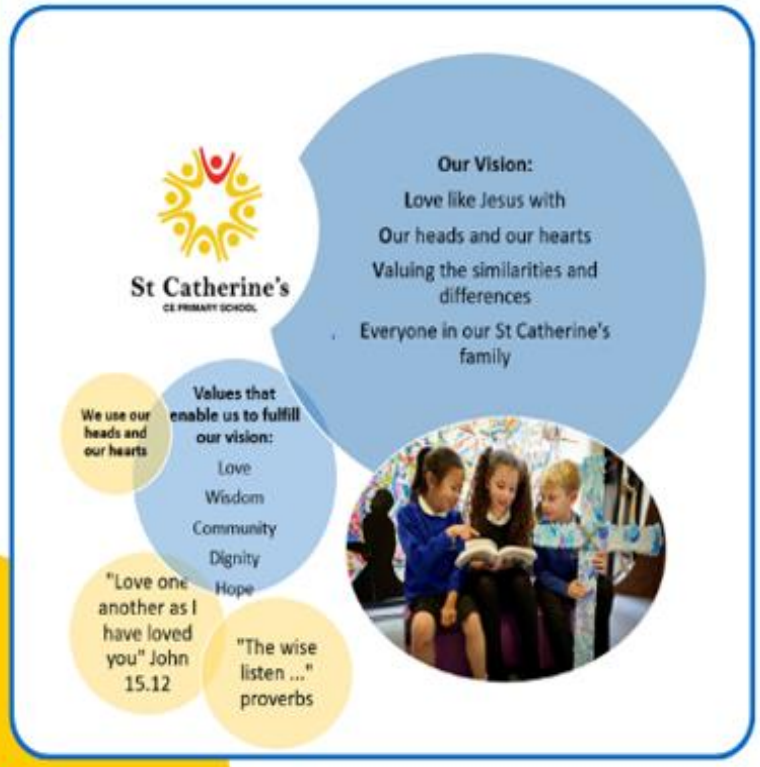
ST CATHERINE'S CE PRIMARY SCHOOL
RELIGIOUS EDUCATION CURRICULUM OVERVIEW



At St Catherine's, our vision of learning with both our heads and our hearts is embedded throughout every aspect of our Religious Education curriculum.

As a predominantly White British school, we are committed to providing our children with a deep knowledge and understanding of Christianity, other major world religions, and non-religious worldviews. We believe it is essential to teach about the diversity of beliefs so that our pupils can develop a meaningful awareness of how these beliefs influence individuals, society, culture, and the wider world.

Respect is central to all discussions, especially when exploring similarities and differences between pupils' own beliefs and those of others. By developing children's religious literacy, we empower them to engage in balanced, well-informed conversations about religion and belief; truly using both their heads and their hearts.

Our curriculum equips children with the knowledge, understanding, and skills needed to thoughtfully engage with the questions that religion and belief raise. It also encourages them to reflect on their own values, ideas, and ways of living.

Through this approach, pupils are given opportunities to explore their own religious, spiritual, and philosophical beliefs. In doing so, they develop the capacity to challenge religious, racial, and cultural stereotypes with respect, empathy, and dignity.

St Catherine's Long term RE plan as from Sept 2025

BLACK= AGREED SYLLABUS 2025 **RED = UNDERSTANDING CHRISTIANITY** **BLUE-key Bible texts for that Unit**

(Bible references are given to enable the teacher to become familiar with the actual text and to see which texts the children should already be familiar with. Suitable Children's Bibles can be used to read and retell, with the teacher supplementing details where needed. As pupils progress through the school they can begin to interact directly with the Bible texts where appropriate.)

Reception	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Foundation Christians, Muslims and me *see persona doll document in EYFS resources folder	**F1 Why is the word 'God' so important to Christians?** ***Refer to the UC document.*** **Introduce Cathy and her bag.** **Link to Harvest.** *read the creation story from the Bible.	**F2 Why is Christmas special for Christians?** ***Refer to the UC document.*** **Read the story of Christmas from the Children's Bible.* *Whole story of Jesus in pictures to be displayed/shared with children - keep referring to throughout the year. (EYFS resources folder)*	**F4 Being special: where do we belong?** *introduce Hassan/Cathy and me. (only focus on Muslims and Christians)*	Recap life of Jesus before starting unit – 12 picture resource. **F3 Why is Easter special to Christians?** ***Refer to the UC document.*** Include Easter story from the Bible. *create an Easter garden (Make class cross)	**What times/stories are special and why?** (Only focus on Muslims and Christians) *suggested stories – OT: Moses in the basket NT: Story of Zacchaeus and the ten lepers Muhammad and the kittens Muhammad and the camel.	**What places are special and why?** For me, Christians and Muslims. (play church can be found in RE cupboard)

Key knowledge:

Creation: • The word God is a name. • Christians believe God is the creator of the universe. • Christians believe God made our wonderful world and so we should look after it.

Incarnation: • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God.

Salvation: - Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others.

Islam - special book is called a Qu'ran - Muslims called God 'Allah' - Muslims use a prayer mat to pray. - Muslims may go to a Mosque

Key Vocabulary

Creation: God, Bible, creation, church, worship, pray, Christian, baptism

Incarnation: Christmas, Nativity, advent

Salvation: Easter, Palm Sunday, King, Good Friday, Easter Sunday

Islam: Muslims, Allah, Qu'ran, Adhun,

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mainly Christianity, Judaism and non-religious worldviews with some revision of Islam from Reception,	**1.2 Who do Christians say made the world? (Creation)** **(link with Harvest)**	**1.3 Why does Christmas matter to Christians? (Incarnation)** *Christian persona dolls	**1.7 Who is Jewish and what do they believe? Part 1** *(God/Torah/The People)* Use Artefacts *introduce Samuel doll	**1.7 Who is Jewish and what do they believe? (Part 2)** (Two weeks prior to Easter) **1.5 Why does Easter matter to Christians? (Salvation)** (Make class cross)	**1.10 What does it mean to belong to a faith or belief community?** *Christianity, Islam, Judaism and non-religious worldviews including Humanists.* *link to sacred places Visit St. Barnabas Church to learn about baptism and Synagogue trip.	***1.9* How should we care for others and for the world, and why does it matter?** **Christians, Jews and Non religious worldviews including Humanists.**

Year 1 Key Knowledge

Christianity - Creation - The Bible says God created the universe in 7 days. Christians interpret this in different ways. The Earth and everything in it is important to God. Christians believe humans should care for the world because it belongs to God.

Incarnation - Jesus is God on earth and he was born in Bethlehem. The Bible indicates Jesus was extraordinary and he came to bring good news. Advent is a time to get ready for Jesus' coming. Christians celebrate Jesus' birth.

Salvation- Christians believe Jesus was crucified on the cross. Christians believe he rose again, giving people hope of a new life.

Judaism - The 'Shema' is a Jewish prayer that expresses the key Jewish beliefs found in Deuteronomy 6 versus 4 onwards. Parts of the Shema are written on a mezuzah. Torah is the main Jewish holy book. Shabbat is a Jewish day of rest. The Torah is the first part of the Jewish Holy Book, the Tenakh.

Year 1 Key Vocabulary

Creation: Creator, creation, God, Universe, 7 days

Incarnation: Bethlehem, Good News, church, crib, incarnate, nativity, advent

Salvation: incarnation, Holy Week, crucifix, forgiveness, lent, Easter, Palm Sunday

Judaism: Ark, Kippah, menorah, Mezuzah, Ner Tamid, Shabbat, Shema, Synagogue, Tallit, Tenakh, Torah

Skills: Pupils can:

- Identify core beliefs and concepts studied and give a simple description of what they mean. -Give examples of how stories show what people believe (e.g. the meaning behind a festival) -Give clear, simple accounts of what stories and other texts mean to believers.
- Give examples of how people use stories, texts and teachings to guide their beliefs and actions. -Give examples of ways in which believers put their beliefs into practice
-Think, talk and ask questions about whether the ideas they have been studying have something to say to them. -Give a good reason for the views they have and the connections they make.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 2 **Mainly Christianity and Islam.** **Some reference to Judaism and non religious worldviews.**	**1.6 Who is a Muslim and how do they live? (Part 1)** - Shahadah - 99 names of Allah - Stories of Prophet Muhammad Resource: Bilal muezzin (gift to the child) https://www.natre.org.uk/primary/good-learning-in-re-films/	**1.3 Why does Christmas matter to Christians? (Incarnation)** Digging deeper Focus on the gospel of Matthew 1.18-25 -Joseph and Matthew 2 1-12- the Magi	**1.6 Who is a Muslim and how do they live? Part 2** - 5 pillars - Muslim background - Living as a Muslim and the importance of prayer *use persona doll (Hassan)	**1.5 Why does Easter matter to Christians? (Salvation)** (Core with some Digging Deeper) Revision of y1 Core + Luke 19:45-48 -in the temple, John 13:1-11- washing of the disciples feet, Luke 22:66-71, 23:1-5 - the trials *Visit St.Barnabus Church (Make class cross)	**1.4 What is the 'good news' Christians believe Jesus brings? (Gospel)**	**1.8 What makes some places sacred to believers?** *(Christianity, Islam and revisit Judaism)*

Year 2 Key Knowledge

Christianity: Incarnation - Jesus is God on Earth. Incarnation means 'in the flesh'. Kingship - Jesus was worshiped as a King.

Salvation - The week leading up to Easter is called Holy Week. Christians believe Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans.

Gospel - Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Some bible stories show these Christian beliefs. Christians worship God and try to live in ways that please him. Jesus brought the good news of forgiveness, love and friendship with God.

Islam -. Muslims have 99 names for Allah. Muslims believe that there is only one God and refer to God as **'Tawhid'** (making *one*). Muslims show Allah respect by never drawing him. **Iman** means belief, and it is expressed in the words of the Shahadah. The Shahadah is an important Muslim prayer. Muslim's believe Prophet Muhammad PBUH (Peace be upon him) is God's messenger.

Year 2 Key Vocabulary

Incarnation: Bethlehem, Good News, Gospels, crib, incarnate

Salvation: incarnation, Holy Week, crucifix, forgiveness, lent, Palm Sunday, Good Friday, Easter Sunday

Islam: Allah, Ibadah, Mihrab, Mosque, Muezzin, Prophet, Qu'ran, Salah, Shahadah, Tawhid, Wudu

Skills: Pupils can:

- Identify core beliefs and concepts studied and give a simple description of what they mean. -Give examples of how stories show what people believe (e.g. the meaning behind a festival) -Give clear, simple accounts of what stories and other texts mean to believers.
- Give examples of how people use stories, texts and teachings to guide their beliefs and actions. -Give examples of ways in which believers put their beliefs into practice
-Think, talk and ask questions about whether the ideas they have been studying have something to say to them. -Give a good reason for the views they have and the connections they make.

Year 3	Autumn 1	Autumn 2	Spring		Summer 1	Summer 2
Cover Christianity, Judaism and Hinduism as well as non-religious worldviews.	**L2.1 What do Christians learn from the Creation story? (Creation)** The Fall – Adam and Eve	**L2.2 What is it like for someone to follow God? (People of God)** Abraham - Digging Deeper. CHECK THE FULL UNIT. Baptist church visit.	**L2:10 How do festivals and family life show what matters to Jewish people?**	**L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Salvation)** Matthew 26:17-7 John 13-4-17- washing of feet (Make class cross)	**L2.7 What do Hindus believe God is like?**	**L2.12 How and why do people try to make the world a better place?** (Christians, Jews, Muslims and non-religious worldviews) *Honi – festival of trees

Year 3 key knowledge

Christianity: Creation/Fall - Christians believe God the Creator cares for the creation, including human beings. Adam and Eve disobeyed God. Christians do their best to listen to God. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live.

Salvation: Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week.

People of God: The Old Testament happened many years before Jesus. A covenant is a contract that is made up between two people or groups of people. God's covenants are always about how he and his people will live together. E.g. Noah, Abraham and Sarah, (Finally) Jesus.

Judaism: Yom Kippur means *Day of Atonement*. Yom Kippur is a day to reflect on the past year and ask God's forgiveness for any sins. Rosh Hashanah (new year festival) allows Jews to examine their deeds from the past year and look to make a fresh start for the next one. The Pesach/Passover reminds Jewish people of the story of Exodus, the freeing of the Jewish people from slavery in Egypt. This festival begins with a Sedar meal. When the Jews escaped from Egypt, Jewish people were given the ten commandants and try to live their lives guided by these rules given by God.

HInduism:*'Aum'* is made up of 3 sounds: 'A', 'U' and 'M'. Many Hindus believe that it was the very first sound out of which the universe was created. It is a symbol and sound that is used by many Hindus to represent **Brahman** (God), the ultimate being, whose spirit is in everything. The Hindu deities Brahma, Vishnu and Shiva form the Trimurti.

Year 3 Key Vocabulary: Creation/fall: Garden of Eden, Temptation, forgiveness, commandments
Salvation: Maundy Thursday, Last Supper, Holy Communion, Passover, Death, Crucifixion, Resurrection
People of God: covenant, vows, faith, trust **Gospel:** neighbour, disciple, clergy, parable, social justice
Hinduism: Aum, Brahman (creator), Atman, Hindu deities, Trimurti, Vishnu (Preserver), Shiva (transformer), Diwali
Judaism: Atonement, Commandments, Pesach/Passover, Rosh Hashanah, Shofar, Talmud, Yom Kippur

Skills: Pupils can: -Identify and describe the core beliefs and concepts studied. -Make clear links between texts/sources of authority and the key concepts studied. -Offer suggestions about what texts/ sources of authority can mean and give examples of what these sources mean to believers.
-Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Describe how people show their beliefs in how they worship and in the way they live. -Identify some differences in how people put their beliefs into practice
-Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. -Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. -Give a good reason for the views they have and the connections they make.

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mainly Christianity, Hinduism, Islam and non-religious worldviews.	**L2.4 What kind of world did Jesus want? (Gospel)**	**L2.3 What is the 'Trinity' and why is it important to Christians? (God/Incarnation)** (Link to Christmas) Matthew 3 11-17-Baptism of Jesus 2 Corinthians 13:14-The Grace	**L2.8 What does it mean to be a Hindu in Britain today? (Dharma)** **Mandir Visit**	**L2.6 For Christians, what was the impact of Pentecost? (Kingdom of God) Easter week** Acts 2: 1-15, 22, 37-41 Include Galatians 5:22-23 from Digging deeper- (different type of texts) (Make class cross)	**L2.9 How do festivals and worship show what matters to Muslims?**	**2a.11 How do people from religious and non religious communities celebrate key festivals?**

Year 4 Key Knowledge

Christians: Incarnation/God - Christians believe God is Trinity: Father, Son and Holy Spirit. Creator/Redeemer/Sustainer. Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.

Gospel: Gospel means 'good news.' Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Jesus shows love and forgiveness to unlikely people. Christians try to be like Jesus —they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.

Kingdom of God: Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost, the giving of the Holy Spirit, as the beginning of the Church.

Hinduism: 'Dharma' means duty, religion, virtue and morality**;** it is a central part of a Hindu's daily life. Hindus believe that there are right and wrong ways to behave, so they must behave correctly, follow the moral law and take their duties seriously. According to dharma, it is best to do the right thing at all times.

Islam: *Ibadah meaning* worship and belief in action. Arabic root 'slm', which means peace. Islam means the peace that comes from being in harmony with God and Muslim means one who willingly submits to God. The mosque/*masjid* is important within the Muslim communities. Ramadan is a time of fasting.

Year 4 Key Vocabulary

Salvation: fall, Maundy Thursday, Last Supper, Holy Communion, Passover, Death, Crucifixion, Resurrection, betrayal

Kingdom of God: Pentecost, Holy Spirit, Kingdom, Virtues, Parish, Fellowship, invisible, Body of Christ, Father, Son

Hinduism: Atman, Brahman Deities, Dharma, Diwali, Lakshmi, Mandir, Murtis, Parvati, Prashad, Puja, Sanatan, Dharma, Saraswati, Shiva, Trimurti, Vishnu

Skills: Pupils can: -Identify and describe the core beliefs and concepts studied. -Make clear links between texts/sources of authority and the key concepts studied. -Offer suggestions about what texts/ sources of authority can mean and give examples of what these sources mean to believers.

-Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Describe how people show their beliefs in how they worship and in the way they live. -Identify some differences in how people put their beliefs into practice

-Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. -Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. -Give a good reason for the views they have and the connections they make.

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mainly Christianity, Islam, Judaism and non religious worldviews.	**U2.1 What does it mean if Christians believe God is holy and loving? (God)**	**U2.9 Why is the Torah so important to Jewish people? (God/Torah)**	**U2.8 What does it mean to be a Muslim in Britain today?** Visit Islamic Centre	**U2,3 Why do Christians believe Jesus the Messiah? (Incarnation)** Matthew 1:18-24, 2:1-12 Isaiah 7:14, 9:6-7 11:1-5 - prophesies Micah 5.2 -Bethlehem prophecy (Make class cross)	**U2.4 How do Christians decide how to live? 'What would Jesus do?' (Gospel)**	**U2.10 What matters most to Humanists and Christians?** *Global Christianity and non-religious worldviews with opportunities for other worldwide views studied.*

Year 5 Key Knowledge

Christians - A 'theist' believes in God, an 'agnostic' cannot say if God exists or not and an 'atheist' believes there is no God.

Incarnation - Jesus was Jewish. Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) Christians see Jesus as their Saviour.

Gospel - The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. This is Good News because forgiveness, friendship and love are freely offered by God. Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and the global community.

Islam – Tawhid is the belief in the oneness and unity of Allah as expressed in the first of the Five Pillars of Islam, the Shahadah. 'Iman' is faith, the believer's response to God. Muslims use the word 'Ibadah' for both worship and any action that is performed with the intention of obeying Allah. There are different Muslim groups. They include Sunni, Shi'a and Sufi groups. Hajj pilgrimage. The Eid- ul- Adha festival is celebrated at the end of Hajj to recall Ibrahim's faith being tested when he was asked to sacrifice Ismail. Muslims believe the Holy Qu'ran is the final revealed word of God.

Jewish - Jewish beliefs about God are in 'the Shema', including belief in one God and the command to love God with all their heart, soul and might. Some Jews do not write the name of God out fully, instead they put 'G-d' as a mark of respect, and so that God's name cannot be erased or destroyed. The Jewish holy book – the Written Torah or TeNaKh: this name refers to Torah (Law), Nevi'im (the Prophets), Ketuvim (the Writings). Torah is the first 5 books in the TeNaKh. Judaism is a diverse faith. There are Orthodox and Progressive Jews. Jews do not all keep the kosher laws in the same way.

Year 5 Key Vocabulary

Incarnation: Messiah, Prophecy, Trinity, Incarnation, Saviour, Anointed, ascension, resurrection. **Gospel**: national, global, sermon, commandments, miracles, sacrament, discipleship

Islam: Eid, Hajj, Mosque, Sadaqah, Salat, Sawm, Shahadah, Zakah

Skills: Pupil can: -Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions. - Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts. - Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority. - Make clear connections between what people believe and how they live, individually and in communities. - Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.

-Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently -Consider and weigh up how ideas studied

in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mainly Christianity, Hinduism and non religious worldviews.	**U2.6 For Christians, what kind of king is Jesus? (kingdom of God)** Worcester Cathedral	**22.2 Creation & Science: conflicting or complimentary? (Creation)** Genesis 1: 1-2:3 .Psalm 8	**U2.7 Why do Hindus want to be good?**	**2.5 What do Christians believe Jesus did to 'save' people? (salvation) Refer to UC 2.7 unit.** (Make class cross)	**U2.13 What can be done to reduce racism? Can religion help?**	**U2.14 Green religion? What do religious and non-religious worldviews teach about caring for the Earth?**

Year 6 Key Knowledge

Christians: Kingdom of God - Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.

Creation/Fall - For many Christians there is no problem in the relationship between science and faith, but for others there is debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? There are many scientists throughout history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

Salvation - Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).

Hinduism - The key concept of **dharma** frames a Hindu's life. It describes Hindu social and moral duty. Hindus aim to live in conformity with their dharma, and aiming to maintain this will inform all or many aspects of their life. The atman returns to the Earth in another body according to the law of **karma**. This translates as 'action' or 'deed', but its wider meaning is 'cause and effect'. Karma refers to the sum of a Hindu's actions, which will determine his or her future existences. **Samsara** describes the cycle of birth, death and rebirth (reincarnation). The life one is born into depends on how the previous life has been lived, or how far the individual kept or performed his or her dharma. **Moksha** describes the ultimate goal of all Hindus: liberation from the cycle of samsara and the constant pain of rebirth. There are different ways to attain moksha and one path says that by following one's dharma, one slowly achieves more and more favourable births.

Year 6 Key Vocabulary

Kingdom of God: Unjust **Creation/Fall:** wonder, majesty, power, cosmology, evolution

Salvation: Pesach, sacrifice, Eucharist, mass, victory

Hinduism: Atman, Brahman, Dharma, Kama, Karma, Mahabharata, Moksha, Purusharthas, Reincarnation, Samsara

Skills: Pupil can: -Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions. - Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts. - Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority. - Make clear connections between what people believe and how they live, individually and in communities. - Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.
-Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently -Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.