



CHJS Curriculum Map for Religion and World Views



Let your light shine (Matthew 5:16)

In Religion and World Views, children are encouraged to let their light shine by taking delight in learning about God within various religions and none. They learn to appreciate the relevance of different people's faith, express their wonder of God, creation and the world within which we live as well as how people's thoughts and way of life can be very diverse within this. They are also encouraged to let their personal faith perspectives shine, express ideas and thoughts within the classroom openly and work co-operatively with talk partners, groups and classes to support each other with their learning. Through all this, God's light shines through discussions, comments, work and ideas that are generated.

Substantive Knowledge	Year 3	Year 4	Year 5	Year 6
	<p>To know God the Creator cares for the creation, including human beings.</p> <p>To know human beings are part of God's good creation, they do best when they listen to God.</p> <p>To know the Bible shows that God wants to help people to be close to him — he</p>	<p>To know Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <p>To know Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>To know Christians find that</p>	<p>To know Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>To know Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving,</p>	<p>To know at least three examples of how religions use symbolism to show that life has ups and downs.</p> <p>To know at least three examples of how religious believers find comfort and support from believing in God or being part of a believing community.</p>

	<p>keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).</p>	<p>understanding God is challenging; people spend their whole lives learning more and more about God. To know 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.</p> <p>To know Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</p> <p>To know Christians believe the Holy Spirit is God's power at work in the world and in their lives</p>	<p>forgiving, and full of grace.</p> <p>To know Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love</p>	<p>To know why Jews and Christians show gratitude to God.</p> <p>To know how gratitude is good for people, giving some evidence to back up this view.</p> <p>To know about the value of gratitude in the lives of people, whether believers and non-religious, including my own views</p> <p>To know at least three examples of what religious believers and atheists believe about life and death.</p> <p>To know that life raises some difficult questions for people, whether religious or not.</p> <p>To raise questions and suggest answers about life and life after death.</p>
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		today, enabling them to follow Jesus.		<p>To know what Christians believe about how people can gain eternal life.</p> <p>To make a link between the idea of Jesus, salvation and Christian beliefs about life after death.</p> <p>To know about how believing in life after death may make a difference to how someone lives, whether believers or non-religious, including my own views.</p> <p>To know what the terms samsara, karma, moksha, dharma and reincarnation mean.</p> <p>To know at least three examples of how believing in karma and reincarnation can have an impact in the lives of Hindus.</p>
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				<p>To know how belief in karma and reincarnation might help Hindus in good and times, expressing my own views.</p> <p>To know some ideas that non-religious people have about death and an afterlife.</p> <p>To know at least three examples of how non-religious people might handle the ups and downs of life.</p>
	<p>To know the Old Testament tells the story of a particular group of people, the children of Israel known as the People of God – and their relationship with God.</p> <p>To know the People of God try to live in the way God wants, following his</p>	<p>To know about the Hindu belief in Brahman.</p> <p>To know about the Hindu belief about atman.</p> <p>To know about karma, samsara and moksha, using technical terms accurately.</p>	<p>To know Jesus was Jewish.</p> <p>To know Christians believe Jesus is God in the flesh.</p> <p>To know Christians believe that his birth, life, death and resurrection were part of a longer plan by God to restore the</p>	<p>To know there is much debate and some controversy around the relationship between the accounts of creation in <i>Genesis</i> and contemporary scientific accounts.</p> <p>To know these debates and controversies relate to the purpose and interpretation of the texts. For example,</p>

	<p>commands and worshipping him.</p> <p>To know they believe he promises to stay with them and Bible stories show how God keeps his promises.</p>	<p>To know the story of the man in the well.</p> <p>To know about Dharma and use technical terms accurately.</p> <p>To know about Hindu beliefs in context e.g. Gandhi</p> <p>To know what Hindus do to show their faith.</p>	<p>relationship between humans and God.</p> <p>To know the Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</p> <p>To know Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</p> <p>To know Christians see Jesus as their Saviour (See Salvation).</p>	<p>does reading <i>Genesis</i> as a poetic account conflict with scientific accounts?</p> <p>To know there are many scientists throughout history and now who are Christians.</p> <p>To know the discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>
	<p>To give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p>	<p>To describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p>	<p>To name two of the main branches of Islam.</p> <p>To talk about how many Muslims there are in</p>	<p>To use correct vocabulary to express views about Hindu belief in Brahman.</p>

	<p>To make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque).</p>	<p>To know about Hindu beliefs and teachings about aims and duties in life. Therefore, how they would help others.</p> <p>To know two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p>	<p>the local region, the UK and the world. To recall the Five Pillars and name them, using technical vocabulary.</p> <p>To explain how the Five Pillars express ibadah for Muslims.</p> <p>To describe some ways in which Muslims perform Shahadah and why it is important.</p> <p>To give some suggestions about why Muslims and other people may think that commitment, generosity etc are important today.</p> <p>To give three reasons why zakah is a good thing for Muslims and give three examples of</p>	<p>To give an accurate written definition of atman. To make clear connections between a Hindu story and what it teaches about life.</p> <p>To suggest ways in which the Moksha Chitram game teaches people about Hindu beliefs, using the words dharma, karma, samsara and moksha in my explanation.</p> <p>To give accurate written definitions of karma, samsara and moksha.</p> <p>To explain to the man in the well how and why his actions need to change if he is to reach moksha.</p> <p>To give an accurate, written definition of dharma.</p>
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			<p>ways in which zakat might be used.</p> <p>To say why it is good for Muslims and for me to be generous.</p> <p>To describe three things that Muslims do on Hajj and explain why Muslims do these things on Hajj.</p> <p>To connect what Muslims do on Hajj to the Prophet Muhammad.</p> <p>To explain what benefits Muslims gain from Hajj rituals.</p> <p>To give three examples of how Hajj practices help Muslims to show unity, equality, purity, and selfcontrol and suggest two ways in which at least one of these values are useful</p>	<p>To say what actions a Hindu person might do because of their dharma.</p> <p>To explain how a Hindu person might act during different parts of their life because of their dharma.</p> <p>To say how belief in dharma might impact the way that a Hindu person lives their life.</p> <p>To use my understanding of Hindu beliefs to explain why a Hindu might think that ahimsa is important.</p> <p>To use my understanding of Hindu beliefs to explain why a Hindu might think that ahimsa is important.</p> <p>To talk about how Hindus' beliefs shape the way that they live their lives. To do this, I will use examples of</p>
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			<p>in the wider world, including my own life.</p> <p>To recall key Muslim beliefs about God, tawhid, the Prophet and the Qur'an, linking them to sources of authority.</p> <p>To outline three teachings of the Qur'an about how to live, and give examples of how Muslims put this into practice...</p> <p>To suggest two challenges and three opportunities Muslims might face in Britain today as they seek to follow the teachings of the Qur'an and Hadith.</p>	<p>at least two Hindu people that I have found out about.</p> <p>To explain how a Hindu who believes in samsara, karma, dharma and moksha might live his/her life.</p> <p>To use examples of Hindu people I have learnt about to explain how someone who holds Hindu beliefs might live.</p> <p>To use my paragraph to explain why karma and dharma are important to Hindus who believe in samsara and moksha.</p> <p>To talk about links between sewa, dharma and ahimsa and how belief in these and their importance shapes the ways in which many Hindus act.</p>
	Make clear links between the story of	To know Christians see Holy Week as the	To show the diversity of people who are part	To know Christians read the 'big story' of the Bible

	<p>the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</p>	<p>culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>To know the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</p> <p>To know Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>To know Christians remember and celebrate Jesus' last week, death and resurrection</p>	<p>of the Jewish community.</p> <p>To give names of different types of Jewish community.</p> <p>To explain one difference between two different Jewish communities.</p> <p>To explain some key Jewish beliefs about God.</p> <p>To name two texts that refer to what God is like and explain what the Shema means for Jews.</p> <p>To know how some Jewish people value the words in the Shema through their use of mezuzah and/or tefillin.</p>	<p>as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <p>To know the Gospels give accounts of Jesus' death and resurrection.</p> <p>To know the New Testament says that Jesus' death was somehow 'for us'.</p> <p>To know Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God;</p>
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			<p>To know how the words of the Shema are being shared in modern contexts.</p> <p>To give examples of Jewish beliefs about what the Torah and of how the Torah is used and treated.</p> <p>To make connections between the beliefs of Jewish people about the sacredness of the Torah and how it is scribed and looked after in the synagogue.</p> <p>To make connections between the beliefs of Jewish people about the Torah and when it is read.</p> <p>To give examples of how traditions and rituals around the Torah might or might not be important today</p>	<p>leading from darkness to light.</p> <p>To know Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</p> <p>To know Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p>
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			<p>to Jewish people and to other people.</p> <p>To explain which part of the Torah asks Jewish people to keep Kosher.</p> <p>To know ways in which Orthodox and Progressive Jews might keep Kosher food laws in different ways.</p> <p>To know ways in which Orthodox and Progressive Jews might keep Shabbat in different ways.</p> <p>To explain why following Jewish food laws and/or keeping the laws of following Shabbat might be done differently by different Jewish people.</p>	
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			<p>To know why following Jewish food laws and keeping Shabbat is still important to Jewish people today.</p> <p>To consider and weigh up the value of Shabbat as a time of rest and a time for worship, community and family for Jewish people and something similar for non-Jews.</p> <p>To know what is important about worship in Judaism.</p> <p>To know how worship might differ between different Jewish communities.</p> <p>To know why worship at the synagogue might still be of value to a Jewish person today.</p>	
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	<p>To know Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</p> <p>To know Jesus shows love and forgiveness to unlikely people.</p> <p>To know Christians try to be like Jesus — they want to know him better and better.</p> <p>To know Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p>	<p>To know 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').</p> <p>To know Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p> <p>To know 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</p>	<p>To know 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.</p> <p>To know 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.</p> <p>To know Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their</p>	<p>To know 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.</p> <p>The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>To know many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p>
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		<p>Kingdom visible by living lives that reflect the love of God.</p> <p>To know Christians celebrate Pentecost as the beginning of the Church.</p>	<p>personal lives, with family, with their neighbours, in the local, national and global community.</p>	
	<p>Make links between religious beliefs and teachings and why people try to live and make the world a better place.</p> <p>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)</p>	<p>To know about love, commitment and promises in two religious traditions and describe what they mean.</p> <p>To know some beliefs about commitment and promises shown in Christian baptism and describe what they mean.</p> <p>To know of ceremonies of commitment for Christians today.</p>	<p>Talk about why some characters in movies are naughty or bad To say what I think the word 'conscience' means, and talk about what a conscience might tell you to do.</p> <p>To suggest reasons why it might be helpful to follow a moral code that comes from your conscience, and also why it might be difficult, offering different points of view .</p>	<p>To know what the words theist /atheist /agnostic mean.</p> <p>To give at least one example of what a theist, atheist and agnostic might say about god.</p> <p>To give some examples of what a theist (e.g. a Christian) believes about God.</p> <p>To give some examples of what an agnostic and atheist might say about God.</p>

		<p>To know about why people choose infant baptism or believers' baptism.</p> <p>To know the importance of the symbolism of being baptised.</p> <p>To know the meaning of the Bible's teaching about baptism and that it is still valued today.</p> <p>To know some beliefs about commitment and promises in Judaism and describe what the meanings of the beliefs might be.</p> <p>To know about the meaning and importance of ceremonies of commitment for Jewish people today.</p>	<p>To make up three or more sentences that suggest rules for a happier world.</p> <p>To suggest answers to my own questions and those others have raised about how and why people should be good.</p> <p>To make connections between the values studied (e.g. from Apostle Paul) and my own life: do I want to be the kind of person described by Paul in Galatians 5:22?</p> <p>To give good reasons for the values I think matter most.</p> <p>To identify and talk about four things Humanists say we should do to be good.</p>	<p>To begin to talk about some ideas to do with atheism, agnosticism and theism.</p> <p>To say where Christians get their ideas about God from.</p> <p>To give at least three ways in which Christians describe what they believe God is like.</p> <p>To ask some questions of an atheist and a Christian about their beliefs.</p> <p>To give an example of what difference it makes for someone to believe in God.</p> <p>To begin to talk about how believing in God is helpful to some people.</p> <p>To give at least three reasons why a person believes in God.</p>
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		<p>To know what happens at a Bar Mitzvah or Bat Mitzvah</p> <p>To know what commitments are shown in a Bar or Bat Mitzvah and describe what the ritual means.</p> <p>To know why these ceremonies have lasted for thousands of years and matter a lot in Jewish communities today.</p> <p>To know some beliefs about love, commitment and promises in some Hindu communities and describe what they mean.</p>	<p>To talk thoughtfully about the idea of being 'good without God': are the Humanists right that we all have to try and be good for ourselves?</p> <p>Use the word 'atheist' correctly.</p> <p>To suggest reasons why fairness, justice, forgiveness and freedom matter in our world today.</p> <p>To think and talk about consequences: 'what will happen if...?'</p> <p>To work in a group on a drama that raises a question about how we apply a moral idea or rule.</p>	<p>To give at least three reasons why a person doesn't believe in God.</p> <p>To give an example of what difference it makes for someone to believe in God or not to believe in God.</p> <p>To suggest why at least two reasons for believing in God would persuade/not persuade someone to believe.</p> <p>To express some of my own ideas about why people believe or not, giving reasons.</p> <p>To give at least one explanation why someone can be a scientist and also believe in God.</p> <p>To give at least one explanation why someone might say that you cannot</p>
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			<p>To make a link between Humanist values and how people choose to behave.</p> <p>To write thoughtfully about the links between our values, codes for living and behaviour and its consequences.</p> <p>To infer from some Bible texts some values that mattered to Jesus.</p> <p>To connect sayings of Jesus with values which people might choose to hold today.</p> <p>To make a clear connection between Jesus' teaching and some ways Christians try to be good.</p>	<p>be a Christian and a scientist.</p> <p>To give an example of what difference it makes for someone to be a scientist and to believe in God.</p> <p>To express some of my own ideas about the connections between science, faith and God.</p>
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			<p>To explore and explain similarities and differences between how Humanists and Christians live.</p> <p>To work in teams and on my own to define which values I think are most important and why.</p> <p>To connect the beliefs about the world which Humanists and Christians hold to the values I think matter most</p> <p>To give my own view clearly about ideas that Humanists and Christians values.</p> <p>To identify and describe a peacemaker and explain what a charity does to make peace.</p>	
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			<p>To write a text that expresses the beliefs about peace held by Christians or Humanists.</p> <p>To make clear connections between Christian and Humanist ideas about being good and how people contribute to peace in their communities.</p> <p>To contribute thoughtful work to a class project about peace-making, using religious and Humanist ideas .</p> <p>To suggest reasons why - even though most people say they love peace - not many people can be called 'peace MAKERS'. Why is peace-making hard work?</p>	
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			<p>To discuss and express my thoughts about values connected with peace making.</p> <p>To discuss important questions about peace and other values thoughtfully.</p> <p>To select and explain the values I think matter most for a peaceful society.</p> <p>To compare what Humanists and Christians say is good - or bad.</p> <p>To make a link between what Humanists and Christians agree upon.</p> <p>Identify two rules about which Humanists and Christians do not agree.</p>	
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			<p>To identify the difference between getting my rules from a sacred text and thinking for myself about the rules I believe in.</p> <p>To make a clear list of similarities between Christian and Humanist values.</p> <p>To make a clear list of differences between Christian and Humanist values.</p> <p>To suggest what might help people to follow a moral code, and why it is useful.</p> <p>To discuss why it is difficult to 'keep the rules'.</p>	
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			<p>To consider different ideas about what helps people to keep the rules of life.</p> <p>To ask some good questions about whether and when rules should be left behind, or even broken.</p> <p>To respond with reasons to questions such as, What matters most? Rules, values, love or kindness?</p>	
Disciplinary Knowledge	Year 3	Year 4	Year 5	Year 6
	<p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p>	<p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean.</p>	<p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p>	<p>To know at least three examples of ways in which religions guide people in how to respond to good and hard times in life.</p> <p>To identify beliefs about life after death in at least two religious traditions, comparing and explaining for</p>

	<p>Make clear links between <i>Genesis 1</i> and what Christians believe about <i>God and Creation</i>.</p> <p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>	<p>Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about <i>God the Trinity</i> in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Make links between some Bible texts studied and the idea of <i>God</i> in Christianity, expressing clearly some ideas of their own about what the <i>God of Christianity</i> is like.</p>	<p>Make clear connections between Bible texts studied about <i>God</i> and how Christians put these beliefs into practice; for example, through calling for justice, promoting forgiveness and so on.</p> <p>Show how Christians put their beliefs about <i>God</i> into practice in worship: for example, through confession.</p> <p>Weigh up how biblical ideas about love, holiness or forgiveness relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.</p>	<p>similarities and differences.</p> <p>To make clear connections between what people believe about <i>God</i> and how they respond to challenges in life (e.g. suffering, bereavement)</p> <p>To use evidence and examples to show how beliefs about resurrection/judgement/heaven/ karma/ reincarnation make a difference to how someone lives.</p> <p>To reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these.</p> <p>To offer a reasoned response to the unit</p>
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				question, with evidence and example, expressing insights of their own.
	<p>Make clear links between the story of Noah and the idea of covenant.</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p>	<p>To Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</p> <p>To give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</p> <p>To make clear connections between Hindu beliefs about dharma, karma, samsara and moksha</p>	<p>To explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>To identify Gospel and prophecy texts, using technical terms.</p> <p>To explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>To comment on how the idea that Jesus is the</p>	<p>To outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>To identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>To make clear connections between Genesis 1 and</p>

		<p>and ways in which Hindus live.</p> <p>To connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</p> <p>To give evidence and examples to show how Hindus put their beliefs into practice in different ways.</p> <p>To make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.</p> <p>To reflect on and articulate what impact belief in karma and dharma might have on</p>	<p>Messiah makes sense in the wider story of the Bible.</p> <p>To weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.</p>	<p>Christian belief about God as Creator.</p> <p>To show understanding of why many Christians find science and faith go together.</p> <p>To identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>To weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p>
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		<p>individuals and the world, recognising different points of view.</p> <p>To describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</p>		
	<p>Identify some beliefs about God in Islam, expressed in Surah 1.</p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p>	<p>To describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>To suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p>	<p>To identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <p>To describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices)</p>	<p>To identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately.</p> <p>To give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc.</p>

	<p>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.</p> <p>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>	<p>To discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>	<p>follow example of the Prophet)</p> <p>To make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p> <p>To give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> <p>To make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region today.</p> <p>To consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are</p>	<p>To make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live.</p> <p>To connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc.</p> <p>To give evidence and examples to show how Hindus put their beliefs into practice in different ways.</p> <p>To make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus.</p> <p>To reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals</p>
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			<p>valuable to people who are not Muslims.</p> <p>To reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>	<p>and the world, recognising different points of view.</p>
	<p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today.</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</p>	<p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p>	<p>To identify and explain Jewish beliefs about God.</p> <p>To give examples of some texts that say what God is like and explain how Jewish people interpret them.</p> <p>To make clear connections between Jewish beliefs about the Torah and how Jews use and treat it.</p> <p>To make clear connections between Jewish commandments and how Jews live (e.g.</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</p>

	<p>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.</p> <p>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>	<p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>	<p>in relation to kosher laws).</p> <p>To give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</p> <p>To make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.</p> <p>To consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are</p>	<p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Show how Christians put their beliefs into practice.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>
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			valuable to people who are not Jewish.	
	<p>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>Make simple links between Bible texts and the concept of 'Gospel' (good news).</p>	<p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p>Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and</p>	<p>To know features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>To know clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p>	<p>To explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>To consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>To make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p> <p>To relate Christian teachings or beliefs about God's Kingdom to the</p>

	<p>Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>how Christians live their whole lives and in their church communities.</p> <p>Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>	<p>To know biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own</p>	<p>issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p>
	<p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).</p> <p>Describe some examples of how people try to live (e.g. individuals and organisations)</p>	<p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for</p>	<p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <p>Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists</p>	<p>To define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs.</p> <p>To identify and explain what religious and non-religious people believe about God, saying where they get their ideas from.</p>

	<p>Identify some differences in how people put their beliefs into action.</p> <p>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better.</p> <p>Make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas.</p> <p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good</p>	<p>religious and non-religious people today</p> <p>Understand the impact:</p> <p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals).</p> <p>Identify some differences in how people celebrate commitment (e.g.</p>	<p>saying people can be 'good without God')</p> <p>Make clear connections between Christian and Humanist ideas about being good and how people live.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>Raise important questions and suggest answers about how and why people should be good.</p> <p>Make connections between the values studied and their own lives, and their importance in the world</p>	<p>To give examples of reasons why people do or do not believe in God.</p> <p>To make clear connections between what people believe about God and the impact of this belief on how they live.</p> <p>To give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p> <p>To reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging.</p> <p>To consider and weigh up different views on theism, agnosticism and</p>
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	<p>reasons for their views.</p>	<p>different practices of marriage, or Christian baptism) Make connections:</p> <p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones.</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today.</p>	<p>today, giving good reasons for their views.</p>	<p>atheism, expressing insights of their own about why people believe in God or not.</p> <p>To make connections between belief and behaviour in their own lives, in the light of their learning.</p>
Vocabulary	Bible, Old Testament, Christian, Creation, natural, Jews, monk,	Gospel, Incarnation, Trinity, Father, Son, Holy Spirit, baptised,	Characteristic, Omnipotent, Omniscient, Holy,	Faith, heaven, soul, spirit, reincarnation, Hindu, Karma, Moksha, liberation,

	<p>nun, caretakers, hymn, reflection, Fall</p> <p>Bible, Old Testament, Genesis, Torah, Creator, relationship, Creation, Fall, People of God, Covenant, promise, Christians, Interpretation, Stewards, Sin.</p> <p>Five pillars, Ibadadh, Sawm, Salat, Zakat, Hajj, Surah, Mosque/Masjid, Tawhid, Iman, Qu'ran, Rak'ah, Shahada, Ramadan, Eid-al-Fitr</p> <p>Jewish, Shabbat, Synagogue, Kosher, Exodus, Rosh Hashanah, Yom Kippur, Pesach Passover, Commandment, Torah, Mezzuzah.</p>	<p>humanity, infant, believer</p> <p>Hindu, Brahman, Aum (Om), deities, Ganesh, Krishna, Lakshmi, Parwati, Saraswati, Shiva, Vishnu, murtis, Trimurti, Shiva Nataraja, puja tray, diva lamp, Ravana, Rama, Sita, Puranas, Ramayana, namaste, atman</p> <p>Dharma, Hanuman, Aarti, Bhajans, mandir, Diwali, Dasratha, Rangoli</p> <p>Christian, Good Friday, Easter, Creation, Fall, Incarnation, Gospel, Salvation, Holy Week, Palm Sunday, resurrection</p>	<p>Loving, Eternal, Spirit, Crucifix, Altar, Font, Lectern, Pulpit, Apse, Sanctuary, Chancel, Nave, Transept.</p> <p>Messiah, Incarnation, Immanuel, Counsellor, Prophet, Christmas, Creation, Fall, People of God, Gospel, Salvation, Kingdom of God.</p> <p>Islam, Muslim, Prophet, Allah, pbuh, Mosque, Sunni, Shi'a, Sufi, Qu'ran, Mecca, Ka'bah, 5 Pillars, Shahada, Salah, Zakat, Sawm, Hajj, Pilgrimage, Ihram, Halq, Hadith.</p> <p>Jewish, synagogue, kippah, tallith, orthodox, progressive, rabbi, hashem, shema, mezuzah, tefillin, torah, tenakh, nevi'im, Ketuvim, Sefer torah,</p>	<p>salvation, Samsara, Muslim, judgement, paradise, funeral, service, humanist, repent</p> <p>Creation, science, conflicting, complementary, Christian, Genesis, evolution, Darwin, opinion, psalm</p> <p>Hindu, Karma, dharma, Moksha, Samsara, atman, ahimsa, Aum, Brahman, Namaste, Trimurti, Brahma, Vishnu, Shiva, deities, monotheism, polytheism, diversity, Mahabharata, Vedas, Gandhi, Sewa</p> <p>Salvation, resurrection, Good Friday, crucifixion, Easter Sunday, Golgotha, Golden Rule, Atheist, Agnostic, eternal, after-life, sin, consequence</p>
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	<p>Trinity, God, Father, Son, Spirit, Blessing, Grace, Love, Fellowship, Baptism, Baptize.</p> <p>Gospel, Good News, Bible, New Testament, Disciples, Church, Sacrifice, Minister/ Vicar</p>	<p>Pentecost, Kingdom of God, Holy Spirit, symbol, Lord's Prayer, Comforter</p> <p>Journey, milestone, ceremony, baptism, christening, commitment, symbol, Jewish, Bar (Bat) Mitzvah, Torah, Sabbath, Orthodox, Reformed, Hindu, dharma, Moksha, Samskaras, sacred, marriage, love</p>	<p>kosher, trefah, avot melakhah, rosh Hashanah, Shabbat, Ark, Ner Tamid, Bimah. 10 commandments, Scribe, Creation, Sabbath, Shabbat meal, Challa bread, kiddush wine, Ein Keloheinu, Elohim, Adon, Melekh, Moshi'ah, Avinu Malkeinu, Rosh Hashanah, Yom Kippur, Day of Atonement, Shofar.</p> <p>Values, virtues, theist, atheist, humanism, humanist, golden rule,</p>	<p>Kingdom of God, Christian, parables, Lord's prayer, Old Testament, New Testament, Gospel, prophet</p> <p>Christian, Muslim, Non-religious, Hindu, Buddhist, Sikh, Jew, Folk religion, theist, atheist, agnostic, bible, priest, imam, rabbi, missionary,</p>
Cross-curricular reading	<p>The Bible Deborah and the Very Big Battle Esther and the very Brave Plan Noah and the Animals Animal Tales</p>	<p>The Bible The Link-It-Up Bible - 80 Fantastic Stories Diary of a Disciple - Luke's Story The Garden, the Curtain and the Cross</p>	<p>The Bible David and the very Big Giant Jonah and the very Big Fish The Link-It-Up Bible - 80 Fantastic Stories</p>	<p>The Bible Soul Fuel - Young Explorers Bible Force - The First Heroes Bible The Unofficial Bible for Minecrafters Diary of a Disciple</p>

	<p>The Garden, the Curtain and the Cross The Story of Christmas The Unofficial Bible for Minecrafters David and the Very Big Giant Jonah and the Very Big Fish Moses and the Very Big Rescue Stories Jesus Told The Hanukkah Mice Judaism (Info Buzz: Religion) Answers Books for Kids Box Set (Vol 1-8): Stories of 20 Mighty Muslim Heroes 1001 Inventions and Awesome Facts From Muslim Civilization:</p>	<p>The Unofficial Bible for Minecrafters Stories Jesus Told The Puffin Book of Hindu Gods and Goddesses 365 Tales of Indian Mythology Classic Tales from India: How Ganesh Got His Elephant Head and Other Stories</p>	<p>Diary of a Disciple - Luke's Story The Story of Christmas The Unofficial Bible for Minecrafters Soul Fuel for Young Explorers Mud, Sweat and Tear Bibleforce - The First Heroes Bible Judaism (Info Buzz: Religion) Classic Tales from India: How Ganesh Got His Elephant Head and Other Stories Atheism For Kids Humanism for Kids What is Humanism? How do you live without a god? And Other Big Questions for Kids Answers Books for Kids Box Set (Vol 1-8): Stories of 20 Mighty Muslim Heroes</p>	<p>The Puffin Book of Hindu Gods and Goddesses 365 Tales of Indian Mythology Atheism For Kids Humanism for Kids What is Humanism? How do you live without a god? And Other Big Questions for Kids Answers Books for Kids Box Set (Vol 1-8):</p>
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			1001 Inventions and Awesome Facts From Muslim Civilization:	
Cross-curricular links	<p>What do Christians learn from the Creation Story links with valuing our world and wonder at its beauty whilst leaving us with the responsibility of caring for it.</p> <p>What is it like for someone to follow God links to the promises and commitments we make in life and how we live as well as year 3 weather topic.</p> <p>How do festivals and worship show what matters to a Muslim and How do festivals and family life show what matters to Jewish people both link with our</p>	<p>'What is the trinity?' follows systematically from the last year 3 Christian unit of 'What kind of a world did Jesus want?' by looking at the Holy Spirit's influence within the life of Christians today.</p> <p>Following this, year 4 will start with the Hindu unit 'What do Hindus believe god is like?' which will coincide with the school's bi-annual Indian culture day focus near to the Diwali celebration. It also will enable children from each class to express their own personal faith as</p>	<p>'What does it mean if Christians believe God is Holy and loving?' follows logically from the last two Christian units on Easter and Pentecost in year 4 as well as linking to the start of year 4 Incarnation unit.</p> <p>Following this, leading upto Christmas, children will look at 'Why do Christians believe Jesus was the Messiah?' which links with Jesus' birth at Christmas as well as back with the incarnation unit at the start of year 4 about Jesus being one part of the Trinity.</p>	<p>In year 6, children start with a thematic unit of 'How does faith help people when life gets hard?' which essentially deals with death and links with the topic of World War II where many people died.</p> <p>Then, to go with the topic of Darwin, children can link cross curricular ideas with their R.E. of 'Creation and science: conflicting or complementary?' seeing the scientific and faith links from different perspectives. This will also build on the creation / fall topic in year 3 of 'What is it like to follow God?' where children learn of the trust of the relationship with God despite not knowing everything!</p>

	<p>multicultural school and understanding our diverse community within which we live.</p> <p>What kind of World did Jesus want and How and why do people try to make the world a better place link with summer term courageous advocacy sponsor challenge and selecting what to spend the raised money on. The first unit also links to the church calendar celebration of Pentecost.</p>	<p>the school has a many Hindu children.</p> <p>In spring, children continue with the Hindu faith, 'What does it mean to be a Hindu in Britain today?' and the children link with a faith school in the city, Krishna Avanti, to see how children celebrate their festivals within the U.K. (Holi).</p> <p>Leading up to Easter, during Lent, the year 4's will look at 'Why do Christians call the Jesus died Good Friday?' This will help the children as year 4 lead our Easter 'Get Together' at church annually and so fits with the church calendar as</p>	<p>In Spring, the children study 'What does it mean to be a Muslim in Britain today?' which will build on prior learning from year 3 and will also involve a visit from a Muslim Iman specialist or a visit to the mosque. Again, within school we have some children of the Muslim faith, who also share their expert knowledge with their class mates.</p> <p>Following this, the children return to Judaism to build again on knowledge from the year 3 unit looking at 'Why is the Torah important to Jewish people?' These faith units mirror the same sequence of learning in year 3 at the same time.</p>	<p>In spring, children study 'Why do Hindus want to be good?' which links to the Hindu faith units studied in year 4 but again, with a large proportion of children in the school being Hindu, enables personal faith peer teaching opportunities.</p> <p>During Lent, leading up to Easter, the year 6's study 'What do Christians believe Jesus did to 'save' people?' again mirroring year 4 unit about Good Friday and fitting in with the church calendar and collective worship themes at this time of year.</p> <p>To start the summer term, 'For Christians, what kind of king is Jesus?', a kingdom of God unit which build on the year 4 kingdom of God topic from</p>
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		<p>well as reinforcing collective worship themes at this time of year.</p> <p>In the same way, the next unit 'For Christians, when Jesus left what was the impact of Pentecost?' will also fit with the church calendar celebration of Pentecost towards the end of May and collective worship themes which the minister will lead.</p> <p>Again, year 4 finish the year with a thematic unit of 'How and why do people mark significant events of life?' when they can use knowledge learnt from the Christian and Hindu units of</p>	<p>For summer term, year 5 return to Christianity and a Gospel unit of 'What would Jesus do?' again building on the year 3 gospel unit of 'What kind of world did Jesus want?' These again are studied in the same term exactly mirroring learning of living out the Christian faith and linking with the courageous advocacy summer term fund raising.</p> <p>To finish, children look at a thematic unit of 'what matters most to Christians and Humanists?' enabling children to draw on knowledge gained throughout their 3 years within school and understand a different world view perspective.</p>	<p>Pentecost is taught leading up to the celebration of Pentecost and again and collective worship themes at this time of year would match the themes studied.</p> <p>Finally, 'Why do some people believe in God and some people not?' finishes the year with opportunities for good debating and discussions in a more secondary style. During this unit, the children would have opportunity to reflect on their own faith / non-faith journey through school and onward to their new setting with a pilgrimage walk.</p>
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		<p>year 4 plus Islam and Judaism of year 3 and apply to different events of a person's life.</p>		
<p>Christian Values</p>	<p>Courage - Children develop courage by expressing their beliefs and ideas and being willing to share their thoughts within the class environment. They show the courage to take risks, express ideas and learn from mistakes and they are inspired by the diverse multi-culture of mankind.</p> <p>Fairness - Through Religion and World Views, children learn to behave without favouritism or discrimination within God's diverse cultural world thereby shining a beacon within society and standing solidly for the love of mankind. Frequent opportunities for discussion and healthy debate, challenge thinking to instigate change.</p> <p>Kindness - Children are able to compare their own lives with others and show compassion for those in need.</p> <p>Koinonia - Children work co-operatively with talk partners, groups and as a class to share thoughts, ideas and viewpoints which develops a strong understanding of the community within which we live and work therefore demonstrating respect of other cultures and religions. Realisation that this is just a small representation of the diverse community in God's world is generated.</p> <p>Responsibility - Children develop the discipline for seeking wisdom by questioning their thoughts and actions. They know that they are caretakers of God's Earth, members of a diverse world community and need to live in harmony, yet hold strongly to their personal beliefs, in order to glorify God and partake in his plan for the world to make changes that will make a difference.</p>			

	<p>Thankfulness - Children show thankfulness for God's beautiful world and the wonder of creation, they reflect on their gratefulness for God's provision in their lives and the lives of others as well as having their eyes opened to being indebted to charities and organisation who work with those less fortunate.</p> <p>Truthfulness - Children continually explore this value through discovery, exploration, discussion and debate and learn to investigate aspects of Religion and World views hypothesizing on the difference a viewpoint makes in a person's life. They develop a growing appreciation for the benefits holding to faith or a scheme for living can have when living within a world of complex inter-connected global issues.</p>
<p>Spiritual Development be guided by their beliefs and values and be willing to take a stand to defend them</p> <p>be intrigued by mystery and be open to an awareness of the transcendent in the whole of life</p> <p>be comfortable with stillness and silence and open to engage in reflection/meditation/prayer.</p>	<p>RE Curriculum Daily Collective Worship Opportunities for courageous advocacy</p> <p>What is mysterious about God - Trinity unit Pentecost Daily act of collective worship</p> <p>Use of the reflection area</p> <p>Class prayers</p>

<p>be ready to say sorry when mistakes are made, to forgive themselves and to forgive others</p> <p>appreciate and be thankful for what is good in life like friends and family, and show generosity towards others</p>	<p>Collective Worship - prayer</p> <p>School's behaviour policy</p> <p>Collective Worship - prayer, song</p> <p>Harvest</p> <p>Charity fundraising</p>			
<p>demonstrate curiosity and open mindedness when exploring life's big questions</p>	<p>RE</p> <p>What do Christians learn from the Creation Story?</p> <p>What is it like for someone to follow God?</p> <p>How do festivals and worship show what matters to a Muslim?</p> <p>How do festivals and family life show what matters to Jewish people?</p> <p>What kind of world did Jesus Want?</p>	<p>RE</p> <p>What is the Trinity and why is it important for Christians?</p> <p>What do Hindus believe God is like?</p> <p>Diwali Focus- Indian Culture day</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>RE</p> <p>What does it mean if Christians believe God is holy and loving?</p> <p>Why do Christians believe Jesus was the Messiah?</p> <p>What does it mean to be a Muslim in Britain today?</p> <p>Why is the Torah so important to Jewish People?</p> <p>Christians and how to live; 'What would Jesus do?'</p>	<p>RE</p> <p>How does faith help people when life gets hard?</p> <p>Creation and science: conflicting or complementary?</p> <p>Why do Hindus want to be good?</p> <p>What do Christians believe Jesus did to 'save' people?</p> <p>For Christians, what kind of king is Jesus?</p>

	<p>How and why do people try to make the world a better place?</p>	<p>For Christians, when Jesus left, what was the impact of Pentecost?</p> <p>How and why do people mark the significant events of life?</p>	<p>What matters most to Humanists and Christians?</p>	<p>Why do some people believe in God and some people not?</p>
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