

PROGRESSION IN RE - Expected Outcomes								
Date		Review Date				Subject Leader		
September 2022		August 2023				Lauren Race		
		This document aims to give guidance on the progression of RE substantive and disciplinary knowledge across the year groups. It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils). Their increasingly critical thinking should be reflected in their attitude towards the world and the increasing confidence they have to express views and feelings independently.						
		In RE, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In RE, the following approaches will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the RE learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their RE experiences in school:						
Teaching Sequence in RE		Introduce children to The Big Picture, identifying in two minutes what they will be learning today and what they have been taught in previous year groups.			Possible pedagogical approaches used in RE	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration.	
		Provide children with a daily review in two minutes to provide feedback and consolidation from previous learning, using a variety of teaching strategies.				Behaviourism/Constructivism	Direct teacher instruction; modelling of skills and techniques; demonstration. Inquiry-based learning.	
		Provide realistic and relevant information				Constructivism	Inquiry-based learning.	
		Specify key vocabulary to be used and its meaning.				Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction.	
		Opportunities for the children to work interactively, using other curriculum areas e.g music, drama, art, with the teacher acting as the facilitator.				Liberationism	Pupil-led learning; opportunities.	
		Individual reflection on the learning.				Learning, working and talking about RE with confidence	Being introduced to the key vocabulary relating to RE so that all children can express their understanding, views and opinions confidently.	
	Nursery	UFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUTUMN	<u>BELONGING</u>	<u>BELONGING</u>	<u>BELONGING TO A FAITH COMMUNITY</u>	<u>SACRED BOOKS</u>	<u>CHRISTIANITY: Being a Christian in Britain today and the importance of the Bible.</u>	<u>HINDUISM: Being a Hindu in Britain today.</u>	<u>ISLAM: Being a Muslim in Britain today.</u>	<u>EXPRESSION OF RELIGION</u>
	What makes us feel special? What makes Christians feel special to God?	What makes us feel special? What makes Christians feel special to God?	Do we all belong to something?	What stories are special to us? What is a holy book?	How do Christians show their beliefs in the home and at church?	How do Hindus show their faith?	What helps you and Muslims through the journey of life?	What makes a place special? What is a sacred place?
	What groups do we belong to? How do we know we belong to a group?	How do Christians know that children are special to God?	How do Christians show they belong? How do Christians welcome a new baby?	What did Jesus teach about God in a story?	How and why do different Christians celebrate holy communion?	A Hindu life; what is important?	What is the key belief of Muslims?	How do mosque buildings express Islamic beliefs and values?
	How do we show people they are welcome? How are babies welcomed into	What groups do we belong to? How do we know we belong to a group?		What did Jesus say about how to treat others?		Why is Mahatma Ghandi a Hindu Hero?	Why does prayer matter to Muslims?	Muslim calligraphy, painting and poetry: what is inspiring?

	the Christian family?	What groups do religious people belong to?	How do Muslims know that they belong? How do Muslims welcome a new baby?	How are holy books treated?	How do Christians make a difference in their local community?	What is it like to be a Hindu in Britain today?	How is charity important to Muslims and to you?	How do Christians use art in worship and in remembering Jesus?
	How is a baby welcomed into the Hindu religion?	How do we show people they are welcome? How are babies welcomed into the Christian family?	How do Jewish people show they belong together as a community?	What story is special for Jewish people in the Torah?	How is the Bible put together and why is it so popular?	<u>FESTIVALS</u> Why is Divali significant to Hindus?	Why do Muslims fast?	Can a Christian place of worship be a building for the 'glory of God'? What does this mean?
	<u>SPECIAL TIMES</u>	What special times have you had? What do other people celebrate?		What can be learnt from the story of Jonah? What is special about Jonah?	What does the Bible teach Christian people about God, life and the universe?	FOCUS OF THE CHRISTMAS STORY- What is the importance of light throughout this story?	Why do Muslims want to go on pilgrimage? Where do people get advice and guidance from?	How and why do Muslim charities try to change the world?
	What story do Hindu people remember at Diwali?	How is a baby welcomed into the ... religion?		Which story do Muslims tell about the Prophet Muhammad?	How can the Bible help people if they are tempted to do wrong things?		What is a special place for Muslims?	How and why does Christian Aid try to change the world?
	What happens at Christmas?	<u>SPECIAL TIMES</u>	FOCUS FROM READING THE CHRISTMAS STORY- How was Jesus welcomed?	FOCUS FROM READING THE CHRISTMAS STORY- What is special about Jesus	What are the main ways Christians use the Bible?		What matters to Muslims? Can you think of similar commitments to the five pillars in your life?	What matters more to Christians and Muslims: art and architecture or generosity and charity? What matters more to you?
		What special times have you had? What do other people celebrate?			FOCUS FROM READING THE CHRISTMAS STORY- What does the birth of Jesus teach Christian people about God?		FOCUS FROM READING THE CHRISTMAS STORY- How do the key beliefs of Muslims compare to the Christian belief in Jesus?	FOCUS FROM READING THE CHRISTMAS STORY- What charitable acts can be found within the Christmas story?
		What story do Hindu people remember at Diwali? What happens at Diwali and why?						
		What happens at Christmas, and why?						
		What can we say about Christmas and Diwali?						

Content and Subject Specific Vocabulary (Tier 3)	Content Specific: Christianity: Christian God Jesus Bible christened Christmas Story Mary Joseph Angel Kings Shepherds Star Hinduism: Hindu Diwali Festival of Light Rama Sita rangoli Subject Specific: family friendship community pray differences	Content Specific: Christianity: disciple baptism baptised Hinduism: Hindu Diwali Festival of Light Rama Sita rangoli Subject Specific: symbol promise special occasion font similarities differences	Content Specific: Christianity: baptismal candle cross fish/ICHTHUS badge WWJD Bracelet Islam: Mosque Muslim Judaism: Jew Synagogue challah bread kippuh cup and wine candle Festivals: Christmas Story Gifts Subject Specific: Same as EYFS, plus: faith community symbolise vows belief sacred parable miracle	Content Specific: Christianity-Sacred Books: Bible Qur'an Torah yad (pointer) sofer (scribe) Ark mantle Ten Commandments Jonah-English Yonah-Hebrew Yunas-Arabic Nineveh Festivals: Birth of Jesus Subject Specific: Same as EYFS & Year 1, plus: tradition significant importance reflection forgiveness solution translation puzzle	Content Specific: Christianity-Bible: Old Testament New Testament prophets apostles gospels visions scripture psalm incarnation temptation salvation Festivals: Saviour King Subject Specific: Same as EYFS & KS1, plus: quotes humanity spirituality impression faith artefact reconciliation sacrifice	Content Specific: Hinduism: deity aarti bhajans puja dharma (duty) Moksha karma reincarnation artha Mahatma Ghandi Mumbai Bombay justice Festivals: Hindu- Rama Sita King Dasreth Ravana Divali Rangoli Christian- Nativity Angel Gabriel Subject Specific: Same as previous year groups, plus: unique duty responsibility inspirational expectations symbolic reason guidance	Content Specific: Islam-Five Pillars: ibadah shahadah salah sawm hajj zakah-the giving of alms Muezzin rak'ah charity-Islamic Relief Makkah-pilgrimage pilgrim Eid-ul-Adha Mosque Festivals: Belief Subject Specific: Same as previous year groups, plus: dilemma positive negative investigate justify evidence interpretation fact opinion proof	Content Specific: Islam: calligraphy Al Ghazali Yasmin Kathrada Ahemd Moustapha art and architecture gallery exhibition charity donation Christian Aid Festivals: Charitable Acts Subject Specific: Same as previous year groups, plus: argument debate consequence ultimate enquiry conclusion
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SPRING	<u>SPECIAL PEOPLE</u>	<u>SPECIAL PEOPLE</u>	<u>CHRISTIANITY</u> : <u>Christian Beliefs</u> <u>What do Christians believe about God?</u>	<u>JUDAISM:</u> <u>Jewish beliefs</u>	<u>DIFFERENT BELIEFS</u> <u>ABOUT GOD</u>	<u>JESUS AS AN INSPIRATION</u>	<u>GOD</u>	<u>CHRISTIANITY AND HUMANISM</u>
	Who is special to you and why?	Who is special to you and why?		What is precious to us?	'Seeing is Believing'- is it?	Who is inspiring?	How many people believe in God?	Do rules matter?
	Why are some people special?	Why are some people special?		What is precious to Jewish people?	What do I think about believing in God?	What do we know about Jesus' life story?	Is God Real?	What is a code for living?
	What story do ... tell about a special person?	What story do ... tell about a special person?	What does the Bible teach us about God?	What does a mezuzah remind Jewish people about?	What do Christians believe about God?	Was Jesus inspiring because of his actions?	What do Christians think?	Who is a humanist? What codes for living do non-religious people use?
	What is a good friend like? How did Jesus make some very special friends?	What is a good friend like? How did Jesus make some very special friends?	Why is Jesus important to Christians?	How and why do Jewish people celebrate Shabbat?	What do the stories of Moses and the Burning Bush /Saint Paul's conversion tell us about God in Christianity?	What did Jesus teach? Was he a good and inspiring teacher?	What do Christians believe about how the world began?	What can we learn from discussion and drama about good and bad, right and wrong?
	What can a Christian learn from actions in a story?	What can a Christian learn from actions in a story?	What do the miracles of Jesus teach us about what is important to Christians?	What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?	What do Muslims believe about Allah and the Holy Qur'an?	Did Jesus' teachings inspire people? How and why?	Is God Real? Why do some people believe God exists and some don't?	Where are these elements within the Easter story?
			Why do Christians pray?		How do Hindu people show what they believe about gods and goddesses?		<u>PLACES OF WORSHIP</u>	What codes for living do Christians try to follow?
			<u>SPECIAL AND SACRED TIMES</u>	<u>SPECIAL AND SACRED TIMES</u>	What difference does it make to life if you believe there is no God? (Humanism)	Who did Jesus say he was? Why is he so important to Christians?	What is a place of worship?	Peace: is it more valuable than any money?
						Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection day?	What is a Christian place of worship?	Can we create a code for living that would help the world?
							What is a Hindu place of worship?	
							What is a Jewish place of worship?	
						Are people more important than the place?		

Working and growing together

	<p>What do you think Jesus was(is) like?</p> <p>What stories are special to Christians?</p> <p>What stories do you know that are special to...?</p> <p>What is the holy book for...?</p>	<p>What stories are special to Christians?</p> <p>What stories do you know that are special to...?</p> <p>What is the holy book for...?</p> <p>What are the similarities and differences between different people's special stories?</p>	<p>make people feel?</p> <p>How do Christians celebrate Easter?</p> <p>What matters most at Easter?</p>	<p>Passover (Pesach) every year?</p> <p>How does this compare to the Christian story of Easter?</p>	<p>FESTIVALS</p> <p>What do Christians celebrate at Easter?</p> <p>What was the meaning of Jesus' last meal with his friends?</p> <p>What does the crucifying of Jesus mean to Christians?</p> <p>What do Christians believe happened on Easter Sunday morning?</p>	<p>Is Jesus still important today?</p> <p>What kind of image of Jesus for the 21st century would you like to create?</p> <p>Does being inspired by Jesus make a person stronger?</p> <p>FESTIVALS</p> <p>Why do Muslims celebrate at the end of Ramadan?</p>	<p>What does a place of worship mean to believers at special times, e.g. Easter?</p>	
<p>Content Specific Vocabulary (Tier 3)</p>	<p>Christianity:</p> <p>Christian</p> <p>God</p> <p>Jesus</p> <p>Easter Story</p> <p>cross</p> <p>Good Friday</p> <p>Easter Sunday</p>	<p>Christianity:</p> <p>Christian</p> <p>God</p> <p>Jesus</p> <p>disciple</p> <p>Easter Story</p> <p>cross</p> <p>Good Friday</p> <p>Easter Sunday</p> <p>Tomb</p>	<p>Christianity:</p> <p>Bible</p> <p>The Old Testament</p> <p>The Lost Son</p> <p>The Lost Sheep</p> <p>The Good Samaritan</p> <p>cross/crucifix</p> <p>church</p> <p>priest/vicar</p> <p>font</p> <p>pray/prayer</p> <p>God- father, Son, Holy Spirit, Creator</p>	<p>Judaism:</p> <p>Jewish</p> <p>Star of David</p> <p>mezuzah</p> <p>menorah</p> <p>candlestick</p> <p>challah</p> <p>Holy Day- Shabbat</p> <p>seder plate</p> <p>matzah cover</p> <p>goblet</p> <p>kosher food</p> <p>prayer-shema</p> <p>mezuzot</p> <p>Havdalah</p> <p>candle</p>	<p>Belief in God:</p> <p>Humanism</p> <p>humanity</p> <p>atheist</p> <p>Corinthians</p> <p>stewards of the Earth</p> <p>Christianity</p> <p>God as Trinity</p> <p>incense</p> <p>Exodus</p> <p>Israelites</p> <p>captivity</p> <p>Saint Paul</p> <p>persecutor</p> <p>Islam</p> <p>Five pillars of Faith</p>	<p>Jesus:</p> <p>fruitfulness</p> <p>Gospel-Good News</p> <p>miracle-inspiring</p> <p>The Beatitudes</p> <p>Blessed</p> <p>resurrection</p> <p>betrayal</p> <p>inspiring</p> <p>peace</p> <p>patience</p> <p>virtue</p>	<p>God/Places of Worship:</p> <p>Psalm</p> <p>Deuteronomy</p> <p>Samuel</p> <p>John</p> <p>Colossians</p> <p>Timothy</p> <p>Jeremiah</p> <p>Matthew</p> <p>Genesis</p> <p>evolution</p> <p>universe</p> <p>exist</p> <p>Church</p> <p>Baptist</p>	<p>Christianity/Humanism:</p> <p>code for living</p> <p>fairness</p> <p>justice</p> <p>forgiveness</p> <p>freedom</p> <p>values</p> <p>peacemaker</p>

			<p>The Lord's Prayer father, heaven, daily, forgive, temptation Annunciation Pentecost Easter Holy Week Jerusalem Palm Sunday Maundy Thursday Good Friday Easter Sunday The Last Supper Garden of Gethsemane tomb</p>	<p>creation Shabbat shalom Sabbath Chanukah Passover/Pesach Easter</p>	<p>Muhammad-messenger subha beads Tasbih Aum Hinduism gods goddesses Durga ultimate reality murtis Trimurti Brahma Vishnu Shiva Festivals: Christian-Easter Holy Week Palm Sunday Maundy Thursday Good Friday The Last Supper condemning Barrabas</p>	<p>Muslim-Ramadan physically, mentally, spiritually disciplined obedient Eid</p>	<p>Anglican pastor priest Orthodox Mandir sadhus puja bell murti Synagogue Torah scrolls bimah pilgrimage-Kumbh Mela</p>	
SUMMER	<p><u>SPECIAL PLACES</u></p> <p>Where is special to me?</p> <p>Where is a special place for Christians to go?</p> <p>What makes a church special?</p>	<p><u>SPECIAL PLACES</u></p> <p>Where is special to me?</p> <p>Where is a special place for Christians to go?</p> <p>What makes a church special?</p> <p>Where is a holy place for ... to go?</p> <p>What makes a ... special?</p>	<p><u>SACRED PLACES</u></p> <p>Where do I feel safe?</p> <p>Where is a sacred place for believers to go?</p> <p>Which place of worship is sacred for Christians?</p> <p>Which place of worship is</p>	<p><u>ISLAM: MUSLIM BELIEFS</u></p> <p>Who was the prophet Muhammad and why is he important to Muslims?</p> <p>What stories of the Prophet do Muslims love to tell?</p>	<p><u>PRAYER</u></p> <p>What is prayer?</p> <p>What happens in Islamic prayer?</p> <p>How and why do Christians like to pray?</p> <p>How do Hindus pray and worship at home and in the Mandir?</p>	<p><u>LIFE AS A JOURNEY</u></p> <p>What does a journey mean to us?</p> <p>What is the significance of Baptism to Christians?</p> <p>How do Jewish people mark becoming an adult?</p>	<p><u>JESUS IN THE 21ST CENTURY</u></p> <p>Can you work out what mattered to Jesus from 10 things he said?</p> <p>What was his 'mission statement'?</p> <p>What is the importance of the value of love?</p> <p>How did Jesus teach his followers to love?</p>	<p><u>RELIGIONS AND WORLDVIEWS</u></p> <p>What does it mean for Hindus, Muslims and Christians to commit to key beliefs?</p> <p>How do Muslim people build their community, the Ummah, by following their Prophet?</p>

Working and growing together

	Where is a holy place for ... to go?	What is important in a church and a ...? How are holy buildings similar and different?	sacred for Jewish people?	What makes a place or an object special to us? And to Muslims?	What is similar and different in the words of three prayers?	What ceremonies do Hindus mark in the journey of life?	What do Jesus' parables about forgiveness teach Christians today?	How does it feel to be a part of the Muslim Ummah? What difference does it make?
	What makes a ... special?	What is needed to make a truly special place of our own?	Which place of worship is sacred for Muslims?	What is a Mosque and what happens at a Mosque?	Reflection: What more can we discover? Prayer and Me- Why do some people pray every day, but others not at all?	Are all journeys similar? Can we compare the journey's of Christians, Jewish people and Hindus?	How do Christians today try to follow Jesus' teaching about justice and fairness?	What does harmlessness mean in the Hindu religion?
	<u>OUR WORLD</u>	<u>OUR WORLD</u>	How are places of worship similar and different?	What can we learn from Muslim holy words?	What have we learned from Muslims, Hindus and Christians about prayer, symbols and worship?		What did Jesus teach about being generous and being greedy?	How do Hindus show their commitment to ahimsa through acts of service or sewa?
	What are our favourite things about nature?	What are our favourite things about nature?	Why are places of worship important to our community?	What happens at the celebration of Eid-ul-Fitr, and why?			What does the teaching of Jesus have to say about some problems people face today? What would Jesus do?	What did Jesus teach about God's grace and forgiveness?
	What do you think is special about the world?	Why do some people say the world is special? What do you think is special about the world?					What have we learned about living by the values of Jesus in the modern world?	Why did Jesus share bread and wine with his disciples, the night of his arrest? How did Jesus show the meaning of grace?
	What story do Christians tell about the creation of the world?	What story do Christians tell about the creation of the world?						How can the life of a great Christian person show us the meaning of grace?
	What stories do ...people tell about God's creation?	What stories do ...people tell about God's creation?						
		How does ...show ...how to behave in the story of						

								What have we learned from Muslims, Hindus and Christians and how are these religions similar, and how are they different?
Content Specific Vocabulary (Tier 3)	Christianity: Christian Bible church cross stained glass window creation earth nature	Christianity: Christian Bible church cross font altar stained glass window creation earth nature/natural world	Christianity: Church Bible priest/vicar The Lord's Prayer miracle lectern chalice Islam: Mosque Qur'an Allah Muhammad Ka'aba wuzu/wudu minbar mihrab muezzin Judaism: synagogue Ner tarmid, ark, Torah Scroll, Bimah, tallit, tefellin, kippah,	Islam: prophet Muhammad Ramadan Eid-ul-Fitr revelation First Surah Angel jibril shahadah God –PBUH Peace Be Upon Him Makkah ancient minaret tower dome madrasah Arabic calligraphy prayer beads- subha creator judge merciful the guardian the generous	Prayer: Islamic prayer- submission equality respect al faitihah Christian- intercession confession thanks praise votive candles meditation Hindu- shrine Mandir Murti Bhajan Guyatri Mantra Puja (tray) Prasad Krishna Lakshmi Bhagavad Gita	Journey: ceremony milestone confirmation Bar/Bat Mitzvah The Vedas signposts upanayana purifying marriage ceremony ketubah	Jesus: mission statement anointed parables of forgiveness Mother Teresa generosity greed WWJD (What Would Jesus Do)	Commitment: concept Ummah repent Ahimsa/harmless ness sewa God's Grace Eucharist soul spirit characteristics personality judgement day heaven paradise eulogy

			hannukah candle Kiddush wine challah bread				
New EYFS PROGRESSION	Nursery Progression	Reception Progression	Nursery Pedagogy	Reception Pedagogy	Nursery- Role of the Adult/Environment	Reception- Role of the Adult/Environment	
	<p>Understanding the World Birth to three years: Make connections between the features of their family and other families. Notice differences between people.</p> <p>3 & 4 year olds Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the</p>	<p>ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other</p>	<p>Provide books and resources which represent children's diverse backgrounds and which avoid negative stereotypes. Provide story and information books about places to remind children of visits to real places.</p> <p>Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.</p>	<p>Help children to learn positive attitudes and challenge negative attitudes and stereotypes.</p> <p>Visit different parts of the local community, including some areas where the children may be very knowledgeable</p> <p>Provide roleplay areas with a variety of resources reflecting diversity.</p> <p>Share stories that reflect the diversity of children's experiences.</p> <p>Invite people from a range of</p>	<p>Be positive about differences between people and support children's acceptance of difference.</p> <p>Celebrate and value cultural, religious and community events and experiences.</p> <p>Talk to children about their friends and family and why they are important. Encourage children to talk about their own home and community life and to find out about others experiences.</p> <p>Encourage children to develop positive relationships with community members who visit the setting.</p>	<p>Encourage children to share their feelings and talk about why they respond to experiences in particular ways.</p> <p>Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.</p> <p>Strengthen the positive impressions children have of their own cultures and faiths and those of others in their community by sharing and celebrating a range of practices and special events.</p> <p>Encourage the use of vocabulary that help children to express opinions.</p> <p>Model the use of correct terms and vocabulary.</p>	

Working and growing together

	differences they have experienced or seen in photos.	countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Provide ways of preserving memories of special events. Ensure the use of up to date appropriate photographs of parts of the world that are commonly stereotyped and misrepresented.	cultural backgrounds to talk about aspects of their lives or the things they do in their work. Give opportunities to record and creatively represent findings. Provide stories that help children make sense of different environments.		
BELIEVING A KNOW ABOUT AND UNDERSTAND A RANGE OF RELIGIONS AND WORLDVIEWS			A.1 Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2 Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. A3 Recognise some different symbols and actions which express a community's way of life, appreciating some	A1 Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. A2 Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.		

			similarities between communities.	
EXPRESSING B EXPRESS IDEAS AND INSIGHTS ABOUT NATURE, SIGNIFICANCE AND IMPACT OF RELIGIONS AND WORLDVIEWS.			<p>B1 Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2 Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3 Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>B1 Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2 Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>
LIVING C GAIN AND DEPLOY THE SKILLS NEEDED TO ENGAGE SERIOUSLY WITH RELIGIONS AND WORLDVIEWS.			<p>C1 Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3 Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2 Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p>C3 Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>