



Religious Education LTP

RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	End points - To talk about significant times and events. - To talk about the lives of people in their family. - To talk about their community and the lives of people within the community. The following themes have been selected to provide opportunities for children to build on their interests and enthusiasms as well as their learning and developmental needs within RE.					
	Myself My life My senses My special things People special to me		People who help us Friendship Welcome Belonging Special places		Special times Our community Special books Stories The natural world	
Reception	End points and Early Learning Goals - To recognise people have different beliefs and celebrate times in different ways. - To recognise and talk about similarities and differences between life in their and in other countries. ELG: Understanding the World: People Culture and Communities: - 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.					
	Being special: where do we belong? (F4) - I can talk about being unique - I can talk about special occasions - I can understand that I am loved - I can talk about signs and symbols in different faith communities - I can talk about how children are welcomed into faith Vocabulary: God, special, unique, loved, faith, baptism, welcome	Why is Christmas special for Christians? (F2) - I can talk about people who are special to me - I know what makes my family and friends special to me - I can talk about what happens at a traditional Christian festival - I am beginning to understand the word ‘incarnation’ as describing the belief that God came to Earth as Jesus - I can retell religious stories, making connections with personal experiences	Why is the word ‘God’ so important to Christians? (F1) - I can talk about things I find wonderful and interesting - I can retell stories and talk about what they say about the world, God and human beings - I can think about wonders of the natural world and express my feelings towards it - I can say why and how Christians thank their creator - I can talk about how people sometimes mess	Why is Easter special to Christians? (F3) - I can recognise and retell stories connected with the celebration of Easter - I can say why Easter is a special time for Christians - I can talk about ideas of new life in Easter - I can recognise symbols Christians use in Holy Week - I can make connections between the symbols of Easter and those of new life	What places are special and why? (F5) - I can talk about somewhere special to me and say why it is special - I can recognise that some religious people have places with special meaning to them - I can talk about things that are special in a place of worship - I can recognise that these special things link to beliefs about God - I can talk about my feelings when visiting a church	What times/stories are special and why? (F6) - I can talk about some religious stories - I can recognise some religious worlds - I can identify my own feelings when I hear stories - I can identify a sacred text - I can talk about what stories from the Bible teach believers Vocabulary: Jesus, Bible, parable, gospels, God

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		Vocabulary: Christmas, Jesus, Bethlehem, Mary, Joseph, donkey, inn, shepherds, star, stable	up the world, and how people can care for it	- I can talk about how Christians remember stories at Easter	- I can express a personal response to the natural world	
			Vocabulary: Bible, Old Testament, God, Jesus, Creation, Noah, Joseph, Moses, Joshua, Gideon, Jonah, David, Goliath and Israelites	Vocabulary: Easter, Christian, Holy Week, new life, symbols	Vocabulary: Anniversary, christening, baptism, wedding, celebration, funeral, Holy Spirit, birthday and prayer	
			Vocabulary: disciples, friends, family, love, care, forgiveness, reconciliation			
Year 1	<u>Who do Christians say made the World? (1.2)</u> - I understand that everything has been created - I know some faiths believe God is the creator of the World - I can thank God for making the World - I understand the importance of Harvest - I can understand the creation story Vocabulary: God, Creation, Genesis, pollution, world, environment, psalm and hymns.	<u>Why does Christmas matter to Christians? (1.3)</u> - I know that stories of Jesus' life come from Gospels - I can recount a simple story of Jesus' birth and why Jesus is important for Christians - I know of ways Christians use the story of the Nativity to guide their own beliefs and actions at Christmas - I can ask questions about Christmas for people who are Christians and for people who are not - I can talk about what I am thankful for Vocabulary: Jesus, Mary, Joseph, nativity, belief, Wise Men, shepherds, angel, gift	<u>How should we care for others and for the world, and why does it matter? (1.9)</u> - I can talk about a Bible story that teaches us that we are all unique - I can find a key belief in a story from the Bible - I can give a clear account of what Genesis 1 tells Christians and Jews about the natural world - I can give an example of how people show they care for others - I can give examples of how Christians show they care for the world - I can ask questions about how believing in God makes people treat each other differently - I can give good reasons for how everyone should care for others Vocabulary: Care, respect, Genesis 1, unique	<u>What does it mean to belong to a faith community? (1.10)</u> - I can recognise that loving others is important in lots of communities - I can say simply what Jesus taught about loving others - I can talk about what happens at a traditional Christian welcome ceremony and suggest what the actions and symbols mean - I can talk about what happens at a traditional Muslim welcome ceremony and what the actions and symbols mean - I can identify two ways people show they love each other and belong each to each other when they get married - I can give examples of ways people express identity and belonging in faith communities - I can talk about what is good about being in a	<u>Who is Jewish and how do they live? (1.7)</u> - I can recognise the words of the Shema as a Jewish prayer - I can retell simple stories use in Jewish celebrations - I can give examples of how stories used in celebrations remind Jews what God is like - I can give examples of how Jewish people celebrate special times - I can make links between Jewish ideas of God and how people live - I can give an example of how Jewish people may remember God in different ways - I can talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people Vocabulary: God, holy, commandments, Shema, scroll, ark, yad, Sefer, Torah, synagogue, Simchat Torah, shul, mezuzah, Shabbat mezuzah, Hanukkah, Purim, sacred	<u>Who is Jewish and how do they live? (1.7)</u> - I can recognise the words of the Shema as a Jewish prayer - I can retell simple stories use in Jewish celebrations - I can give examples of how stories used in celebrations remind Jews what God is like - I can give examples of how Jewish people celebrate special times - I can make links between Jewish ideas of God and how people live - I can give an example of how Jewish people may remember God in different ways - I can talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people Vocabulary: God, holy, commandments, Shema, scroll, ark, yad, Sefer, Torah, synagogue, Simchat Torah, shul, mezuzah, Shabbat mezuzah, Hanukkah, Purim, sacred

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				community Vocabulary: Community, marriage, baptism, welcoming, ceremony, belonging, traditional		
Year 2	<u>What do Christians believe God is like? (1.1)</u> - I can identify what a parable is - I can retell the story of the Lost Son - I can give examples of a way Christians show their belief in God as loving and forgiving - I can explain how Christians put their beliefs into practice in Worship Vocabulary: parable, worship, Christian, The Lord's prayer,	<u>What is the 'good news' Christians believe Jesus brings? (1.4)</u> - I can tell stories from the Bible - I can talk about how Gospel stories share good news - I know that Jesus gives instructions to people about how to behave - I know how Christians follow teachings about forgiveness - I know how Christians follow teachings about peace and give examples - I know how Christians put these beliefs into practice in the Church community and in their own lives Vocabulary: Good news, Elizabeth, Zechariah, Jesus, Mary, Angel Gabriel, Joseph, shepherds and Bethlehem.	<u>What makes some places sacred to believers? (1.8)</u> - I can recognise that there are special places people go to Worship - I can talk about what people do in places of Worship - I can talk about three objects used in Worship in Christianity - I can talk about three items used in Islam in Worship - I can give examples of how people worship at a church, mosque or synagogue - I can talk about why people like to belong to a sacred building or community - I can ask questions about what happens in a Church or Mosque Vocabulary: Church, Jesus, Mosque, holy and Temple, synagogue, Vicar, Minister, pews, font, altar, stained glass, worship, holy, sacred, Mosque, minaret tower, Temple, ark, Gurdwara, and langar.	<u>Why does Easter matter to Christians? (1.5)</u> - I can recognise that Incarnation and Salvation are part of a 'big story' - I can tell stories of Holy Week and Easter from the Bible - I can tell stories from the Bible that link to Salvation - I can give examples of how Christians show their beliefs about Jesus' death and resurrection in church Worship - I can ask questions about what the Easter story says about sadness, hope and heaven Vocabulary: Good Friday, Easter Sunday, Jesus, new life, Holy Week, disciples, Mary, resurrection, garden and tomb, salvation	<u>Who is a Muslim and how do they live? (1.6)</u> - I can recognise the words of the Shahadah and that it is important for Muslims - I can identify some of the key Muslim beliefs about God found in the Shahadah - I can identify some of the 99 names of Allah - I can give examples of how stories about the Prophet show what Muslims believe about Muhammad - I can give examples of how Muslims use the Shahadah to show what matters to them - I can give examples of how Muslims use stories about the prophet to guide their beliefs and actions - I can give examples of how Muslims put their beliefs about prayer into action - I can ask questions about Muslim beliefs and ways of living - I can give a good reason about ideas around prayer, respect, celebration and self-control in Islam Vocabulary: Islam, mosque, Shahadah, Muslim, Tawahid, ibadah, iman, prophet, worship, Allah, purify, sacred	<u>Who is a Muslim and how do they live? (1.6)</u> - I can recognise the words of the Shahadah and that it is important for Muslims - I can identify some of the key Muslim beliefs about God found in the Shahadah - I can identify some of the 99 names of Allah - I can give examples of how stories about the Prophet show what Muslims believe about Muhammad - I can give examples of how Muslims use the Shahadah to show what matters to them - I can give examples of how Muslims use stories about the prophet to guide their beliefs and actions - I can give examples of how Muslims put their beliefs about prayer into action - I can ask questions about Muslim beliefs and ways of living - I can give a good reason about ideas around prayer, respect, celebration and self-control in Islam Vocabulary: Islam, mosque, Shahadah, Muslim, Tawahid, ibadah, iman, prophet, worship, Allah, purify, sacred

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Year 3	<u>What do Christians learn from the creation story? (2.1)</u>	<u>What is it like for someone to follow God? (2.2)</u>	<u>What do Hindus believe God is like? (2.7)</u>	<u>Why do Christians call the day Jesus died 'Good Friday'? (2.5)</u>	<u>How do festivals and family life show what matters to Jewish people? (2.10)</u>	<u>How and why do people try to make the World a better place? (2.12)</u>
	- I can place the concepts of God and creation on a timeline of the Bible's 'Big Story' - I can make links between Genesis 1 and what Christians believe about God and creation - I can recognise that the story of 'the fall' in Genesis 3 gives an explanation of why things go wrong in the World - I can describe what Christians do because they believe God is the creator - I can describe how Christians may pray to God - I can describe how Christians say sorry and ask for forgiveness - Vocabulary: God, Creation, Genesis, pollution, world, environment, psalm and hymns Vocabulary: Prophet, God, Old Testament and the names of the Prophets, ministry and ordination	- I can talk about the Old & New testaments - I can make links between the story of Noah and the idea of a covenant - I can understand what is meant by a promise - I can understand what happens at a Christian wedding ceremony - I can make links between promises in the story of Noah and promises at the wedding ceremony - I can make links between the story of Noah and how we live in school and the wider world Vocabulary: Prophet, God, Old Testament, New Testament, Noah, ceremony	- I can identify some Hindu deities and say how they help Hindus describe God - I can make clear links between stories of Diwali and what Hindus believe about God - I can talk about how Hindu murtis represent God - I can make links between beliefs about God and how Hindus live - I can identify different ways in which Hindus worship - I can raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today - I can 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 Vocabulary: worship, pray, prayer, God, devotion, offering, shrine, sacred, holy, murti, arti, puja, aum, prasad The names of Hindu gods, for example Ganesha, Krishna	- I can recognise the word salvation and how Christians believe Jesus came to 'save' or 'rescue' people - I can offer suggestions about what the events of Holy week mean to Christians - I can give examples of what Christians say about the importance of the events of Holy Week - I can make simple links between the Gospel and how Christians mark the Easter events in their communities - I can describe how Christians show their beliefs about Jesus in worship in different ways - I can raise thoughtful suggestions about why Christians call the day Jesus died 'Good Friday' Vocabulary: Palm Sunday, Temple, Last Supper, Gethsemane, Good Friday, Crucified, Easter Sunday and Resurrection, Good Friday	- I can identify some Jewish beliefs about God, sin and forgiveness and describe what they mean - I can make clear links between the story of Exodus and Jewish beliefs about God and his relationship with the Jewish people - I can offer informed suggestions about the meaning of the Exodus story for Jews today - I can make links between Jewish beliefs about God and his people and how Jews live - I can describe how Jews show beliefs through worship in festivals - I can raise questions about whether it is good for Jews and others to remember the past and look to the future - I can make links between Jewish beliefs and saying sorry, being forgiven, being grateful and seeking freedom and justice in the world today Vocabulary: mezuzah, Shabbat, Hanukkah, Purim, God, holy, commandments, Shema, scroll, ark, yad, Sefer, Torah, synagogue, Simchat Torah, shul, mezuzah, Shabbat mezuzah, Hanukkah, Purim, sacred	- I can identify some beliefs about why the world is not always a good place - I make links between religious beliefs and teachings and why people try to live and make the world a better place - I can make links between teachings how to live and ways in which people try to make the world better - I can describe some examples of how people try to live - I can identify differences in how people put their beliefs into action - I can raise questions and suggest answers about why the World is not always a good place and how we can make it better - I can make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas - Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied and reasons for their views Vocabulary: generation, command, traditions, right, wrong

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Year 4	<u>What is the 'Trinity' and why is it important for Christians? (2.3)</u>	<u>What kind of World did Jesus want? (2.4)</u>	<u>What does it mean to be a Hindu in Britain today? (2.8)</u>	<u>For Christians, what was the impact of the Pentecost? (2.6)</u>	<u>How do festivals and worship show what matters to a Muslim? (2.9)</u>	<u>How and why do people mark the significant events of life? (2.11)</u>
	- I can recognise what the 'Gospel' is and give examples of the kind of stories it contains - I can discuss texts about baptism and what they mean to Christians - I can discuss texts about Trinity and what they mean to Christians - I can describe how Christians show their beliefs about God, the Trinity, in worship - I can describe how Christians show their beliefs about God, the Trinity, in the way they live - I can make links between some Bible texts studied and the idea of God in Christianity Vocabulary: Christianity, Trinity, Holy Spirit, God the Father, God the Son, creator, sustainer, incarnation	- I can identify texts that come from a gospel that tells the story of the life and teaching of Jesus - I can understand the calling of the first disciples - I understand how Christians try to follow Jesus and be 'fishers of people' - I know how Jesus' actions towards 'outcasts' help Christians make the right decision - I can give examples show love for all and how Christian leaders try to follow Jesus' teachings - I can make links between the importance of love in the Bible and life in the world today Vocabulary: Saviour, Gospel, Matthew, Luke, incarnation and salvation, outcast, disciples	- I can describe how Hindus show their faith within their families in Britain today - I can explore the kind of things Hindu families would do in the week - I can explore what Hindus do to show their tradition and faith - I can explain how Hindus celebrate Diwali in Britain today - I can explore and investigate other Hindu celebrations - I can discuss what good things come from sharing in worship and rituals that are shared in families and the community. - I can discuss similarities and differences with people in other faith communities that I have studied already. Vocabulary: Divali, mandir, diva, rangoli, warm, calm, secure, puja tray, incense Bhagavad Gita, Aum symbols, arti ceremony	- I can talk about beliefs in Jesus' death and resurrection - I can think about where Jesus went after his resurrection - I can read and retell the story of Pentecost - I can explain how artists have expressed the idea of power of the Holy Spirit and the impact on the disciples and listeners - I can connect my learning on God as a Trinity to explain what Christians think the Holy Spirt is - I can discuss how since Pentecost, Christians have been trying to make the world look more like the Kingdom of God - I can explain why some people do not want to have God as 'king' in their life. - I can discuss why Christians believe why allowing God to rule their life is a good thing. - I can explain what difference they think the giving of the Holy Spirit at Pentecost has made to Christians.	- I can read Surah 1 of the Qu'ran and explain how it tells Muslims what God is like - I can explain why prayer is important to Muslims - I can explain the significance of Salah in the life of a Muslim - I can discuss why a Mosque is important to Muslims and how it is a place of prayer and teaching - I can explain why fasting during Ramadan is important to Muslims - I can explore the 'Night of Power' and discuss what happens in the community - I can explore what happens in a Muslim household at Eid-ul-Fitr Vocabulary: Salah, Qu'ran, Mosque, Ramadan, Night of Power, ibadah, Eid-ul-Fitr, subhah	- I can explain why some people may see life as a journey - I can explore different milestones that are associated with different faith communities; Christianity: Baptism, Hindu: Sacred thread ceremony, Jews: bar/bat mitzvah and what events non-religious people follow - I can talk about and explore different commitments held by believers in different religions - I can talk about symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: wedding ceremonies and marriage commitments. - I can talk about the symbolism, meaning and value of two religious traditions introduced in unit 1.10. - I can talk about what happens? What promises are made? Why are they important? What prayers are offered? - I can discuss the metaphor of life as a journey. - I can create a 'map of life' for a Christian, Jewish or Hindu person - I can reflect on my own ideas about the importance of love,

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				Pentecost, Holy Spirit, church, ascension, birthday, Jerusalem, disciples, resurrect		commitment, community, belonging and belief today. Vocabulary: prayer, pray, collect, belonging, belief, ceremony
Year 5	<u>What does it mean for Christians to believe that God is holy and loving? (2.1)</u> - I can identify some different types of Biblical texts and use technical terms accurately - I can explain connections between Biblical texts and Christian ideas of God , using theological terms - I can make clear connections between Bible texts studied and what Christians believe about God - I can show how Christians put their beliefs into practice in Worship - I can understand how Biblical ideas might make a difference in the World today Vocabulary: Old Testament, New Testament Gospel, Word of God, Translation	<u>Why do Christians believe that Jesus is the Messiah? (2.3)</u> - I can recognise what a 'gospel' is and give examples of the stories it contains - I can explain connections between biblical texts, incarnation and Messiah using theological terms - I can explain the place of Incarnation within the 'big story' of the Bible - I know how Christians put their beliefs in incarnation into practice at Christmas - I can understand how Jesus as the Messiah makes sense in the Bible - I know how Jesus as the Messiah – a gift from God – is important in the World today - I can understand how God as the Messiah makes a difference in people's lives Vocabulary: Saviour, Messiah, Gospel, Matthew, Luke, nativity, Herod, incarnation, salvation	<u>Why do Hindus try to be good? (2.7)</u> - I can identify and explain Hindu beliefs such as dharma, karma, samsara, moksha and use technical terms accurately - I can give meanings for the story of the man in the wall and explain how it relates to Hindu beliefs and practices - I can make clear connections between Hindu beliefs and how these influence Hindus to live - I can connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha - I can give evidence and examples to show how Hindus put their beliefs into practice in different ways. - I can make connections between Hindu beliefs studied and explain how and why they are important to Hindus - I can reflect and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view Vocabulary: Karma, dharma, samsara, moksha, resilience, community	<u>What do Christians believe Jesus did to 'save' people? (2.5)</u> - I can outline the 'big story' of the Bible, explaining Incarnation and Salvation fit within it - I can explain what Christians mean when they say Jesus' death was a sacrifice - I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lords Supper - I can show how Christians put beliefs into practices in different ways - I can weigh up and value the impact of ideas of sacrifice in my own life and the world today - I can articulate responses to the idea of sacrifice, recognising different points of view Vocabulary: Victory, triumph, resurrection, sacrifice, salvation, redeemer, Holy Communion, Lords Supper	<u>For Christians, what kind of king was Jesus? (2.6)</u> - I can explain connections between biblical texts and the concept of the Kingdom of God - I can consider different possible meanings for biblical texts studied, showing awareness of different interpretations - I can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice - I can show how Christians put their beliefs into practice in different ways - I can relate the Christian 'Kingdom of God' model to issues, problems and opportunities in the world today - I can articulate my own response to the idea of love and service in the world today Vocabulary: Kingdom of God, temptation, parable, Salvation Army, servant	<u>Why is the Torah so important to Jewish people? (2.9)</u> - I can identify and explain Jewish belief - I can give examples of some texts what say what God is like and explain how Jewish people interpret them - I can make clear connections between Jewish beliefs about the Torah and how they use it and treat it - I can make clear connections between the Jewish commandments and how Jews live - I can give examples and evidence of how Jewish people put their beliefs into practice in different ways - I can make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today - I can consider and way up the values of tradition, ritual, community, study and worship in the lives of Jews today Vocabulary: commandments, Torah, Orthodox, Progressive Jewish Practice, mezuzah, sefer Torah, Rosh Hashanah, mitzvoh
Year 6	<u>Creation and science: conflicting or complimentary? (2.2)</u> - I can identify what type of	<u>How do Christians decide to live? 'What would Jesus do?' (2.4)</u> - I can identify Gospel texts	<u>How does faith help people when life gets hard? (2.12)</u> - I can ask questions about life, death, suffering, and	<u>What does it mean to be a Muslim in Britain today? (2.8)</u> - I can discuss the population of Muslims	<u>What matters most to Humanists and Christians? (2.10)</u> - I can discuss actions I think are bad and explain why	<u>Why do some people believe in God and some people not? (2.11)</u> - I can find out how many people believe in God in

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	text some Christians say Genesis 1 is and its purpose - I can make suggestions of what Genesis 1 might mean and compare it with ways it is interpreted - I can make clear connections between Genesis 1 and Christian belief about God as creator - I can show understanding of why many Christians find Science and faith go together - I can discuss and consider both scientific and religious accounts of Genesis 1, giving good reasons for my views Vocabulary: Journey, pilgrimage, rites of passage, Holy Land	- I can suggest meanings of Gospels and suggest how Christians interpret biblical texts - I can make clear connections between Gospel texts and Jesus 'good news' - I can make connections between the 'good news' and how Christians live their lives - I can make connections between Christian teachings and issues, problems and opportunities in the world today - I can recognise different points of view about stories from the Bible - I can articulate my own response to issues studied Vocabulary: Advent, prophet, John the Baptist, Messiah, annunciation, incarnation, Mary	what matters most in life. - I can explain that sometimes 'big questions' do not have easy answers. - I can discuss how religion can help people to live when times are tough - I understand the idea that most religious traditions teach about some form of life after death, which bring comfort to people as they face suffering - I can explore Bible teaching on resurrection of the body, judgement by God, salvation through Jesus, heaven - I can explore the law of karma and how it affects the reincarnation of the individual atman, pinning it to samsara, the cycle of life death and rebirth, until it can escape - I can explore non-religious beliefs about life and death - I can compare ceremonies that mark death/passing away - I can read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died and beliefs they address - I can explore examples of 'art of heaven' in which religious believers imagine the afterlife - I can discuss how religion helps people when life gets hard Vocabulary: resurrection, incarnation, liturgies, mediation, rebirth, afterlife, karma, atman	in Britain today and what it is like to be one of these Muslims. - I can talk about the fact that there are different Muslim groups. - I can give an overview of the Five Pillars as expressions of ibadah. - I can explore Hajj - I can explain the values and challenges for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and the Muslim community - I can research the festival of Eid-ul-Adha, at the end of Hajj, celebrated to recall Ibrahim's father - I can consider the significance of the Holy Qur'an for Muslims as the final reveal for God - I can find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims - I can explain how Muslims put the words of the Qur'an and the words and actions of the Prophet Muhammad into practice and what difference they make to the lives of Muslims - Investigate the design and purpose of mosque and explain how and why the architecture, artworks and activities reflect Muslim beliefs - Vocabulary: Prophet Muhammad, Qur'an, mosque,	- I can reflect on the question: why do people do good and bad things? Making links to Christian beliefs and Humanist beliefs - I can explore how having a 'code for living' can help people to be good - I can explore the meanings of some big moral concepts such as: fairness, freedom, truth, honesty, kindness, peace - I can explore what matters most to people reflecting on Christian views and Humanist views - I can consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? - I can consider similarities and differences between Christian and Humanist values Vocabulary: Humanist, value, freedom, peace, honesty, moral, belief, code for living	my area and think about why some people believe and some do not. - I can raise questions about the existence and nature of God. - I can compare the sources of authority of Christians with some non-religious sources. - I can explore some reasons why people do or do not believe in God. - I can recall and build on learning from U2.2 to explore how and why Christians still believe in God in an age of science. - I can explore how believing in God might make on the way someone lives his or her everyday life. - I can talk about and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today. Vocabulary: existence, agnostic, atheist, liberate, restrict, philosophers Vocabulary: theist, agnostic
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				Hajj, Eid-ul-Adha, pilgrimage, Shahadah, salat, ibadah, Sunni, Shi'a		
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