zakat, Ramadan, Eid Ul Fitr, Hajj,</li> <li>→Makkah, Kaa'ba</li> <li>→ritual, religious practice, pilgrimage, charity / almsgiving</li> <li>→duty, choice</li> 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Year 6	<ul style="list-style-type: none"> <li>→Learn to question and raise questions about religion.</li> <li>→Ask and respond to questions about fairness and justice in the world.</li> <li>→Use a speaking and listening strategy to clarify the values that matter most to each pupil, and explore the fact that different people have different values.</li> </ul>	<ul style="list-style-type: none"> <li>→Learn about the plural religious communities found in the locality and region, the nation and world.</li> <li>→Learn that there are four religions in the world numbered in hundreds of millions.</li> <li>→To identify which religions are represented in the local area or community.</li> <li>→To develop their understanding of the local significance of places of worship and symbols.</li> <li>→To explore a virtual Hindu mandir in preparation for or as a substitute for a visit.</li> <li>→To explore a virtual Christian church in preparation for a visitor.</li> </ul>	<ul style="list-style-type: none"> <li>→To think carefully and in an informed way about worship and religion</li> <li>→Understand the difference that believing and worshipping makes to the lives of religious people.</li> <li>→Use deep thinking skills to reflect on the similarities and differences between the places of worship for two religions.</li> <li>→To understand and respond to some ideas from Christian and Islamic sources, and to guess what impact they might have.</li> <li>→To make links between the beliefs and teachings of Islam and Christianity and the work of the two charities;</li> </ul>	<ul style="list-style-type: none"> <li>→Describe, understand and begin to explain similarities and differences in worship.</li> <li>→Deepen their understanding of respect through thinking about their own behaviour and linking it to religious difference</li> <li>→Develop understanding of the idea of community harmony through examples of how people get along together.</li> <li>→Explore and deepen learning about the idea of community harmony expressing their own ideas.</li> <li>→Develop and use skills of self-expression, argument and debate.</li> <li>→To show their understanding of the issues of justice, fairness and poverty that the charities address;</li> </ul>	<ul style="list-style-type: none"> <li>→Christianity, Hinduism, Islam, Sikhism</li> <li>→tolerance, sensitivity, respect, acceptance</li> <li>→almsgiving, Zakat, Ummah, generosity,</li> <li>→charity, fellowship, justice, stewardship.</li> <li>→fundraising, fairness, being empowered, emergency aid development</li> <li>→love, forgiveness, peace between people and God, honesty, prayer, worship, fellowship</li> <li>→integrity, love for the truth, personal responsibility, reciprocity, atheism</li> </ul>

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		<p>→To describe the work of two religious charities involved in global poverty issues;</p>	<p>→To show their understanding of the issues of justice, fairness and poverty that the charities address.          →Begin to understand that not all people are religious, that non-religious people can have codes for living that don't refer to god, and that a person can be 'good without god'          →To use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and bad.          →To build up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama work.          →To think carefully about the Christian ideas of values such as love and forgiveness.          →To continue to think about the idea that values show in what people do.          →To understand more deeply that peace is valued by both Humanists and Christians, but peace is not always easy to build. To deepen their understanding of the impact of values on life.          →To draw learning about values together and express ideas of their own about how values can make a community happier</p>	<p>→To identify the qualities needed to take action to bring about what is right and good          →To reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning,          →To express their own views and responses to issues of poverty and injustice, in the light of religious understanding          →To explore the concepts of being naughty and being good in terms of actions, words and thoughts.          →To think about the idea of a code for living and to examine whether they are living by a code themselves.          →To begin to understand that the impact of our values can make people happy – or unhappy</p>	<p>→choice, good and bad, right and wrong, morality, values, consequences</p>
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