



Billingshurst Primary School – Religious Education Curriculum

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God(s), the self and the nature of reality, issues of right and wrong and what it means to be human. Using these questions, children’s knowledge and understanding of Christianity, other religions and worldviews will be explored, discussed and answered. Religious Education provides opportunities for personal reflection and spiritual development. It enhances awareness and understanding of religions and beliefs, teachings, practices, and forms of expression, as well as the influence of religion on individuals, families, communities and cultures. Religious Education encourages children to learn from different religions, beliefs, values, and traditions while exploring their own beliefs and experiences. It challenges them to reflect on, consider, analyse, interpret, and evaluate issues of truth, belief, faith, and ethics and to communicate their responses in a safe and non-judgemental environment.

Religious Education encourages children to develop their sense of identity and belonging. It enables them to flourish individually as members of a diverse and multicultural community and world. Religious education has an important role in preparing children for adult life, employment, and lifelong learning. It enables them to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discussion around discrimination and enables them to combat prejudice. It is essential that Religious Education lessons enable children to share their own beliefs, viewpoints and ideas without embarrassment, prejudice or ridicule. Many children in our school come from religious backgrounds, but it is recognised that others have no attachment to religious beliefs and practices. To ensure that all voices are heard, the Religious Education curriculum is broad and balanced, and children will have opportunities to consider other religions and worldviews. Children will also explore how religious views and beliefs relates to them, recognising both similarities and differences within and between religions. Most importantly, children will be able to hold balanced and well-informed conversations about religions and beliefs.

Aims of the Local Agreed Syllabus

A. Knowledge and Understanding	B. Application and Interpretation	C. Analysis and Evaluation
Describe and explain beliefs and practices, recognising the diversity which exists within and between communities.	Interpret key concepts and ideas and apply them to questions of belonging, meaning and truth, expressing their own ideas and opinions	Justify their own ideas about how beliefs, practices and forms of expression influence individuals and communities
Identify, discuss, and respond to sources of wisdom found in religion and worldviews.	Draw conclusions about what enables different communities to live together respectfully for the well-being of all.	Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.
Investigate the nature and diversity of religious practices, ways of life and ways of expressing meaning.	Articulate clearly learning about beliefs, values and commitments and explain why they may be important in pupils’ own and other people’s lives.	Appreciate and appraise varied dimensions of religion linking these to British values.



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Skills to be developed through RE

Progress in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher-level thinking and more sophisticated skills.

Strand	Skills/Knowledge
Investigation and enquiry	<ul style="list-style-type: none"> • Ask relevant and increasingly deep questions. • Use a range of sources and evidence, including sacred texts. • Identify and talk about key concepts. • Know what may constitute evidence for justifying religious beliefs.
Critical thinking and reflection	<ul style="list-style-type: none"> • Analyse information and make judgements. • Reflect on feelings, relationships, experience, ultimate questions, beliefs and practices. • Ask and discuss ultimate questions and experiences.
Empathy	<ul style="list-style-type: none"> • Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of others. • Develop the ability to identify feelings such as love, wonder, forgiveness, and sorrow. • See the world through the eyes of others.
Interpretation	<ul style="list-style-type: none"> • Interpret religious language and meaning. • Draw meaning from religious artefacts, works of art, music, poetry, and symbols. • Suggest meanings of religious texts.
Analysis	<ul style="list-style-type: none"> • Distinguish between opinion, beliefs, and fact. • Distinguish between the features of different religions and beliefs.
Synthesis	<ul style="list-style-type: none"> • Link significant features of religion and belief together in a coherent pattern. • Connect different aspects of life into a meaningful whole.
Application	<ul style="list-style-type: none"> • Make the association between religion/belief and individual, community, national and international life.
Evaluation	<ul style="list-style-type: none"> • Draw conclusions with reference to experience, reason, evidence, and dialogue. • Express views and respond to questions of religion and belief through a variety of media.



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Early Years Foundation Stage

Pupils in the Early Years Foundation Stage (EYFS) should explore a variety of religious and worldviews by identifying special people, books, times, places, and objects, and (where appropriate) by visiting places of worship. Pupils should listen to, discuss, and ask questions about stories from a variety of sources, religions, and worldviews. Pupils can be introduced to subject specific vocabulary and use all their senses to explore beliefs, practices, and forms of expression. Pupils should be encouraged to ask questions and reflect on their own feelings and experiences. Pupils should use their imagination and curiosity to develop their appreciation for the world in which they live.

RE in the EYFS should focus on developing pupils questioning skills through good Early Years practice in communication skills. Therefore, teachers may wish to centre their RE teaching and learning around some key enquiry-based questions. Pupils will then explore ‘answering’ these questions in relation to their own experience, as well as the experiences of their peers. Following an enquiry based approach will allow pupils to explore their own beliefs and the beliefs of their peers. This style of teaching and learning can also be adapted and developed to reflect the beliefs and cultures that are relevant to individual cohorts.

Some possible enquiry questions could be:

Who are special people?	<ul style="list-style-type: none">• Pupils can explore who are the special people in their lives and what makes them special.• Links can be made to religious leaders/ important figures and what makes them special to people belonging to that faith.
What are special books?	<ul style="list-style-type: none">• Pupils can explore different religious text and what makes them special for people of those faiths.• Pupils can make links to special books in their lives and how they handle them with care and respect.
Which places are special?	<ul style="list-style-type: none">• Pupils can visit places of worship and discuss why people visit them.• Pupils can make links to special places in their own lives and discuss and ask questions about why those places are special to each other.
What times are special?	<ul style="list-style-type: none">• Pupils can explore festivals and celebrations from various cultures and religions.• Pupils can share special times that they share with their families and discuss and ask each other questions.
What are special objects and symbols?	<ul style="list-style-type: none">• Pupils can look at religious symbols and objects and their meanings.• Pupils can share some of their own special objects and discuss how they handle them with care and respect.



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Personal, Social and Emotional Development

Strand	Early Learning Goal	Suggested links to Religious Education
Making Relationships	Pupils play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other pupils.	<ul style="list-style-type: none"> • Pupils can share their experiences and knowledge of their own families' beliefs and values to build connections and discover similarities and differences. • Pupils show sensitivity and respect to others. • Pupils share, discuss and ask questions about religious stories in small groups
Self-confidence and self-awareness	Pupils are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help	When learning about a festival or celebration: <ul style="list-style-type: none"> • Pupils can discuss their likes and dislikes or which parts they can relate to. • Pupils can handle and discuss religious artefacts with care and can discuss why they might be special to people.
Managing feelings and behaviour	Pupils talk about how they and others show feelings, talk about their own and others' behaviour, its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, understand, and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.	<ul style="list-style-type: none"> • Using stories: • Pupils generate an understanding of right and wrong and how people make these choices. • Pupils begin to unpick the meaning of religious stories.

Communication and Language

Strand	Early Learning Goal	Suggested links to Religious Education
Listening and attention	Pupils listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	<ul style="list-style-type: none"> • Pupils can listen to different religious and cultural stories and recall key events. • Pupils can listen to stories and ask appropriate questions.
Understanding	Pupils follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events	<ul style="list-style-type: none"> • Pupils can ask how and why questions to gain a deeper understanding by using religious artefacts, pictures, and books.
Speaking	Pupils express themselves effectively, showing awareness of listeners' needs. They use past, present, and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	<ul style="list-style-type: none"> • Pupils can share their ideas about their views and beliefs with each other. • Pupils can explain their understanding of stories, beliefs, and views. • Pupils can talk about past events from their own experiences such as celebrations and special family times. • Pupils can recognise and use religious vocabulary.



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Literacy

Strand	Early Learning Goal	Suggested links to Religious Education
Reading	Pupils read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	<ul style="list-style-type: none"> • Pupils can retell significant religious and cultural stories through role play and storytelling. • Pupils can read simple sentences from simplified religious and cultural story books.
Writing	Pupils use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.	<ul style="list-style-type: none"> • Pupils can write cards to give and receive as part of religious and cultural celebrations. • Pupils can write lists for parties and celebrations. • Pupils can write short sentences to describe a special time.

Mathematics

Strand	Early Learning Goal	Suggested links to Religious Education
Numbers	Pupils count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving, and sharing.	<ul style="list-style-type: none"> • Pupils can count down to events and celebrations. • Pupils can solve mathematical problems set within the context of religious stories
Space, shape and measure	Pupils use everyday language to talk about size, weight, capacity, position, distance, time, and money to compare quantities and objects and to solve problems. They recognise, create, and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them	<ul style="list-style-type: none"> • Pupils can create decorations using repeating patterns and shapes. • Pupils can talk about different times of the year when celebrations take place. • Pupils can talk about different times in the day that may be significant to a particular festival or celebration.



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Physical Development

Strand	Early Learning Goal	Suggested links to Religious Education
Moving and handling	Pupils show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	<ul style="list-style-type: none"> • Pupils can participate in dances and expressive movement used to celebrate festivals from different cultures and religions.
Health and self-care	Pupils know the importance for good health of physical exercise, a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	<ul style="list-style-type: none"> • Pupils can discuss the different foods used for celebrations and festivals. • Pupils can put on and take off dressing up clothes that reflect different cultures and religions.

Expressive Arts and Design

Strand	Early Learning Goal	Suggested links to Religious Education
Exploring and using media and materials	Pupils sing songs, make music and dance, and experiment with ways of changing them. They safely use, and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.	<ul style="list-style-type: none"> • Pupils can explore dance and movement from other cultures and how movement is used as part of a celebration or festival. • Pupils explore and create music from different celebrations and festivals. • Pupils can recreate places of worship using a variety of modelling materials.
Being imaginative	Pupils use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	<ul style="list-style-type: none"> • Pupils recreate religious and cultural stories and rituals through role play.



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Understanding the World

Strand	Early Learning Goal	Suggested links to Religious Education
People and communities	Pupils talk about past and present events in their own lives and in the lives of family members. They know that other pupils do not always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities, and traditions.	<ul style="list-style-type: none">• Pupils can discuss special times they have celebrated with their families and friends.• Pupils can identify the beliefs they have and discover the elements that makes them similar and different to others.• Pupils can identify some traditions within their community.
The world	Pupils know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals, plants and explain why some things occur, and talk about changes.	<ul style="list-style-type: none">• Pupils can identify places that are special in their local area and know why they are special for some people, e.g. places of worship.• When discussing different cultures and religions, pupils can identify similarities and differences in relation to places.
Technology	Pupils recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none">• Pupils can access age appropriate resources to gather information about different religions and cultures.

* see Appendix O



Key Stage One

During Key Stage One (KS1) pupils should be taught the knowledge and skills in order to understand:

- Christianity;
- at least one other principal religion (Christianity and Hinduism)

And where appropriate:

- a religious community with a significant local presence;
- a secular worldview.

Similar to EYFS, during KS1 study, children will learn about the key characteristics of the religions and worldviews studied and their significance and impact in Britain. They should be able to communicate their understanding using specific vocabulary, apply their learning, ask questions, and share their own ideas. Although a different theme will be focused upon each term, children will have the opportunity to explore several themes (focusing upon Christianity and Hinduism) throughout the Key Stage. Children will be given the chance to demonstrate their learning and apply their knowledge in creative and expressive ways, making direct links of similarity and difference between the two religions.



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Key Stage One – themes and related learning opportunities

Theme	Learning Opportunities
Core Beliefs, Ideas and Symbols	<p>Pupils should have the opportunity to learn about and understand the main beliefs/concepts and teachings of the religions studied. For example:</p> <ul style="list-style-type: none"> • core concepts and ideas such as beliefs about God, Allah, creation, mitzvot; • principal sources of authority such as the Bible, Torah, Qur'an; • important stories - Old Testament stories, New Testament stories, The Night of Power, Rama and Sita; • significant religious leaders such as Moses, David, Muhammad, Esther, Ibrahim; • important symbols and artefacts such as Ner Tamid, prayer beads, cross.
Expression of Faith	<p>Pupils should have the opportunity to learn about how people express their belief and faith as individuals, groups, and communities. For example:</p> <ul style="list-style-type: none"> • through worship at home; • worship and attendance at a place of worship- synagogue, man dir, mosque, church; • major celebrations and festivals such as Easter, Christmas, Eid ul Fitr, Sukkot, Hanukkah, Diwali
Identity-daily life	<p>Pupils should have the opportunity to learn about the daily lives of people in the religions studied and how they reflect their religion and sense of belonging. For example:</p> <ul style="list-style-type: none"> • the daily life of a Christian, Muslim, or Jewish child; • special clothes, food, personal devotion; • rituals and traditions that mark important events – birth customs.
Social Action – putting beliefs into action	<p>Pupils should have the opportunity to learn about how people of faith put their beliefs into practice and actions individually, as communities and organisations and their link with cultural heritage and British values. For example:</p> <ul style="list-style-type: none"> • Tikkun Olam; • Christian Aid; • Idabah (worship and belief in action) in the Muslim community; • how different communities and organisations work together to make the world a better place - interfaith projects locally, nationally, and globally; • the impact of religions on culture and society – such as the impact of Christianity as basis of UK jurisprudence.
Ask big questions and make connections	<p>Pupils should have the opportunity to think about “big questions” about meaning, purpose and truth, identity, similarities, and differences between the religions studied, their own lives and the world around them. For example:</p> <ul style="list-style-type: none"> • consider issues of right and wrong; • talk about how people should live their lives; • share their own ideas about God and the world.



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Key Stage One Progression Year One

Key Stage One Progression Year One				
Autumn	Spring		Summer	
Autumn Theme: Expression of Faith	Spring 1 Theme: Core Beliefs, Ideas and Symbols	Spring 2 Theme: Identity - daily life	Summer 1 Theme: Social Action - putting beliefs into action	Summer 2 Theme: Ask big questions and make connections
<ul style="list-style-type: none"> • Compare Christmas with Diwali • Compare ways of celebrating these festivals at home • Understand methods of prayer and worship at these special times 	<ul style="list-style-type: none"> • Explore symbols and artefacts from Hinduism and Christianity • Identify significant leaders of Hinduism and Christianity • Share stories relating to these leaders 	<ul style="list-style-type: none"> • Explore the clothes, food and personal devotion from Hinduism and Christianity • Understand the daily life for children who follow the Christian and Hindu faiths, including customs of diet and mealtime protocol 	<ul style="list-style-type: none"> • What is charity? • Why do we need it? • Look at examples of Hindu and Christian charities locally (links with local churches and temple to support this) 	<ul style="list-style-type: none"> • What is right and wrong? (choices; school values; religious examples)

* see Appendix 1



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Key Stage One Progression Year Two

Key Stage One Progression Year Two				
Autumn	Spring		Summer	
Autumn Theme: Core Beliefs, Ideas and Symbols	Spring 1 Theme: Identity - daily life	Spring 2 Theme: Expression of Faith	Summer 1 Theme: Social Action - putting beliefs into action	Summer 2 Theme: Ask big questions and make connections
<ul style="list-style-type: none"> • Compare holy books of Christianity and Hinduism (Bible and the Vedas) • Share important stories from Christianity and Hinduism • Explore the concepts of 'God' in these religions 	<ul style="list-style-type: none"> • Birth customs for Hinduism and Christianity • Daily life for children of the Hindu and Christian faith • Explore prayer and religious events for children 	<ul style="list-style-type: none"> • Compare Easter with Holi • Compare a Hindu temple with a Christian church 	<ul style="list-style-type: none"> • Learn about national and international charities and their work • Work together to plan a charity event for Hindu and Christian charity groups • Explore how religion has impacted on British laws. 	<ul style="list-style-type: none"> • How should live their lives? (purpose of life with religious examples; personal aspirations; personal happiness; helping others)

* see Appendix 2



Key Stage Two

During Key Stage Two (KS2) pupils should be taught the knowledge and skills to understand:

- Christianity;
- at least two other principal religions (Islam, Judaism, Buddhism, Sikh)

And where appropriate:

- a religious community with a significant local presence;
- a secular worldview.

Similar to EYFS and KS1 study, children will learn about the key characteristics of the religions and worldviews studied and their significance and impact in Britain and globally. They should be able to communicate their understanding using subject specific vocabulary, apply their learning, ask questions, share their own ideas, and make connections between religion and worldviews studied and wider learning. They should be able to reflect critically on the relevance of their learning, relate this to their own experiences and personal worldview. They should develop the knowledge and skills to hold informed and balanced conversations about religion and belief and the critical thinking skills to approach and question this using substantive knowledge. Although a different theme will be focused upon each term, children will have the opportunity to explore several themes (focusing upon a different religion each year) throughout the Key Stage. Children will be given the chance to demonstrate their learning and apply their knowledge in creative and expressive ways, making direct links of similarity and difference between the religions they are learning about and those that they have previously studied. Children will also be given the opportunity to explore big questions such as ‘What does it mean to be human?’ (philosophical).



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Key Stage Two – themes and related learning opportunities	
Theme	Learning Opportunities
Core concepts, beliefs, and ideas	<p>Pupils should be given the opportunity to learn about and understand the defining beliefs/concepts, ideas, and features of a particular religion/worldview, where these ideas come from and diversity of interpretation. For example:</p> <ul style="list-style-type: none"> • beliefs about the nature of God, Trinity, Jesus, the divine, Brahman, Allah; • significant concepts and beliefs - creation, salvation, covenant, teshuvah, karma, samsara, ahimsa, tawhid, prophethood, humanist belief in happiness; • teachings of significant religious leaders – Paul, Muhammad, Moses, Abraham, Guru Nanak and Baha’u’llah; • sources of authority and the key teachings they contain – Bible, Qu’ran, Guru Granth Sahib, Hadith, Vedas, Ramayana, Ten Commandments, Sermon on the Mountain and Beatitudes; • different interpretations of key texts and teachings; • visual symbols– symbol of the dove for the Holy Spirit, symbolism of water, cross, kanda, ichthus, Islamic calligraphy and pattern, aum; • symbolic acts - Holy Communion, Wudu, wearing of phylacteries in Judaism; • the language of belief – Psalms, creeds, liturgy, Shahadah.
Practices – how people express their beliefs	<p>Pupils should be given the opportunity to learn about how people express their belief and faith as individuals, communities, societies, and the cultural traditions which are an expression of collective belief. For example:</p> <ul style="list-style-type: none"> • features of places of worship and worship traditions - mosque, mandir, church, temple, synagogue; • denominational worship and traditions - silence, music, study; • personal devotion and communal worship – symbols and actions, - puja, shrines, • pilgrimage- Hajj; • important festivals and celebrations - Pentecost, Advent, Epiphany, Rosh Hashanah, Pesach, Eid ul Fitr, Eid ul Adha.
Identity	<p>Pupils should be given the opportunity to learn about how religious believers express their beliefs in their daily lives and through significant communal actions, rituals, and traditions. For example:</p> <ul style="list-style-type: none"> • buildings and architecture as expressions of a community’s beliefs, values, and ways of life; • significant rites of passage – Hindu samskaras, Bar/Bat Mitzvah, Hajj, pilgrimage, marriage; • significant customs and traditions – clothing, food; • codes of living – Five pillars of Islam, shariah, Kirat Karni, monastic life.
Social Action	<p>Pupils should be given the opportunity to learn about the impact of personal and corporate actions of people of faith/religious communities and organisations and their link with cultural heritage and British values. For example:</p> <ul style="list-style-type: none"> • examples of koinonia (fellowship); • inspirational people of faith - Martin Luther King, Mother Theresa, Pope Benedict, Del Lai Lama, Malala Yousafzai and their motivation for how they live their lives; • how different communities and organisations work together to make the world a better place - interfaith projects locally, nationally, and globally; • the impact of religions on culture and society – such as the impact of Christianity as basis of UK jurisprudence
Explore Philosophical Questions	<p>Pupils should be given the opportunity to think about the nature of knowledge, existence, belonging and truth, ask philosophical questions, sharing and justifying their own beliefs and those of others. For example:</p> <ul style="list-style-type: none"> • the nature of life and death; • issues of right and wrong; • attitudes towards the environment/creation; • issues of fairness and justice; • belief in God or a divine being



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Key Stage Two Progression Year Three

Key Stage Two Progression Year Three				
Autumn	Spring		Summer	
Autumn Theme: Core concepts, beliefs, and ideas	Spring 1 Theme: Practices – how people express their beliefs	Spring 2 Theme: Identity	Summer 1 Theme: Social Action	Summer 2 Theme: Explore Philosophical Questions
<p>Islam (review of Christianity and Hinduism)</p> <p>Learn about and understand the defining beliefs/concepts, ideas, and features of a particular religion/worldview, where these ideas come from and diversity of interpretation.</p> <p>For example:</p> <ul style="list-style-type: none"> • beliefs about the nature of the Allah • significant concepts and beliefs - tawhid, prophethood • teachings of significant religious leaders – Muhammad • sources of authority and the key teachings they contain Qu’ran, Hadith • visual symbols– Islamic calligraphy and pattern • places of worship: Mosque • symbolic acts - Wudu • the language of belief – Shahadah 	<p>Learn about how people express their belief and faith as individuals, communities, societies, and the cultural traditions which are an expression of collective belief.</p> <p>For example:</p> <ul style="list-style-type: none"> • features of places of worship – mosque • traditions - pilgrimage- Hajj 	<p>Islam</p> <p>Learn about how religious believers express their beliefs in their daily lives and through significant communal actions, rituals, and traditions.</p> <p>For example:</p> <ul style="list-style-type: none"> • buildings and architecture as expressions of a community’s beliefs, values, and ways of life; • significant rites of passage - Hajj, pilgrimage • significant customs and traditions – clothing, food; • codes of living – Five pillars of Islam, shariah 	<p>Islam</p> <p>Learn about the impact of personal and corporate actions of people of faith/religious communities and organisations and their link with cultural heritage and British values.</p> <p>For example:</p> <ul style="list-style-type: none"> • inspirational people of faith - Malala Yousafzai and her motivation for how Muslims live their lives • how different communities and organisations work together to make the world a better place - interfaith projects locally, nationally, and globally 	<p>Drawing upon Christianity, Hinduism and Islam...</p> <p>Opportunities to think about the nature of knowledge, existence, belonging and truth, ask philosophical questions, sharing and justifying their own beliefs and those of others.</p> <p>For example:</p> <ul style="list-style-type: none"> • issues of right and wrong • issues of fairness and justice



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			<ul style="list-style-type: none"> • the impact of religions on culture and society 	
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* see Appendix 3

Key Stage Two Progression Year Four

Key Stage Two Progression Year Four				
Autumn	Spring		Summer	
Autumn Theme: Core concepts, beliefs, and ideas	Spring 1 Theme: Practices – how people express their beliefs	Spring 2 Theme: Identity	Summer 1 Theme: Social Action	Summer 2 Theme: Explore Philosophical Questions



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<p><u>Judaism</u> (review of Christianity, Hinduism, Islam) Learn about and understand the defining beliefs/concepts, ideas, and features of a particular religion/worldview, where these ideas come from and diversity of interpretation. For example:</p> <ul style="list-style-type: none"> • beliefs about the nature of the concepts of only one God • significant concepts and beliefs – teshuvah, judged on how they live rather than what they believe • teachings of significant religious leaders – Rabbi’s • sources of authority and the key teachings they contain - Torah • visual symbols– Menorah, Star of David, Hamsa • places of worship - Synagogue • symbolic acts - wearing of phylacteries • the language of belief – Hebrew 	<p>Learn about how people express their belief and faith as individuals, communities, societies, and the cultural traditions which are an expression of collective belief. For example:</p> <ul style="list-style-type: none"> • worship and traditions – study across all 4 religions (Christianity, Buddhism, Judaism, Islam) • places of worship and their features – church, temple, synagogues, mosque 	<p><u>Judaism</u> Learn about how religious believers express their beliefs in their daily lives and through significant communal actions, rituals, and traditions. For example:</p> <ul style="list-style-type: none"> • buildings and architecture as expressions of a community’s beliefs, values, and ways of life; • significant rites of passage - Bar/Bat Mitzvah • significant customs and traditions – clothing, food • codes of living – Jewish ethics 	<p><u>Judaism</u> Learn about the impact of personal and corporate actions of people of faith/religious communities and organisations and their link with cultural heritage and British values. For example:</p> <ul style="list-style-type: none"> • inspirational people of faith – Anne Frank and her motivation for how Jews live their lives • how different communities and organisations work together to make the world a better place - interfaith projects locally, nationally, and globally • the impact of religions on culture and society 	<p>Drawing upon Christianity, Hinduism, Islam and Judaism... Opportunities to think about the nature of knowledge, existence, belonging and truth, ask philosophical questions, sharing and justifying their own beliefs and those of others. For example:</p> <ul style="list-style-type: none"> • belief in God or a divine being
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* see Appendix 4

Key Stage Two Progression Year Five

Autumn	Spring	Summer
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Autumn Theme: Core concepts, beliefs, and ideas	Spring 1 Theme: Practices – how people express their beliefs	Spring 2 Theme: Identity	Summer 1 Theme: Social Action	Summer 2 Theme: Explore Philosophical Questions
<p><u>Buddhism</u> (review of Christianity, Hinduism, Islam, Judaism) Learn about and understand the defining beliefs/concepts, ideas, and features of a particular religion/worldview, where these ideas come from and diversity of interpretation. For example:</p> <ul style="list-style-type: none"> • beliefs about the nature of the Buddha (was a human not a God) • significant concepts and beliefs - ahimsa • teachings of significant religious leaders – Buddha • sources of authority and the key teachings they contain - Tripitaka • visual symbols – aum • places of worship: Temple • symbolic acts - The Four Noble Truths • the language of belief – artwork and manuscripts 	<p>Learn about how people express their belief and faith as individuals, communities, societies, and the cultural traditions which are an expression of collective belief. For example:</p> <ul style="list-style-type: none"> • personal devotion and communal worship – Buddhism compared to other religions (Christianity, Judaism, Islam, Sikh) • shrines and symbols of devotion in the Buddhist faith 	<p><u>Buddhism</u> Learn about how religious believers express their beliefs in their daily lives and through significant communal actions, rituals, and traditions. For example:</p> <ul style="list-style-type: none"> • buildings and architecture as expressions of a community’s beliefs, values, and ways of life; • significant rites of passage – becoming a monk • significant customs and traditions – clothing, food • codes of living – The Five Precepts 	<p><u>Buddhism</u> Learn about the impact of personal and corporate actions of people of faith/religious communities and organisations and their link with cultural heritage and British values. For example:</p> <ul style="list-style-type: none"> • inspirational people of faith – Dalai Lama and his motivation for how Buddhists live their lives • how different communities and organisations work together to make the world a better place - interfaith projects locally, nationally, and globally • the impact of religions on culture and society 	<p>Drawing upon Christianity, Hinduism, Islam, Judaism and Buddhism... Opportunities to think about the nature of knowledge, existence, belonging and truth, ask philosophical questions, sharing and justifying their own beliefs and those of others. For example:</p> <ul style="list-style-type: none"> • the nature of life and death

* see Appendix 5

Key Stage Two Progression Year Six

Autumn	Spring	Summer
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Autumn 1 Theme: Core concepts, beliefs, and ideas	Spring 1 Theme: Practices – how people express their beliefs	Spring 2 Theme: Identity	Summer 1 Theme: Social Action	Summer 2 Theme: Explore Philosophical Questions
<p><u>Different interpretations from major religions and how the has impacted on society and/or history</u> (review of all prior religions) (explore Sikh) Learn about and understand the defining beliefs/concepts, ideas, and features of a particular religion/worldview, where these ideas come from and diversity of interpretation. For example:</p> <ul style="list-style-type: none"> • beliefs about the nature of ‘only one God’ • significant concepts and beliefs - samsara • teachings of significant religious leaders – Guru Nanak • sources of authority and the key teachings they contain - Guru Granth Sahib • different interpretations of key texts and teachings • visual symbols – kanda • places of worship - Gurdwara • symbolic acts - The Five K’s • the language of belief – Gurmukhi script 	<p>Learn about how people express their belief and faith as individuals, communities, societies, and the cultural traditions which are an expression of collective belief. For example:</p> <ul style="list-style-type: none"> • learning how we express our beliefs (a study of belief within school). <p>What do we believe in? How is this reflected in our community? What is the same? What is different?</p>	<p>Learn about how religious believers express their beliefs in their daily lives and through significant communal actions, rituals, and traditions. For example:</p> <ul style="list-style-type: none"> • What is your code of living? • Look at humanism and other non-religious figures to examine their codes. • Drawing upon what you have learnt from different religions , develop your own code 	<p>Learn about the impact of personal and corporate actions of people of faith/religious communities and organisations and their link with cultural heritage and British values. For example:</p> <ul style="list-style-type: none"> • A study of key events in history where religions have influenced societal change, e.g. Christian values influencing UK law 	<p>Drawing upon Christianity, Hinduism, Islam, Judaism and Buddhism... Opportunities to think about the nature of knowledge, existence, belonging and truth, ask philosophical questions, sharing and justifying their own beliefs and those of others. For example:</p> <ul style="list-style-type: none"> • attitudes towards the environment/creation

* see Appendix 6

Appendix 0

By the end of each term, children should be able to participate in a discussion about the following questions:

<u>EYFS Big Questions</u>		
Autumn	Spring	Summer



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Why is the word "God" so important to Christians?

- *Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world*
- *Retell stories, talking about what they say about the world, God, human beings*
- *Think about the wonders of the natural world, expressing ideas and feelings*
- *Say how and when Christians like to thank their Creator*
- *Talk about what people do to mess up the world and what they do to look after it.*

Why is Christmas special for Christians?

- *Talk about people who are special to them*
- *Say what makes their family and friends special to them*
- *Recall simply what happens at a traditional Christian festival (Christmas)*
- *Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus*
- *Retell religious stories, making connections with personal experiences.*

Where do we belong?

- *Retell religious stories making connections with personal experiences*
- *Share and record occasions when things have happened in their lives that made them feel special*
- *Recall simply what happens at a traditional Christian infant baptism and dedication*
- *Recall simply what happens when a baby is welcomed into a religion other than Christianity.*

Which places are special and why?

- *Talk about somewhere that is special to themselves, saying why*
- *Recognise that some religious people have places which have special meaning for them*
- *Talk about the things that are special and valued in a place of worship*
- *Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God*
- *Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.*

Which stories are special and why?

Talk about some religious stories

- *Recognise some religious words, e.g. about God*
- *Identify some of their own feelings in the stories they hear*
- *Identify a sacred text e.g. Bible, Torah*
- *Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.*

Appendix 1

By the end of each term, children should be able to participate in a discussion about the following questions:

Year One Big Questions



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Autumn	Spring	Summer
<p>What do Hindus believe God is like? [Brahman]</p> <ul style="list-style-type: none"> • <i>Identify some Hindu deities and say how they help Hindus describe God</i> • <i>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</i> • <i>Offer informed suggestions about what Hindu murtis express about God</i> • <i>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)</i> • <i>Identify some different ways in which Hindus worship</i> • <i>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</i> • <i>Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</i> 	<p>What does it mean to be a Hindu in Britain today? [Dharma]</p> <ul style="list-style-type: none"> • <i>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</i> • <i>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</i> • <i>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</i> • <i>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</i> • <i>Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma)</i> • <i>Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</i> 	<p>How should we care for the world and for others, and why does it matter?</p> <ul style="list-style-type: none"> • <i>Identify a story or text that says something about each person being unique and valuable</i> • <i>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</i> • <i>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</i> • <i>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</i> • <i>Give examples of how Christians and Jews can show care for the natural earth</i> • <i>Say why Christians and Jews might look after the natural world</i> • <i>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</i> • <i>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</i>



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Appendix 2

By the end of each term, children should be able to participate in a discussion about the following questions:

<u>Year Two Big Questions</u>		
Autumn	Spring	Summer
<p>What is the good news Jesus brings?</p> <ul style="list-style-type: none"> • <i>Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’</i> • <i>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</i> • <i>Recognise that Jesus gives instructions to people about how to behave</i> • <i>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</i> • <i>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)</i> • <i>Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</i> 	<p>Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> • <i>Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible</i> • <i>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</i> • <i>Recognise that Jesus gives instructions about how to behave</i> • <i>Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter</i> • <i>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</i> 	<p>Why do Hindus try to be good?</p> <ul style="list-style-type: none"> • <i>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</i> • <i>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</i> • <i>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</i> • <i>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</i> • <i>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</i> • <i>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</i> • <i>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</i>



Appendix 3

By the end of each term, children should be able to participate in a discussion about the following questions:

<u>Year Three Big Questions</u>		
Autumn	Spring	Summer
<p>What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> • <i>Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur’an (e.g. Tawhid; Muhammad as the Messenger, Qur’an as the message)</i> • <i>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur’an guidance on Five Pillars; Hajj practices follow example of the Prophet)</i> • <i>Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</i> • <i>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</i> • <i>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Devon and Torbay today</i> • <i>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</i> • <i>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</i> 	<p>How do festivals and worship show what matters to a Muslim?</p> <ul style="list-style-type: none"> • <i>Identify some beliefs about God in Islam, expressed in Surah 1</i> • <i>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)</i> • <i>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</i> • <i>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</i> • <i>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</i> • <i>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</i> 	<p>How and why do religious and non-religious people try to make the world a better place?</p> <ul style="list-style-type: none"> • <i>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</i> • <i>Make links between religious beliefs and teachings and why people try to live and make the world a better place</i> • <i>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)</i> • <i>Describe some examples of how people try to live (e.g. individuals and organisations)</i> • <i>Identify some differences in how people put their beliefs into action</i> • <i>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</i> • <i>Make links between some commands for living from religious traditions, non-religious worldviews and pupils’ own ideas</i> • <i>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</i>



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Appendix 4

By the end of each term, children should be able to participate in a discussion about the following questions:

<u>Year Four Big Questions</u>		
Autumn	Spring	Summer
<p>How do people of the Jewish faith live?</p> <ul style="list-style-type: none"> • <i>Recognise the words of the Shema as a Jewish prayer</i> • <i>Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</i> • <i>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</i> <i>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</i> • <i>Make links between Jewish ideas of God found in the stories and how people live</i> • <i>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</i> • <i>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</i> • <i>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</i> 	<p>How do festivals and family life show what matters to Jewish people?</p> <ul style="list-style-type: none"> • <i>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</i> • <i>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</i> • <i>Offer informed suggestions about the meaning of the Exodus story for Jews today</i> • <i>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</i> • <i>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</i> • <i>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future</i> • <i>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today.</i> 	<p>Why is the Torah so important to Jewish people?</p> <ul style="list-style-type: none"> • <i>Identify and explain Jewish beliefs about God</i> • <i>Give examples of some texts that say what God is like and explain how Jewish people interpret them</i> • <i>Make clear connections between Jewish beliefs about the Torah and how they use and treat it</i> • <i>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</i> • <i>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</i> • <i>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</i> • <i>Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</i>



Appendix 5

By the end of each term, children should be able to participate in a discussion about the following questions:

<u>Year Five Big Questions</u>		
Autumn	Spring	Summer
<p>Christians and how to live: What would Jesus do?</p> <ul style="list-style-type: none"> • <i>Identify features of Gospel texts (for example, teachings, parable, narrative)</i> • <i>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</i> • <i>Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives</i> • <i>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives</i> • <i>Articulate their own responses to the issues studied, recognising different points of view.</i> 	<p>How and why do some people think that life is like a journey and what significant events mark this?</p> <ul style="list-style-type: none"> • <i>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</i> • <i>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</i> • <i>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</i> • <i>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</i> • <i>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</i> • <i>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</i> • <i>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</i> • <i>Give good reasons to support their personal opinions and beliefs.</i> 	<p>How does faith help people when life gets hard?</p> <ul style="list-style-type: none"> • <i>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</i> • <i>Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</i> • <i>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</i> • <i>Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives</i> • <i>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</i> • <i>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</i>



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Appendix 6

By the end of each term, children should be able to participate in a discussion about the following questions:

<u>Year Six Big Questions</u>		
Autumn	Spring	Summer
<p>How does faith help people when life gets hard?</p> <ul style="list-style-type: none"> • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. 	<p>Why do some people believe in God and some people not?</p> <ul style="list-style-type: none"> • Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God • Make clear connections between what people believe about God and the impact of this belief on how they live • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning. 	<p>What matters most to Humanists and Christians?</p> <ul style="list-style-type: none"> • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.