

RELIGIOUS EDUCATION



End of EYFS Expectations

Learning within RE begins in the Early Years through 'Understanding the World.' Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

People Culture and Communities – EARLY LEARNING GOAL

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 countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

Pupils should know about and understand religion (and, where appropriate, non-religious worldviews), so that they can:

- describe, explain, and analyse beliefs, teachings, and practices, recognising the diversity which exists within and between religious and non-religious communities and amongst individuals
- identify, investigate, and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews (including the key texts, the teachings of key leaders, and key thinkers from different traditions and communities)
- appreciate and appraise the nature, significance, and impact of different ways of life and ways of expressing meaning

By the end of KS1

- identify similarities in features of religions and beliefs.
- retell religious, spiritual, and moral stories.
- identify possible meanings for stories, symbols, and other forms of religious expression.
- identify how religion and belief is expressed in different ways

By the end of KS2

- explore, gather, select, and organise ideas about religion and belief.
- investigate and describe similarities and differences within and between religions and beliefs.
- comment on connections between questions, beliefs, values, and practices, drawing on key texts when appropriate.
- suggest meanings for a range of forms of expression, using appropriate vocabulary.
- describe the impact of beliefs and practices on individuals, groups, and communities, locally, nationally, and globally

Pupils should express ideas and insights about the nature, significance and impact of religion and beliefs, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion or belief

By the end of KS1

- respond sensitively and imaginatively to questions about their own and others' ideas, experiences, and feelings.
- ask questions about their own and others' ideas, feelings, and experiences.
- give a reason why something may be valued by themselves and others.
- recognise that some questions about life are difficult to answer

By the end of KS2

- investigate and describe how sources of inspiration and influence make a difference to themselves and others.
- apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives.
- suggest what might happen as a result of their own and others' attitudes and actions.
- suggest answers to some questions raised by the study of religions and beliefs

CURRICULUM COVERAGE

	AUTUMN Autumn 1: World religion Autumn 2: Christianity	SPRING Spring 1: World religion Spring 2: Christianity	SUMMER Summer 1: Christianity Summer 2: Thematic
EYFS	Au1: What can we learn from stories?? Au2: Why do we have celebrations?	Spr1: What makes a place special? Spr2: What makes our world wonderful?	Su1: What makes something special? Su2: Who am I and where do I belong
Year 1	Au1: JUDAISM What is the Torah and why is it so important to Jewish families? Au2: What is the Nativity and why is it important to Christians?	Sp1: ISLAM: Who is Allah and how do Muslims worship him? Spr2: Why do Christians call God 'creator'?	Su1: What do Christians learn from stories of Jesus? Su2: Why do people tell stories?
Year 2	Au1: JUDAISM Why do Jewish families celebrate the gift of Shabbat? Au2: Why is giving important for Christians?	Sp1: ISLAM: What is important for Muslim families? Spr2: Why do Christians call Jesus 'Saviour'?	Su1: What is God like for Christians? Su2: Why should we look after our world?
Year 3	Au1: JUDAISM: What are important times for Jews? Au2: How can artists help us to understand what Christians believe?	~~Sp1: ISLAM: How does 'ibadah' (worship) show what's important to Muslims?~~ Christianity How did Jesus change lives and how is it 'good news'? ~~Spr2: What's the Bible's 'big story' - and why is it like treasure for Christians?~~ ISLAM: How does 'ibadah' (worship) show what's important to Muslims?	~~Su1: Christianity~~ ~~How did Jesus change lives and how is it 'good news'?~~ What's the Bible's 'big story' - and why is it like treasure for Christians? Su2: Thematic
Year 4	Au1: SIKHI: What do Sikh people value? Au2: For Christians, is communion a celebration, or an act of remembrance?	Sp1: HUMANISM: How do non-religious people celebrate new life? Spr2: What did Jesus say about God's kingdom and why was it 'good news'?	Su1: What did God promise to his people? Su2: What is the 'Golden Rule' and why do so many people live by it?
Year 5	Au1: JUDAISM: What does it mean to be part of a synagogue community? Au2: How did the Church begin, and where is it now?	Sp1: ISLAM: What helps Muslims to live a good life? Spr2: Why is the idea of rescue so important to Christians?	Su1: What do Christians believe about creation? Su2: Is life a journey?

Year 6	Au1: HINDU (SANATAN) DHARMA: What helps Hindus (Sanatanis) to worship? Au2: How is God three – and yet one?	Sp1: BUDDHISM: What is the 'Buddhist' way of life? Spr2: What do Christians believe about the Messiah?	Su1: For Christians, what difference does it make to belong to God's kingdom? Su2: Who am I and where do I belong?
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Features of our St. Martin's school life	• Whole school Harvest Festival celebration • EYFS and Year 1 Nativity Play • Years 2 – 6 Christmas church service • Whole school Easter church service (all year groups to attend) • KS2 Leavers church service, July (Key Stage 2 children + Year 6 parents) • Spinnaker workshop – 1 whole day session per year for Key Stage 2					
Prayer Leaders	Prayer Leaders at St. Martin's will lead learning for other pupils and will: - Lead fortnightly worship in class (format and resources provided by the Collective Worship leader) - Lead class in invitational prayer daily (prayers chosen from school prayers and class prayer book) - Lead invitational prayer during selected phase/key stage/whole school worship. - Provide feedback on assemblies and collective worship at regular during the school year					
ACC	Celebrating Difference Being Me in My World Relationships School Values and Promises					
Christianity	Islam	Judaism	Hinduism	Buddhism	Humanism	Sikhism

	EYFS	Year 1	Year 2
Vocabulary	Assembly; God; Pray; prayer; Amen; Church; Worship; Jesus; Special; Unique; Individual; Values; Rights; Special; Precious; Artefact; Collection; Memory; Planet; World; Plastic; Future Citizens; Impact; Damage; Spoil; Problem; Creation; Creator; Gifts; Care; Responsibility; Alive; Special; Unique; Sukkot; Sukkah	Bible; Jesus; God; Christian; birth; gifts; symbols; follow; miracle; prayer; The Lord's Prayer; birth; death; resurrection; respect; Torah; synagogue; celebration; Shabbat; church; worship.	Bible; Christianity; New Testament; disciples; commandments; love; angel; symbol; messages; parables; forgiveness; Islam; Muslim; Allah; prophet; Muhammad; Qur'an; images; worship; assembly
Autumn 1	Who am I, and where do I belong? • Every person is special and unique • Some people believe that God made them this way • How new babies are welcomed • People belong together in different ways • People have different ways of showing they 'belong' together (religious and non-religious) • Special people in different religions (e.g., Jesus/Prophet Muhammad/Moses)	What is the Torah, and why is it important to Jewish families? • what it means to treat something with respect • that the Torah is the Jewish holy book and contains rules to help Jewish people to live good lives. These rules make life fair for everyone and help them to worship G_d. • that G_d's name is holy for Jewish people. • the Torah is a scroll and is written in Hebrew. • the way that the Torah is treated is linked with the Jewish belief that it contains the holy words of G_d. • the synagogue is the place where the Torah is kept and where Jewish people go to pray	JUDAISM: Why do Jewish families celebrate the gift of Shabbat? • that rest from work is important for everyone. • Shabbat is a time of rest and recalls how G_d rested on the seventh day after creation. • that Shabbat and the Friday night meal can be an important part of Jewish family life and can help Jewish families to feel closer to G_d. • that Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end.
Autumn 2	Why do we have celebrations? • Celebrations are joyful times • Celebrations are often a time to say 'thank you' • Each person has a 'birth-day,' and this is celebrated on the day he/she was born • Christians celebrate special times e.g., Harvest, Christmas, Easter • Other religions have different festivals • School-based celebrations	What is the 'Nativity' and why it is important to Christians? • that most Christians believe in Jesus as God's Son, born as a baby ('incarnation') • that most Christians believe that Jesus is both human (like us & his mother Mary) and divine (like God, his Father) • that there are different important 'characters' in the Nativity that are part of the Christmas story • that the response of the people in the Nativity was to worship Jesus	Why is giving important to Christians? • that giving is important within all communities as a way of helping others and building relationships. • that most Christians believe that God's nature is to give and that he gave Jesus as a gift to the world • that worship is a way of giving to God. • that this giving takes many different forms, including prayer & volunteering. • that when most Christians give, they are showing that they are a part of God's Kingdom

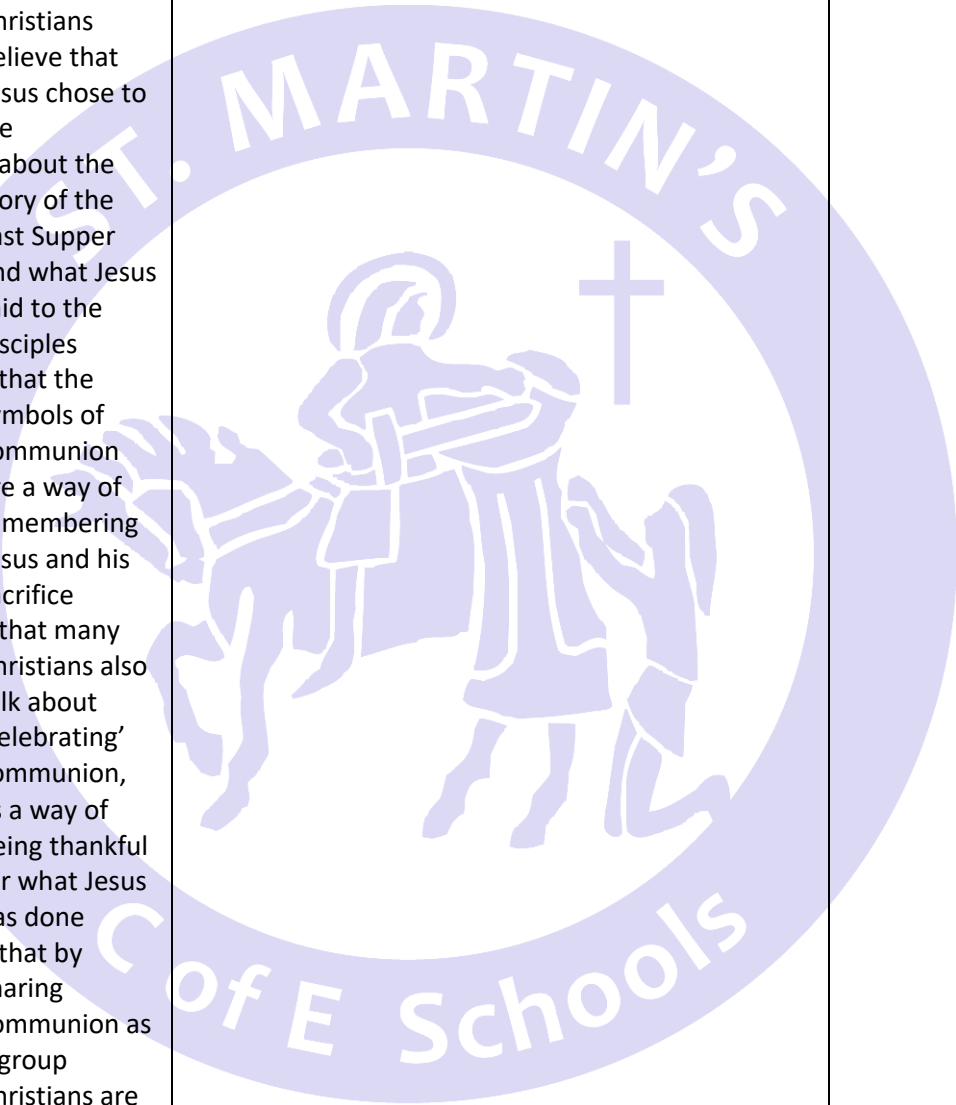
		- that for most Christians, Jesus is the most important element of the Nativity. - there are similarities and differences in the ways that Christians and other people around the world celebrate Christmas	- that the Church is both a building and the community that meet there - that when Christians give to others at Christmas, it is a reminder of how God gave Jesus, and also of the gifts of the wise men, who worshipped him.
AC C		Nativity songs in Music	
Spring 1	What makes a place special? - Some people have spaces that are special to them - There are special buildings where some people go to think and learn about God - Some people feel close to God anywhere or in their own special places	ISLAM: Who is Allah and how do Muslims worship him? - some of the 99 names and how these link to what Muslims believe about Allah. - that Muslims think it is better to represent Allah in words rather than pictures. - that Muslims worship Allah through prayer - that Muslims believe it is important to be ritually clean before they pray. - that Muslims should face Makkah when they pray and have different physical positions in prayer to help them focus on Allah	ISLAM: What is important to Muslim families? - that the words 'Islam' & 'Muslim' are based on the same word in Arabic, 'salaam,' which means 'peace' - Muslims believe that Muhammad (PBUH) is a prophet and the last messenger of Allah - that for Muslims Muhammad (PBUH) is the best example of a Muslim and every Muslim should try to be like him - the Qur'an is the special /sacred book for Muslims, and is written in Arabic - Muslims believe it contains the words of Allah given to Muhammad by the Angel Jibreel
Spring 2	What can we learn from stories? - People can have favourite stories - Through stories people share ideas and values about how to live - Some books are special to religious groups, e.g., Bible (Christians), Torah (Jews), Qur'an (Muslims) - Some stories are about special people e.g., Jesus, Prophet Muhammad, Moses	Why do Christians call God 'creator'? - talk about their own emotions (regarding their special book), connecting them to those of Christians. - that most Christians believe that God loves to give - the Creation account. - how the beliefs of Christians link to the event of creation and the events of Jesus' life - that Harvest is a time to be thankful for food. - talk about their own emotions in response to 'creation' and thankfulness with the emotions of those in the accounts explored. - that for most Christians, worship / giving is a response to who God is and what he has given	Why do Christians call Jesus 'Saviour'? - that Christians often call Jesus 'Saviour.' - that the Bible contains stories about people Jesus met and 'rescued/saved' - that these people were often the poor, the sick and the friendless - that 'salvation' is an important idea for most Christians. - that the elements in an Easter Garden are symbols of Jesus' death and resurrection That most Christians believe that: - people's lives were changed by meeting Jesus, including Zacchaeus. - Jesus 'saves' them too - Jesus' offer of forgiveness is a part of the rescue at the heart of Easter.

Summer 1	What makes something special? • Different things are special to people for different reasons • How to look after and respect things that are special to others • People can use objects to help them remember special times and places • Some objects are 'religious' objects and help people to think about God • Memories can be special	What do Christians learn from stories of Jesus? • key events of Jesus' life from baby -> man -> ascension • how Jesus' life and experiences share similarities with their own • how Jesus' life and experiences were also very different from their own • what most Christians believe was Jesus' plan and intention on earth [salvation] • how most Christians try to live their lives following the example that Jesus set	What is God like for Christians? • that people use pictures and words to convey meaning • that there are many different images of God contained in the Bible • these words and images help us answer the question 'what is God like?' • Christian beliefs about God are connected with these words and images • most Christians believe God loves them and all people • how to listen to others and express their thoughts and ideas about what God might be like
Summer 2	What makes our world wonderful? • Our world is a place of wonder & we should look after it • People are naturally 'creative' • Some people believe our world was created by God and that this is an important story in their special books	Why do people tell stories? • that storytelling is a shared, community experience. • that there are different types of story [e.g., parable, fable] • that religious communities have special shared stories that help them to express meaning or to explain things that they believe [e.g., about God or how the world began], or to celebrate & 'belong' together. • that these shared stories help to give people and communities identity • that stories can help us to understand life [e.g., to know right from wrong, or how to be a 'better' person] • that some stories are a source of comfort	Why should we look after our world? • that our world is precious and our shared home • that everyone can make a difference in looking after it • about some celebrations that relate to the natural world • about the history of preserving and preparing for the future • what some creation accounts show about looking after our world • that most Christians, Jews, and Muslims try to copy God's love for the world in how they treat it. • about TuB'Shevat, the birthday of the trees (Jewish) • how our actions can demonstrate appreciation for the world

	Year 3	Year 4	Year 5	Year 6
Vocabulary	Miracles; Holy Trinity; Christmas; gifts; meaning; Bar/Bat Mitzvah; Pesach; Sukkot; Rosh Hashanah; Yom Kippur; Holy Week; Palm Sunday; Maundy Thursday; Good Friday; Easter Sunday; saviour; Passover; Pentecost; Communion; Last Supper	Kingdom; Incarnation; Rule; Reign; Good news; Power; Sovereign; Citizen; Attitudes; Actions; Response; Challenge; Power; Authority; Trust; Values; Influence; Improve; Love; Kindness; Generosity	light; Old Testament; Prophecy; Pillars (Shahadah; Salah; Sawm; Ramadam; Zakah; Hajj); Id-ul-Fitr; Id-ul-Adha; Allah; Tawhid; Gospels; features; baptism; denominations; creed	Hinduism; traditions; Brahman; deities; avatars; mandir; sacred; relationships; Genesis; prophecies; Prince Siddattha; Buddha; awakened; enlightened; Nirvana; Four Noble Truths; Eightfold Path; meditation
Autumn 1	JUDAISM: What are important times for Jewish people? - that covenants are promises that G_d made with his people (e.g., with Abraham, promising protection and land to Abraham and his descendants) - that the Ten Commandments formed the basis of G_d's covenant with Moses - that mitzvot are Jewish laws, which guide Jewish people on how to live a good life. - that Jews mark stages in life [<i>milestones</i>] through special	SIKHI: What do Sikhs value? - that Guru Nanak Ji* was the founder of Sikhi & that he is not worshipped as a god - that 'guru' means 'teacher' and that there are ten gurus of Sikhi	JUDAISM: What does it mean to be part of a synagogue community? - that key beliefs in Judaism are expressed in the <i>shema</i>, the first prayer in the Torah, which is also a <i>mitzvot</i> (commandment) - that most Jewish people believe the Torah is law, teaching and guidance and is the most important object in the synagogue. - what can be found in a synagogue or worn by Jewish people and how items link with key teachings from the Torah and/or to the past - that the synagogue (and the home) is a place of learning, worship and gathering, including to show God praise and to give thanks. - that remembering events and people from the past (e.g., at Yom Kippur) is often commanded	HIDU (SANATANA) DHARMA: What helps Hindus (Sanatanis) to worship? - that most Hindus (Sanatanis) believe in only one Supreme Being – Brahman – and that all other deities are an incarnation/representation of Brahman to help them to focus on worship - that most Hindus believe that every living thing has a spark of Brahman (atman) in it and therefore that Brahman exists in every living creature. - how to recognise a range of deities/avatars/manifestations of Brahman, their consorts, and their attributes - how religious beliefs are expressed through features and practices of worship for Hindus, including puja

	ceremonies such as Bar / Bat Mitzvah and weddings • that the Shema contains very important words from the Torah and helps Jewish people know how to live • that Pesach (Passover) and Sukkot are Jewish 'foot festivals' which have ancient links to the past and are linked to stories and special objects, recalling G_d's faithful provision for his people. • about the importance of the home and the synagogue during Shabbat and how different Jewish people might interpret Shabbat rules	That most Sikhs believe: • that God is one (il Onkar) and can be found in all living things (Naam) • that equality is very important in Sikh society • that Sikhs have special symbols which reflect Sikh identity, including the Five Ks • that the Sikh holy book is called 'Guru Granth Sahib Ji'* and that Sikhs consider this to be a living guru (the last of the Gurus), not just a book • that the Gurdwara is the home to the Guru Granth Sahib Ji	by G_d and helps to shape the identity of the Jewish community. • that most members of synagogue communities live in accordance with mitzvot in the Torah to show commitment to <i>Tzedek</i> (justice), <i>Chessed</i> (loving kindness) and <i>Gemilut Chasadim</i> (doing good deeds) and to strive for <i>Tikun Olam</i>	• some stories from sacred writings, the key beliefs they communicate and the value they hold for Hindus • that festivals and pilgrimage are ways in which some Hindus show their devotion to Brahman
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		• that many Sikhs worship at home and at the Gurdwara • that the Nishan Sahib (the orange flag with the Khanda symbol, flown outside every Gurdwara) is considered to be sacred • that the three main duties of a Sikh are to 'Pray, Work and Give'		
Autumn 2	How can artists help us to understand what Christians believe and do? • that Christian art often uses symbols and words to communicate ideas about, and understandings of God • that Christians have used art for 2,000 years to 'talk' about God and to worship God • that the cross and Nativity art are used to express many aspects of the Christian understanding of the Incarnation and Salvation That most Christians believe that:	For Christians, is Communion a celebration or an act of remembrance? • that Jesus was Jewish and so celebrated Passover • how the Last Supper is	How did the Church begin – and where is it now? That most Christians believe that: • the Church is part of God's Kingdom • the Holy Spirit is alive and active in the world, as well as in the hearts of individuals and in the Church. • Pentecost is the birth-day of the Church. • Baptism, sharing communion, worship and service are signs of memberships of the Church. • the Church has spread throughout the world and is enormously diverse, expressing the inclusivity of Jesus' message	How is God Three – and yet One? that most Christians believe: • God is a Trinity – Father, Son, and Holy Spirit • God is Three – and yet One – and each is equal • that each Person of the Trinity has a distinct character and purpose, but is still part of the one God • that this understanding of God is unique to Christianity and is often referred to as a 'mystery'! • that symbols are sometimes used to express deep Christian beliefs about the Trinity • that Jesus the Son and God the Father are with Christians in the Person of the Holy Spirit and that this makes a difference to how many Christians live

• God came to live on earth in the person of Jesus Christ • Jesus' life and actions point to his identity as God • Jesus' death on the cross makes Salvation possible for all of humanity	linked to the Passover meal • that most Christians believe that Jesus chose to die • about the story of the Last Supper and what Jesus said to the disciples • that the symbols of communion are a way of remembering Jesus and his sacrifice • that many Christians also talk about 'celebrating' communion, as a way of being thankful for what Jesus has done • that by sharing communion as a group Christians are showing unity, and are 'in		
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		communion' with each other the meaning of some actions and words involved		
Spring 1	ISLAM: How does worship (ibadah) show what's important to Muslims? That Muslims believe: - there is no God but God (Allah) and that he is without equal - that God is one (Tawhid) - reading the Qur'an is an act of worship as well as a source of guidance: it should be read in the original Arabic - the Qur'an is Allah's final revelation to humanity and was revealed to the Prophet Muhammad (pbuh) in Arabic - following the guidance from the Qur'an is of high importance - that the mosque is a place of worship and learning is led by an imam - that 'salah' is part of 'ibadah' (worship) and that in salah, Muslims worship and remember Allah - that when they pray, men and women pray separately (to avoid distraction), and they stand shoulder to shoulder on a level floor to show that they are equal before Allah as part of the Ummah (community)	How do Humanists (non-religious people) celebrate new life? - what is meant by "non-religious people" and "worldview" and have a basic understanding of Humanism and 3 of the 5 key beliefs and principles that are most relevant to this unit. - celebrating new life is important to many people.	ISLAM: What helps Muslims to live a good life? - that Islam is a <i>monotheistic</i> religion - that Allah is <i>eternal, omniscient, and omnipotent</i> - that a believer can approach Allah by praying, and by reciting the Qur'an - that Hadith (sayings of the Prophet, pbuh) guide the way many Muslims live - what the pillars (or duties) of Islam are and how they help many Muslims to have a good life - the purpose of the Two Angels, which are said to sit on either shoulder of a Muslim person - that times of celebrations also help Muslims to live a good life (Eid-ul-Fitr & Eid-ul-Adha)	BUDDHISM: What is the 'Buddhist way of life'? - about the story of how Prince Siddhartha Gautama became Buddha - that 'Buddha' means 'awakened' or 'enlightened one' - that there is no supreme deity in Buddhism - that most Buddhists follow the teachings of the Buddha to gain enlightenment (Nirvana) which is achieved by meditating - that there are Four Noble Truths in Buddhism: these are the causes of suffering, and were set out in the Buddha's first sermon - that most Buddhists follow the Eightfold Path, which is the Middle Way (the 4th of the Four Noble Truths) - the Eightfold Path is the means by which dukkha (suffering) can be ended - that meditation helps the mind to develop 'Right Concentration' and that there are artefacts that help many Buddhists to meditate - that worship and meditation are different

		• why people choose to celebrate the birth of a baby and how important this celebration is to the different people involved and the wider community. • there are similarities and differences in the ways in which religious and non-religious people celebrate the birth of babies. • how ceremonies celebrating new life can help a person develop their identity and recognise how people		
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		express belonging through their actions. • 'New life' might not just be about celebrating the birth of a child but can also be a new beginning in a person's journey through life and can be a celebration of a child or person's freedom to find their own path in life.		
Spring 2	What's the Bible's 'big story' – and why is it like treasure for Christians? • that the Bible is made up of different 'books,' but all show Christians something about God • that the Bible is a very old book with a long history, and is treasured by Christians all over the world That most Christians believe that: • the Bible tells one big (unfinished!) story	What did Jesus say about God's kingdom – and why was it good news? That most Christians believe that: • God's Kingdom is	Why is the idea of rescue so important to Christians – and how does the Bible show this? That most Christians believe that: • humans were made for relationship with God • God is the great rescuer, who also came to earth in the person of Jesus, the Saviour • Jesus' life, death and resurrection enable a new relationship with God for all, and are at the centre of his rescue plan • through his death, Jesus rescued people from sin (<i>atonement</i>)	What do Christians believe about the Messiah – and why is it good news? most Christians believe that: • ancient prophecies in the Old Testament foretell the birth, life, and death of Jesus • Jesus fulfilled many Old Testament prophecies, and because of this, Jesus is the 'Messiah' • Jesus himself prophesied his death and resurrection • how the words of Simeon relate to prophecies about the Messiah

	• there are links between events in Genesis and the events of Christmas & Easter • the stories of Jesus' birth, life, death, and resurrection are the most important in this big story • the Bible is a source of guidance, comfort & encouragement	God's rule on earth • Jesus is the ruler of God's Kingdom • people who follow Jesus make up the Church and are members of God's Kingdom Jesus taught his followers how to live in his Kingdom, including: • how they should treat others • how they should spend their time • how they should spend their money	• in his resurrection, Jesus rescued people from death • that this story of salvation has an impact on Christians' lives	• what Jesus said about himself & how these relate to many Christians' beliefs about Jesus as the Messiah
Summer 1	How did Jesus change lives – and how is it 'good news'? Most Christians believe that: • encountering Jesus changed the lives of people who met him. • Jesus befriended ordinary people e.g., fishermen, and the 'outcasts' of society e.g., tax collectors, lepers, women.	What did God promise to his people? • that covenants are agreements that establish relationships	What do Christians believe about creation? the creation narrative is shared by Jews, Christians and Muslims most Christians believe that: - o God created the world and all living things and has put humanity in charge of its care - o humans are given free will - o human choices have led to the fall of all creation which is the cause of suffering	For Christians, what difference does it make to belong to God's Kingdom? • most Christians believe that: - o they have a new, eternal life in Jesus, who calls them to live distinctively - o they have a part to play in the work of God who calls them to act justly, love mercy and walk humbly in the world - o the Holy Spirit enables them in this way of living - o God is at work in the world through his Kingdom (i.e. them!) • many

	• Jesus showed he was God's Son by performing miracles • relationships can be damaged, but can also be mended through forgiveness • that Jesus continues to change lives today • that Jesus' forgiveness enables those who turn to him to have eternal life and be with God forever • that Jesus modelled how to have good relationships with others	• that the biblical history of Israel is shaped by covenants • that the New Covenant is the promise of salvation for all humanity, made possible through the death and resurrection of Jesus That Christians believe that: • the New Covenant is made between them and God • God's nature is to give to his people and care for them • all God's promises are fulfilled through the New Covenant in Jesus Christ	o God will one day make 'all things new' and end all suffering • the 'big Bible story' begins with creation and its themes are woven throughout • Christian views can differ both within and across denominations • some Christians believe that creation took place over seven days but others have different beliefs	Christians undertake a diverse range of actions in the world in response to new life • these activities may take place at a personal level, a local level, a national level or a global levels
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Why do people make promises?

- that for most religious people, many promises are made 'before God' and demonstrate their commitment to God and to others.
- that non-religious people make promises to help build strong relationships and to demonstrate commitment to each other
- that promises may be hard to keep and take place throughout life by religious and non-religious people, such as promising to look after a new baby, joining a faith community or promises to look after each other in marriage.
- that many Sikhs and Christians make promises to show their love for God and for others, and in the actions, they take as a result.

What is the Golden Rule and why do so many people live by it?

- that we share a common need to be treated well in order to live together peacefully
- that many people, religious and non-religious, live by the Golden Rule to treat others as you would like to be treated yourself.
- that non-religious people believe the Golden Rule does not have a

Is life a journey?

- the idea of a journey is a metaphor for life across many religions and beliefs
- that everyone's life journey is unique, but there are similarities and milestones we share
- that a person's beliefs can help them to make choices on life's journey
- that our experience on life's journey might confirm or change our beliefs
- that different religions and beliefs (including Buddhism) have different beliefs about the journey of life and about life after death
- that a pilgrimage is a special type of journey, often undertaken for spiritual benefit
- what might help them on their own journey through life

Who am I – and where do I belong?

- that someone's identity is part of who they are, and is unique to them
- someone's identity may come from their personality, beliefs, education, background and/or experiences
- that most Christian, Jewish, and Muslim people have words, festivals and customs which shape their identity, beliefs, and communities
- that being a part of your school community has helped to prepare them for the move to secondary school
- [that for most Buddhists, living a 'good life' following the Eightfold Path shapes who they are, how they think and how they act]
- what might have shaped and influenced their own thinking or beliefs

		divine source • how the Golden Rule impacts on ways of living and personal worldviews • the beliefs they have personally (<i>personal knowledge</i>) shape the way that they behave and begin to think about where these ideas come from	
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