

Religious Education



OUR CURRICULUM INTENT

To nurture independent, resilient, inquisitive learners, who have a breadth of knowledge, experiences and skills, with aspiration to succeed in the wider world.

The GOLDEN THREADS of our Intent

Oracy

Diversity

Independence

PROGRESSION OF KNOWLEDGE IN RELIGIOUS EDUCATION

Religious Education at Potterhanworth CofE Primary School uses the Lincolnshire Locally Agreed Syllabus and the Understanding Christianity Resource. In all aspects of RE we approach the teaching through the three disciplines of Believing, Thinking and Living.

- Believing (Theology) - We explore the beliefs and concepts that underpin the diverse ways in which people understand the world around them.
- Thinking (Philosophy) - We place importance on the use of dialogue, discussion and debate to refine the way in which pupils think about the world and their place in it. Questions of reality, knowledge and morality, encouraging pupils to develop their capacity for reasoning.
- Living (Human and social sciences) - We consider the lived reality of religion and the impact that a person's worldview has on the way in which they engage in the world and relate to others

The three elements that run through the Understanding Christianity resources also link to these three elements

- making sense of the text (Believing)
- understanding the impact (Living)
- making connections. (Thinking)

EYFS

Understanding the World ELG

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.

DISCIPLINARY KNOWLEDGE

ELG:

Personal, Social and Emotional Development

See themselves as a valuable individual.

Build constructive and respectful relationships.

Express their feelings and consider the feelings of others.

Think about the perspectives of others.

Understanding The World

Recognise that people have different beliefs and celebrate special times in different ways.

Talk about members of their immediate family and community.

Compare and contrast characters from stories, including figures from the past.

Understand that some places are special to members of their community.

How It Can Be Supported:

Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.

Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.

Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.

Take children to places of worship and places of local importance to the community.

Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.

During dedicated talk time, listen to what children say about their family.

Share information about your own family, giving children time to ask questions or make comments.

Encourage children to share pictures of their family and listen to what they say about the pictures.

Using examples from real life and from books, show children how there are many different families.

SUBSTANTIVE KNOWLEDGE

CHRISTIANITY - INCARNATION	CHRISTIANITY-SALVATION	CHRISTIANITY – CREATION(GOD)	OTHER RELIGIONS: JUDAISM/HINDU/ISLAM/
<p>Children will know that:</p> <ul style="list-style-type: none"> • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God. 	<p>Children will know that:</p> <ul style="list-style-type: none"> • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others. 	<p>Children will know that:</p> <ul style="list-style-type: none"> • The word God is a name. • Christians believe God is the creator of the universe. • Christians believe God made our wonderful world and so we should look after it. 	<p>Children will know that:</p> <ul style="list-style-type: none"> • People belong to different religious groups: Christians, Muslims, Jews and Hindus. • There are special people in these different religious groups: Vicar, Imam, Rabbi, Muhammad, Jesus, God. • Each religion has a special book that they use to learn from and guide them: Bible, Qu'ran, Torah. • Festivals: Diwali (Hinduism), Hannukah (Judaism), Eid (Islam), Easter, Christmas. • Each religion talks about creation and peoples' responsibility to look after it.

YEAR ONE

SUBSTANTIVE KNOWLEDGE

CHRISTIANITY – GOD	CHRISTIANITY-CREATION	ISLAM-GOD	ISLAM-COMMUNITY
<p>Children will know that:</p> <ul style="list-style-type: none"> • Christians believe there is one God. • The bible is a special book to Christians that tells them about God and His relationship with his people. • God is loving, kind, fair and forgiving and also Lord and King. • There are stories in the bible that show these Christian beliefs. • Christians need to worship God and try to live in ways that is pleasing to him. • A parable is a story that Jesus to illustrate a moral or spiritual lesson. 	<p>Children will know Christians believe that:</p> <ul style="list-style-type: none"> • God created the universe and the Earth. • Everything and everyone in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God. 	<p>Children will know Muslims believe:</p> <ul style="list-style-type: none"> • In one God (Allah) who created the universe in harmony • human beings were created to help keep the universe in harmony • that Allah provided a straight path (shariah) to keep the universe in harmony • that there is guidance to help humans follow the straight path (Qu’ran, prophets, natural world) • There are 99 Names of Allah that help them understand what Allah is like • The Qur’an is the holy book of Islam providing guidance for human beings to keep on the straight path • The Prophet Muhammad is the final prophet and he received the Qur’an directly from Allah, lives it out in his own life and leads people along the straight path 	<p>Children will know:</p> <ul style="list-style-type: none"> • Characteristics of a Muslim’s prayer • That they have key objects associated with prayer and the importance of these. • Muslims study the Qur’an at the madrassah (school) to learn how to follow the straight path and recite the Qur’an • Which celebrations are important to Muslims: Eid ul-Fitr, Eid ul-Adha • There are key practices, symbols, etc., in Islam and they will know how they relate to Muslim beliefs about God, the universe and human beings.

DISCIPLINARY KNOWLEDGE

Believing: Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita). Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).

Living: Be able to identify that different people have different beliefs about the world around them. Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.). Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals. Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage.

Thinking: Be able to ask questions about the world around them Be able to make connections between using their senses and what they know about the world around them. Use reasons to support personal opinions about religions/beliefs.

YEAR TWO

SUBSTANTIVE KNOWLEDGE

CHRISTIANITY- SALVATION	CHRISTIANITY - INCARNATION	ISLAM – BEING HUMAN	ISLAM – LIFE JOURNEY
<p>Children will know:</p> <ul style="list-style-type: none"> • Easter is very important in the ‘big story’ of the Bible. • Christians believe Jesus rose again, giving people hope of a new life. • Stories of the Holy week and Easter and link it with the idea of salvation. • That Jesus gives instructions about how to behave well and live right. • Children will look at whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. 	<p>Children will know that Christians believe:</p> <ul style="list-style-type: none"> • Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary. • Advent is a time for them to be ‘getting ready’ for Jesus’ coming. and celebrate Jesus’ birth; <p>Children will know that stories of Jesus’ life come from the Gospels in the New Testament.</p>	<p>Children will know:</p> <ul style="list-style-type: none"> • About the shahadah (statement of faith) and know this is one of the Five Pillars of Islam and used as a key part of Muslim prayer; • The importance of the prophets (those who guide Muslims along the straight path [shariah] • The importance of Akhlaq (character, moral conduct) – making good choices. • The importance of serving others and showing compassion, e.g. zakat • Stories about the prophets (e.g. Ibrahim, Nuh, Musa, Isa, Muhammad) – how to care for others and make sure the world is a fair, just and harmonious place 	<p>Children will know:</p> <ul style="list-style-type: none"> • The importance of community (ummah) in Islam. • How Muslims celebrate a new member (baby) of the Muslim community (ummah) • The purpose of whispering the call to prayer (adhaan) into the baby’s ear just after they have been born • About the aqiqah ceremony at 7 days old and the importance of food. • Muslims shave the baby’s hair and the reasons for this. • The traditions of naming the babies <p>Children will compare this with other birth rites, e.g. baptism (Christianity) or brit milah (Judaism)</p>

DISCIPLINARY KNOWLEDGE

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Living: Be able to identify that different people have different beliefs about the world around them. Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.). Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals. Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage.

Thinking: Be able to ask questions about the world around them Be able to make connections between using their senses and what they know about the world around them. Use reasons to support personal opinions about religions/beliefs.

YEAR THREE/FOUR (YEAR A CYCLE)

SUBSTANTIVE KNOWLEDGE

CHRISTIANITY – INCARNATION (GOD)	CHRISTIANITY-SALVATION	ISLAM-GOD	HINDUISM- GOD
<p>Children will know that</p> <ul style="list-style-type: none"> • Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<p>Children will know that</p> <ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection 	<p>Children will know:</p> <ul style="list-style-type: none"> • That Muslims believe in one, whole God (tawid = oneness of God) • The connection between iman (faith/beliefs) and ibadah (worship/practice) through the The Five Pillars of Islam: <ul style="list-style-type: none"> - Shahadah (statement of faith) - Salat (prayer five times a day) - Zakat (charitable giving) - Sawm (fasting during the month of Ramadan) - Hajj (pilgrimage to Makkah) • Muslims believe Allah created human beings to be 'abd (servant) and khalifa (regent) to help him keep things in harmony; has set out a straight path (shariah) • The role of the masjid (mosque) in Muslim belief and practice and the key features in worship (e.g. qibla, minaret, minbar, prayer mats, facilities for wudu). 	<p>Children will know:</p> <ul style="list-style-type: none"> • Hinduism is an umbrella term for a collection of religious expressions • Hinduism is a monotheistic religion (belief in one ultimate reality) • Brahman, the ultimate reality, the life force in all things • Trimurti – Brahma (creator – the beginning of life), Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life) – representing the cycle of life (helping Hindus worship Brahman, the ultimate reality) • The symbol of the lotus flower and its association with Brahma, Vishnu and the story of creation • Atman (the soul) – the bit of the ultimate reality in all living things

DISCIPLINARY KNOWLEDGE

Believing: Be able to explain what it means for a text/story to 'have authority' for a group of believers. Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, eg salvation and incarnation, tawhid and creation, dharma and moksha.

Living: Be able to describe the difference between 'beliefs' and 'religion'. Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context. Be able to make connections between beliefs and the decisions and individual makes about how to live their life. Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions.

Thinking: Be able to identify ways in which different people think about the world differently. Be able to understand and begin to explain that there is a difference between believing and knowing. Be able to provide, with a range of evidence, reasons why a member of a belief tradition may hold a particular belief (eg that the world was created, that God exists)

YEAR THREE/FOUR (YEAR B CYCLE)

SUBSTANTIVE KNOWLEDGE

CHRISTIANITY- CREATION

Children will know:

- That **God the Creator** cares for the creation, including human beings.
- As human beings are part of God's good **creation**, they do best when they listen to God.
- The **Bible** shows that God wants to help people to be close to him — he keeps his **relationship** with them, gives them **guidelines** on good ways to live (such as the **Ten Commandments**).
- Christians believe God made our wonderful world and so we should look after it.

ISLAM – COMMUNITY

Children will know:

- **The Five Pillars of Islam** and how they relate to Muslim beliefs:
 - **Shahadah** (statement of faith)
 - **Salat** (prayer five times a day)
 - **Zakat** (charitable giving)
 - **Sawm** (fasting during the month of Ramadan)
 - **Hajj** (pilgrimage to Makkah)
- The **masjid (mosque)** as a 'place of prostration' and the role of the mosque in Muslim belief and practice key features (e.g. **qibla, minaret, minbar, prayer mats, facilities for wudu**).
- The **Umrah** is a non-mandatory, lesser pilgrimage to **Makkah** that can be carried out at any time.
- The role of the **mosque (masjid)** as a centre of the community; education (the madrassah), welfare (by distributing zakat) and engaging with the wider local community
- Important festivals and the ways in which they relate to Muslim beliefs
 - **Eid ul-Fitr** –festival marking the end of the month of **Ramadan** and the fast (**sawm**)
 - **Eid ul-Adha** being the festival of the sacrifice.

HINDUISM– COMMUNITY

Children will know:

- The different ways Hindus worship in the home; a home shrine often including a **murti**, devotion to particular **deities**, importance of the family and the way in which **dharma** relates to family life.
- How Hindus worship in the **mandir; puja** (prayers) and the significance of the objects on the **puja tray**; the **arti** ceremony; gifts of money on the **arti tray** used for the upkeep of the **mandir**. Also the sharing of **prashad** food.
- The festival of **Diwali** is the celebration of the story of **Rama and Sita** in the **Ramayana** and the **deity, Lakshmi**. The key practices associated with the festival, e.g. lighting **dewa lamps**; cleaning the home; wearing new clothes; exchanging gifts; firework displays.
- The festival of **Holi** is a spring festival associated with harvest, sometimes associated with **Krishna**. A time when social hierarchies are suspended (in Hindu culture and society, different parts of the social hierarchy are associated with different dharma) and is a time of seeing all people as equal. The key practices, e.g. throwing coloured powder to symbolise the life and energy of the natural world, dancing, singing, bonfires.
- The festival of **Raksha Bandhan** is the celebration of the relationship between brothers and sisters and the dharma (duty) one has to one's family. The key practices, e.g. tying a red thread (**rakhi**) around the wrist to symbolise the bond of duty that connects brothers and sisters; giving of gifts/sweets between siblings.

DISCIPLINARY KNOWLEDGE

Believing: Be able to explain what it means for a text/story to 'have authority' for a group of believers. Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, eg salvation and incarnation, tawhid and creation, dharma and moksha.

Living: Be able to describe the difference between 'beliefs' and 'religion'. Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context. Be able to make connections between beliefs and the decisions and individual makes about how to live their life. Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions.

Thinking: Be able to identify ways in which different people think about the world differently. Be able to understand and begin to explain that there is a difference between believing and knowing. Be able to provide, with a range of evidence, reasons why a member of a belief tradition may hold a particular belief (eg that the world was created, that God exists)

YEAR FIVE/SIX (YEAR A CYCLE)

SUBSTANTIVE KNOWLEDGE

CHRISTIANITY - INCARNATION	CHRISTIANITY-SALVATION	ISLAM-BEING HUMAN	HINDUISM- BEING HUMAN
<p>Children will know that Christians believe:</p> <ul style="list-style-type: none"> • Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (see Salvation) 	<p>Children will know Christians believe that:</p> <ul style="list-style-type: none"> • Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • 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; leading from darkness to light. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • 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>Children will know:</p> <ul style="list-style-type: none"> • The role of human beings in maintaining a harmonious (muslim) world . • The importance of the straight path (shariah) in helping to keep the world in harmony (muslim), as God intends it to be. • About Muslim family life and the way in which this contributes to following the straight path (shariah): <ul style="list-style-type: none"> - created by God to help provide a harmonious society; - the importance of following the example of the Prophet Muhammad, who was married and had children; - prayer at home, - family involvement in key obligations, such as fasting and pilgrimage - the different, but complementary, roles of men and women • That The Hadith is collections of the teachings and lived example (sunnah) of the Prophet Muhammad • The work of Muslim charities, and the way in which their work connects with Muslims beliefs about God, the world and human beings • Examples of contemporary Muslims and the ways in which their beliefs impact on their lives, e.g. Mo Farah, Mohamed Salah, Nadiya Hussain, Mohammed Ali. 	<p>Children will know that:</p> <ul style="list-style-type: none"> • The key importance of dharma (duty) and the way in which it relates to beliefs about samsara, the atman and moksha; duty to self, Brahman (and the deities as expressions of what Brahman is like), fellow human beings, other living beings (things with an atman), society <ul style="list-style-type: none"> • Ways in which a Hindu may try and fulfil their dharma (duty): carrying out good actions (karma) and avoiding bad actions (karma) • Ahimsa – the principle of non-violence; the way in which this relates to beliefs about ahimsa, samsara, moksha and karma. • Satsang (togetherness) – the importance of the family, the community and society in thinking about one's dharma (duty) • Examples of Hindus and the way they lived their lives, e.g. Mahatma Gandhi (guided by the principle of ahimsa), A. C. Bhaktivedanta Swami Prabhupada and his connection with the Hare Krishna movement (a form of Hinduism focused on Krishna, one of the avatars of Vishnu).

DISCIPLINARY KNOWLEDGE

Believing: Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to. Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories. Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories.

Living: Explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion. Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world. Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values). Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.). Be able to identify some of the ways in which the wider local/national community impacts on a believer's experience of a belief tradition (e.g. keeping the fast during

Thinking: Be able to analyse different ways in which people think about the world and make connections between this and their beliefs. Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'. Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.

YEAR FIVE/SIX (YEAR B CYCLE)

SUBSTANTIVE KNOWLEDGE

CHRISTIANITY- GOD	CHRISTIANITY - CREATION	ISLAM – LIFE JOURNEY	HIINDUISM- LIFE JOURNEY
<p>Children will know:</p> <ul style="list-style-type: none"> • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • 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, forgiving, and full of grace. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information. 	<p>Children will know that:</p> <ul style="list-style-type: none"> • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator 	<p>Children will know:</p> <ul style="list-style-type: none"> • How Islam's show belonging through the rites of passage. <p><u>Birth</u> (reciting the adhaan [call to prayer] into the baby's ear, giving them something sweet to taste, shaving the baby's head and the aqiqah ceremony – links between this, zakat [charitable giving] and Muslims beliefs about harmony)</p> <p><u>Marriage</u> (a social contract, mahr [a financial gift given to the bride], the nikah [marriage ceremony]; the role of cultural traditions in Muslim weddings)</p> <p><u>Death</u> (burial rituals should take place as soon as possible after death [within three days]; ritual collective washing of the body, wrapping the body in white cloth [death as an equaliser], buried facing Makkah; Muslims are never cremated)</p>	<p>Children will know:</p> <ul style="list-style-type: none"> • How Hindus show belonging through the Samskaras (rites of passage that mark the move from one phase of life to the next) The key features of each and the ways in which they connect to beliefs about Brahman, atman, samsara, dharma and karma <p><u>Birth</u> (namakarana and jatakarma – naming and welcome ceremony)</p> <p><u>Initiation</u> (upanayana – sacred thread ceremony)</p> <p><u>Marriage</u> (vivaha)</p> <p><u>Death</u> (antyeshti)</p> <ul style="list-style-type: none"> • The comparisons of belonging with Judaism's rites of passage <p><u>Birth</u> (brit milah – circumcision of boy when eight days old – mark of belonging to the people of Israel)</p> <p><u>Initiation</u> (bar/bat mitzvah – the point at which a boy or girl becomes an adult and must keep the commandments)</p> <p><u>Marriage</u> (signing the ketubah [marriage contract], the seven blessings and drinking from the Kiddush [blessing] cup, breaking a glass to signify the destruction of the Temple; ways in which this links to Jewish beliefs about covenant)</p> <p><u>Death</u> (burial rituals)</p> <p>They will explore the value of religion: is religion important because</p> <ul style="list-style-type: none"> - it makes certain claims about God, the world and human beings that religious believers accept as the truth? - it has social value for the whole of society? Does religion have value because it fosters a sense of community?

DISCIPLINARY KNOWLEDGE

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Living: Explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion. Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world. Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values). Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.). Be able to identify some of the ways in which the wider local/national community impacts on a believer's experience of a belief tradition (e.g. keeping the fast during

Thinking: Be able to analyse different ways in which people think about the world and make connections between this and their beliefs. Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'. Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.