



RE Rationale

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person. Our RE curriculum enables pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts. It enables pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians. It develops pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

As well as Christianity, children will be taught about Islam, Sikhism, Hinduism, Buddhism and Judaism. They all have the opportunity to go on a faith tour to visit three places of worship; a church, Gurdwara and a Mosque. The teaching of religions, other than Christianity, forms a third of the RE curriculum.

We are now introducing the Lincoln diocesan board of education RE planning. We believe this will allow us to ensure best practice in RE teaching.

What is best practice? Three types of knowledge:

- Substantive: the content we want children to know and remember
- Disciplinary: how we introduce our pupils to the ways in which we engage with that content
- Personal: How we help children use their learning to critically analyse their own world views This goes beyond a child saying what they believe and what they value. It supports them to articulate the 'why' that sits behind their views. Why do I believe what I believe? Why do I value what I value? Why do I live the way I do? How does the particular context in which I'm in shape the way I view the world around me?

Curriculum structure

- Ensure the three areas of knowledge are in appropriate balance. Previously, the driver of the curriculum was substantive knowledge. Due to the huge body of knowledge, children were often only receiving a broad, and generalised knowledge that led to blanket statements such as all Muslims pray 5 times a day.



- The shift in curriculum design aims to shift to a more nuanced understanding of a more authentic reality of religion and belief. One big practical change: we will not teach all six major world religions plus humanism. We will not teach lots of topics previously taught, e.g. rites of passage, festivals, places of worship, key stories, key people. NB this is not just happening in DEMAT; it is a nationwide shift. We can use our approach to the study of history to help us understand what this looks like. When studying a historical event or key figure (substantive knowledge), the disciplinary driver is to help children better understand the sorts of questions historians ask, for example questions about chronology, causation, similarities and difference. The substantive knowledge is the vehicle used to deepen the disciplinary knowledge. This is the change we are making in RE. Rather than the content driving the curriculum, the disciplinary knowledge will drive it.
- Disciplinary knowledge will drive our curriculum choices in RE. RE has lots of different disciplinary lenses. We need to teach children how to think like a theologian philosopher, and human/social scientist.

Disciplinary lens	Questions we ask in this lens			Tools or skills
Theology	What people believe	Believing	Theo	Textual interpretation of special texts and stories.
Human/social sciences	How people live and how the context affects where they live	Living	Livvy	Information that helps to analyse context e.g. map, video, interview, survey
Philosophy	How people think or reason about themselves and the world around them	Thinking	Sophie	Content helps to develop reasoning and critical thinking skills

- Alongside being introduced to these lenses, children will be introduced to the tools or skills these people use to help them answer these questions. For example, when theologians ask questions about believing, they very often interpret people's special stories. Here, the key skill is textual interpretations of special texts (e.g. the bible).
- There are three separate lessons to introduce children to the disciplinary lenses: theology, human/social sciences and philosophy.
- Teachers can choose whether they teach the three lessons first, or whether they teach each lesson as children are introduced to each disciplinary lens.

The curriculum is designed to introduce children to the lenses, questions, tools and skills incrementally and to deepen this knowledge as they progress through the curriculum. This will then support them to reflect and articulate their own personal views.



- Legislatively it is still called RE but there is a shift nationwide to recognising that we are engaging with people's world views. People's world views can be religious or non-religious; they can be a tapestry of both. Everybody has or occupies a world view.
- The subject is now being framed so that children understand it has significance to their own experience of human life regardless of whether they are religious or not.
- The majority of the learning is rooted in Christian worldviews.
- Theo, Livvy and Sophie are purposefully separate in our curriculum to build children's schema. In secondary school they will learn that these lenses have crossovers.

Children also receive Religious Education through Collective worship. Collective worship gives pupils and school staff the opportunity to:

- Engage in an act of community.
- Express praise and thanksgiving to God.
- Be still and reflect.
- Explore the big questions of life and respond to national events.
- Foster respect and deepen spiritual awareness.
- Reflect on the character of God and on the teachings of Christ.
- Affirm Christian values and attitudes.
- Share each other's joys and challenges.
- Celebrate special times in the Christian calendar.



RE National Curriculum Coverage

Religious Education is not a statutory part of the National Curriculum but schools must provide a RE curriculum.

In all Church schools, religious education must be considered an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews through theology, philosophy and the human and the social sciences. It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills. There should be a clear curriculum vision and intent, a structure for implementation and provision and a process for evaluating impact.

Aims and objectives

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews and fostering respect for others.

(Taken from Religious Education in Church of England Schools - A Statement of Entitlement)



RE Curriculum Map

RE Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	What Makes Me Special?	Who is Special to Different People?	Which Stories are Special to Different People?	How Do Different People Celebrate their Special Times?	What Places are Special to Different People?	If the World is Special, How Should We Treat It?
Year 1 / KS1 A	Who is God to Christians and why does God matter to them?	Why is it important to say thank you?	Who is Allah (God) to Muslims and why does Allah (God) matter to them?	Is it possible to speak to God?	What is my view of the world?	Is there a right way to worship?
Year 2 / KS1 B	What is a human being? (Part 1)	What is a human being? (Part 2)	Local Case Study 1	Local Case Study 2	How do people welcome a new human into their community? (Part 1)	How do people welcome a new human into their community? (Part 2)
Year 3 / LKS2 A	What is my duty, how do I know and why does it matter? Sikh worldviews	What is my duty, how do I know and why does it matter? Hindu worldviews	What is a good life? Non-religious worldviews	What is a good life? Christian worldviews	Do Christians have to believe in God as Trinity? (Part 1)	Do Christians have to believe in God as Trinity? (Part 2)
Year 4 / LKS2 B	What is religion? What is spirituality?	Are all homes spiritual places?	Can spirituality make things better? Case Study 1 Non-religious worldview	Can spirituality make things better? Case Study 2 Sikh worldview	How do people express their spirituality together? Pilgrimage - Muslim and Hindu worldviews	How do people express their spirituality together? Pilgrimage - Christian worldviews
Year 5 / UKS2 A	Does creativity matter in religious worldviews? Music	Does creativity matter in religious worldviews? Art	Do people always put their beliefs into action? Christian worldviews	Do people always put their beliefs into action? Muslim worldviews	Are all people equal? Sikh worldviews	Are all people equal? Christian and non-religious worldviews
Year 6 / UKS2 B	Should a worldview always stay the same? (Part 1)	Should a worldview always stay the same? (Part 2)	Is technology a good thing for religious worldviews? (Part 1)	Is technology a good thing for religious worldviews? (Part 2)	What is my view of the world? Case Study	Does Religion Matter?



Cycles

- EYFS consists of 1 year of planning. RE is not statutory in pre-school, however children in Preschool learn about and take part in age appropriate RE through the Reception units. Units in Reception are sequential so the order should not be changed.
- KS1 and KS2 Planning is organised in phases on a two-year cycle. Planning is sequential through the year, so the order should not be changed. Pupils are taught Re through a full hour, accompanied with three RE enrichment days throughout the academic year.
- Cycle A would be Year 1/3/5 planning
- Cycle B would be Year 2/4/6 planning

RE Enrichment Days

Within our RE curriculum, we also have enrichment days mapped out for the year over a two-year cycle. These enrichments day further embed the children's learning and understanding.

Cycle A 2024-2025	Autumn Term November/December	Spring Term March/April	Summer Term June/July
	Festivals of Light <i>Include revisiting vision – Jesus as the light of the world – living life in all its fullness</i>	Bedford Faith Tour	NATRE Spirited Arts Competition https://www.natre.org.uk/about-natre/projects/spirited-arts/ <i>Linked to RE unit on how we express creativity through religion</i>
Cycle B 2025-2026	Autumn Term September/October	Spring Term March/April	Summer Term June/July
	School Vision and Values	Stations of the Cross <i>Linked to Easter</i>	Global Neighbours (Christian Aid) <i>Linked to Courageous Advocacy</i>



RE Knowledge and Skills Progression Map

Knowledge Skills

Year group	Vocabulary	Key outcomes	Substantive knowledge		
			Explore 1	Explore 2	Explore 3
			Theology – I am a theologian because I understand where beliefs come from and how they relate to each other. I study religious texts and stories.	Human and social sciences (community) – I am a social scientist because I explore the diverse ways in which people come together to practise their beliefs as part of a community.	Human and social sciences (individual) – I am a social scientist because I study the outworking of faith at an individual level including how beliefs influence important decision making and philosophical perspectives.
EYFS	VIP, treasure, God, harvest, celebration, Nativity, crib, costume, Hero, prayer, cathedral, Lent Cross, symbol, Easter, Palm Sunday, vicar, Precious, special, unique, thanksgiving Caretaker, service, environment	Christians believe God is a VIP. Christians believe that Jesus was a very special baby. Christians believe we should help others just like Jesus did. Christians believe Jesus died on a cross but that he came back to life. Christians believe all humans were created by God and are loved by him. Christians believe God created the world and it is our job to look after it.	Explore the creation story. Explore the nativity story. Explore the Good Samaritan Bible story. Explore the Easter story. Explore what happens in the story of Jesus welcoming the children. Explore the Bible story of Adam naming the animals.	Explore harvest at church. Explore Christmas at church. Explore how Christians pray. Explore what happens at church at Easter. Explore a thanksgiving service for a baby. Explore a Sunday church service.	Explore God's name being precious to Christians. Explore the giving of presents at Christmas. Explore what Christians do during Lent. Explore Easter. B Explore the Golden Rule. Explore how a Christian looks after their environment.



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Year 1	Baptism, Christening, Christian. Jewish, Mitzvah, Tikkun Olan, Tzadakah box Parable, Bible, Prayer, Lord's Prayer, worship Pentecost, Holy Spirit, Ascension Sukkah, Shabbat, Kippah, synagogue, Tallit, Havdalah, ceremony	Christians believe baptism welcomes a person into God's family. Jewish people believe God's mitzvot are ways to help mend the world and make it better. Parables are special stories which teach what God is like. That he is loving and forgiving. Christians pray to and worship God because they believe he is great. Christians believe the Holy Spirit to be an invisible friend who helps them to become more like Jesus. Jewish people give thanks to God and learn about the importance of rest through listening to the creation story.	remember a faith story and know who it is special to. Recall a church song that makes everyone feel welcome. Know that Jewish stories contain examples of Good deeds. Remember the parable of the Lost sheep and begin to explain what it means to Christians. Recall that Jesus taught people how to pray in a special prayer called The Lord's Prayer. Say how the Holy Spirit arrived at Pentecost as told in the Bible. Say at the end of the creation story God rested.	recognise and talk about religious art, symbols and words use the right names for things that are special in a religion Remember some of the events which happen at a baby's baptism. Know that Jewish people welcome babies into their community. Recall some of the ways parables are shared e.g. stained glass windows Know Christians worship God by singing. Remember that Christians celebrate the Holy Spirit and birthday of the church at Pentecost. Know that Jewish families have a day of rest every week.	talk about things they can learn in stories, including religious stories Recall some of the ways Christians help each other. Know that Jewish people care for their world. Recall how parables are passed on to others. Know Christians pray together at church. Know God works within a Christian to grow Fruit of the spirit. Describe what some Jewish people wear when they pray.



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Year 2	Yom Kippur, Rosh Hashanah, Shofar Advent, annunciation Allah, Muslim, prophet, Islam, Qur'an, Muhammad Resurrection, Good Friday, Good Sunday, celebration Trust, creed Simchat Torah, Bimah, synagogue, mezuzah, Moses, Holy Ark, Hebrew	Saying sorry is important to Jewish people. God wants people to learn from their mistakes. Christians believe Jesus came to earth to help and save others. Because Muslims believe Allah is a God of compassion they show compassion to others. Christians believe that Jesus is alive today. Christians follow Jesus by trying to copy how he lived. The Torah is a special and important book for Jews. They believe it was given to them by God.	tell a faith story and say why it might be important to a believer Retell the story of Jonah and begin to talk about its possible meanings. Recognise that the meaning of Jesus' name was Saviour and retell parts of the Easter story. Tell a story about Muhammad and say what it teaches a Muslim about compassion. Retell the Easter story. Explore the story of Jesus and Zacchaeus. Know that the Torah is the most important book for Jewish people given by God.	say what some religious symbols stand for and what some religious art or music are about use the right names for things that people might do in a religion Describe that for Jewish people new year is about saying sorry and making changes. Remember the importance of advent. Use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan. Recognise things a Christian is doing at an Easter service at church. Know people follow Jesus because of the stories told about him in the Bible. Know the Torah contains rules.	talk about some things in stories, including religious stories, that make people ask questions Describe what happens in a synagogue at Yom Kippur. Know Christians like to help others e.g. Helping the homeless Recall how Muslims prepare for and celebrate Eid-ul-Fitr. Understand Easter eggs as a symbol for remembering Jesus Explore why a Christian follows Jesus by asking suitable questions. Remember that a mezuzah contains important words for Jewish people (the Shema)



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Year 3	Parable, reconciliation, Desmond Tutu Bismillah, Salat, Adhan, Muezzin, mu'adhin Karma, moksha, samsara, reincarnation, soul Sacrifice, holy week, crucifix The Lord's Prayer, parable Exodus, Passover, Sedar, Shavuot, Omer	Christians believe God wants them to be peacemakers based on the example of Jesus. Muslims submit to Allah because of his greatness. He is to be obeyed at all times. Hindus take responsibility for gathering good karma and living the right way. For Christians, the cross is an important symbol for God's love and is a sign of commitment as well as sacrifice Christians believe Jesus is their King and want to follow his way of life. Jewish people believe they have a covenant with God.	describe what a believer might learn from a religious story Tell the story of the prodigal son and explain what it means to a Christian. Describe what a Muslim might learn from the story of Bilal and the first call to prayer. Describe what Hindus might learn from one of the stories of the Panchatantra about living the right way. Exploring the stories of Holy Week Explain that Jesus is the King of God's Kingdom and describe what this Kingdom might look like. Understand the Exodus story	use religious words to describe some of the different ways people show their beliefs talk about some things different religious people do that are similar Explain the role of confession for some Christians around the world. Knowing how Muslims get ready to pray. Explain that Hindus are encouraged to perform acts of selfless kindness. Understand Christianity is a global faith through exploring crosses across the world. Describe what The Lord's Prayer teaches about the Kingdom of God. Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations	ask good ('big') questions about life and communicate some of their ideas for answers Understanding the Christian call to be a peacemaker e.g. Desmond Tutu. Understand how saying the Bismillah reminds Muslims that Allah is involved in everything. Describe what happens at the Upanayana or 'Sacred Thread Ceremony'. Explain why Christians wear crosses. Describe why charity work is important to Christians as a way of growing God's kingdom. Explain what happens at Shavuot.



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Year 4	William Booth, Salvation Army, sin Prophet, shahadah, mosque, seal, calligraphy, Arabic, divine Dharma, Raksha Bandhan, murti, Diwali, divas Guru, Guru Nanak, Guru Granth Sahib, Waheguru Great Commission, Pentecost, Marks of Mission Sikh, Kaur, langar, Patka, Gurdwara	Christians believe Jesus is the saviour of the world who rescues us from sin. Muslims believe Muhammad is the messenger of God and the last prophet. Hindus celebrate Rama and Sita's commitment to duty. Sikhs believe the divine light of God is passed from one Guru to the next. Jesus gave all Christians the task of spreading his message around the world. The Holy Spirit gives strength for this work. Sikhs believe everyone is equal because God is present in everyone.	describe what believers might learn from a religious story about God or life Use a Bible to find chapter and verse where Jesus helps, saves or heals. Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life. Describe what a Hindu might learn from the story of Rama and Sita. Describe what Sikhs might learn from the story of Nanak's disappearance in the river Explain what the Great commission is and how the Holy Spirit strengthens Christians. Describe what Sikhs might learn about God or how to live from the story of Guru Amar Das and the Emperor.	describe some of the different ways people show their beliefs using religious words, symbols or art describe some similar things religious people do e.g. pray, but that they do differently Give examples of different worship songs and what they celebrate about God and Jesus as Saviour of the world. Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design. Describe some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali. Describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated. Describe how Pentecost is celebrated and acknowledged in church. Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality.	William Booth, Salvation Army, sin Prophet, shahadah, mosque, seal, calligraphy, Arabic, divine Dharma, Raksha Bandhan, murti, Diwali, divas Guru, Guru Nanak, Guru Granth Sahib, Waheguru Great Commission, Pentecost, Marks of Mission Sikh, Kaur, langar, Patka, Gurdwara



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Year 5	Lectern, Herod, authority, Matthew, Mark, Luke, John, Gospel, account, pulpit Revelation, Hira, Gabirel, recite, Hafiz, Madrassah Krishna, yoga, moksha, Bhakti, Gita, Janmashtami Ner Tamid, shabbat, Bar Mitzvah, Bat Mitzvah Passover, Eucharist, Holy Communion, thanksgiving Buddha, enlightenment, eightfold path, Dharma wheel, four noble truths, meditation	The gospel is good news for Christians because it contains the teachings and stories of Jesus. For Muslims, the greatest revelation has come from Allah to the Prophet Muhammad and is recorded in the Qur'an. Hindus believe in different pathways to become united with God. Within Judaism, Holiness is a synonym for God himself. He is set apart and different from. The Eucharist is a reminder of Jesus' life and sacrifice and God's love and forgiveness. Giving thanks to God is a Christian duty. Buddhists believe people have the ability to become enlightened like the Buddha if they follow his teachings.	make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures) Articulate teachings from the Gospels and explain how these are good news for Christians. Retell the story of how the Qur'an was revealed to Muhammad. Understand that some Hindus read from the Gita every day for guidance, comfort and advice. Explain what the burning bush story in Exodus teaches about holiness. Understand and compare the different Gospel writers accounts of the Last Supper. Retell the story of Buddha's enlightenment.	explain how believers have expressed their religious beliefs (ideas, feelings, etc) in a range of styles and words, and suggest reasons for this describe some things religious people do as part of their faith that are the same and some that are different Describe and compare what may happen in a church when the Gospels are read. Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others. Express the importance role of devotion or those who follow the Bhakti pathway. Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending. Explain what the Holy communion service means to Christians. Describe the Eightfold Path as techniques for overcoming suffering.	ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group Explore how Jesus' teaching affect Christians in their daily lives and why the words hold authority for them. Explain how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means. Give examples of how Hindus express beliefs and feelings about Krishna. Give examples of what the Torah says about living a holy life. Explore Christian belief in the importance of giving thanks. Describe the use and importance of stillness and meditation



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Year 6	Divine, incarnate, Emmanuel, ichthus,-humanity, identify, Anglican, creed, Christingle Kaaba, Ummah, Hajj, Tawhid Brahman, Atman, Namaste, deities, Ahimsa Buddha, Dharma, Sangha, Triple Gem, five moral precepts, Wesak, laity, monastic Resurrection, creed, hallelujah, collect, euphemisms. Humanist, agnostic, atheist, secularist, reason, rights, responsibilities, ceremonies,	Christians believe Jesus was God incarnate - both human and divine, the second person of the Holy Trinity Muslims believe in the one-ness of Allah and the one-ness of the Muslim community. Hindus believe all living things contain a 'spark' of Brahman, which in humans is known as the 'atman'. Buddhists believe that the Buddha, his teachings and the Buddhist community are a refuge and guide for release from suffering. Christians believe in the resurrection and the afterlife. Humanists believe every human has only one life to live and so people should try to make life happy and fulfilling for themselves and for everyone else.	make links between the beliefs (teachings, sources, etc) of different religious groups and explain how they are connected to believers' lives Explore the Biblical origin of Christian belief in Jesus as God. Explain how the Kaaba or 'cube' reminds Muslims that there is only one God. Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts. Show how Buddhists express their belief that the Buddha is a refuge and guide by referring to the story of Angulimala. Explore the witness to the resurrection accounts in the Gospel. Describe how Humanist advertising expresses their beliefs.	express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and explain what they are trying to convey describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary Explain how Jesus' divinity is recognised in different ways including in buildings, doctrines and creed. Explain how the practice of each pillar makes a Muslim feel they belong to the 'ummah.' Explain the different ways Hindus explain their ideas of God Explain how the Buddha's teachings (dharma) help Buddhists journey along the path. Understanding why Easter services are celebratory Describe some practices involved at Humanist celebrations.	compare a range of ideas about the meaning and purpose of life , including their own and those from religious, or non-religious, worldviews Explore how the Children's Society 'incarnate' the love of Jesus. Describe the impact of Hajj on a Muslim. Describe how belief in Brahman affects a Hindu's diet and their attitude to animals. Explain how members of the Sangha support each other at the festival of Wesak. Exploring Christian funerals and the belief in the afterlife. Explore how being a humanist affects someone's life and decision making.