

RE Knowledge Planner

Principles and Rationale

The RE curriculum encourages:

- Children to know about and understand a range of religions and world views.
- Express ideas and insights about the nature, significance and impact of religions and world views.
- Gain and deploy the skills needed to engage seriously with religions and world views.
- Children to recognise the diversity that exists within/between the communities and be respectful of this, understanding their own responsibilities.
- Children to explore their own beliefs through thought provoking questions.
- Build their sense of identity and belonging.

We expect children to be able to describe, explain and analyse beliefs and practices. As a result children investigate and respond to key questions, they are appreciative of the different ways of life and understand their significance. Children are given opportunities to be reflective and the independence to enquire into different religions.

We split the knowledge into six key strands. These are:

- **Key questions:** To enable children to answer a question/s through investigating and analysing a range of information.
- **Key themes:** This is a generic theme/value that all children can engage with whether religious or not.
- **Big questions:** These are thought provoking questions which are designed to encourage children to think more deeply or debate/discuss.
- **Vocabulary:** Key vocabulary related the topic and symbols/artefacts are highlighted within this.
- **Key content:** Key stories from religion for example the Bible or Torah. Understanding the importance of certain events and the influence on religion.
- **Experiences/visits:** This may be an external visit or a visitor within school. This also encompasses whole school events.

The children build on their knowledge in each of the key strands during each year of school. Key knowledge is organised into these strands. This does not represent the entirety of the knowledge covered during a topic, but rather the knowledge most children should know by the end and will therefore be focused on across a series of lessons.

The knowledge planners allows progression in learning through the school. It is good practice for pupils to progress their skills by learning from a religion over a period of years, for example across a key stage.

Religious stories are in purple

Reception

Developing a growing sense of the child's awareness of self, their own community and their place within this, children will encounter Christianity and other faiths found in their own classroom, simply.

<p>Autumn 1 – F5 Key questions Who are we and how do we belong?</p> <p>Key themes What are some of the things that make me different to my friends? Why is it important to share?</p> <p>Big questions Does everybody have a religion? Why is Autumn important for celebrating Harvest? How are we all different? Why do Christians share food at Harvest time?</p> <p>Key vocab Different Religion Community Harvest Share Church Worship Wheat</p> <p>Key content I can describe how I am different to a person in my class. I know that not everybody in my class has the same religion and I respect this. I know what the word religion means. I can explain why religion might be important to somebody in my class. I know that some people in our community are Christian. I know some people worship in a church and believe in God. I know the harvest story and what the symbol of wheat represents. I know that harvest celebrates food grown on the land.</p> <p>Experiences or visits Harvest Festival at Christchurch or as an assembly</p>	<p>Autumn 2 – F4 Key questions What times are special and why?</p> <p>Key themes How do you celebrate special times in your family?</p> <p>Big questions Why do we celebrate? Does everybody celebrate the same festivals? What is Diwali? Why do we celebrate Christmas?</p> <p>Key vocab Hinduism Diwali Light Rangoli Tradition Christmas Jesus Mary Joseph Nazareth Bethlehem</p> <p>Key content I know that not everybody is Christian and some people follow the religion of Hinduism. I know that Diwali is a festival of light. I know why light is important. I know people light up their homes and have fireworks. I know that Rangoli patterns are a tradition. I know the Nativity story and the key characters. I know that not everybody celebrates Christmas. I know Christians celebrate Christmas by singing Christmas Carols.</p> <p>Experiences or visits Christmas assembly Nativity play</p>
<p>Spring 1 – F2 Key questions Which people are special and why?</p> <p>Key themes Which people are special to us?</p> <p>Big questions Why is Noah in the Bible and Qur'an? Why is Jesus inspiring to some people?</p> <p>Key vocab Religion Worship Noah Jesus</p>	<p>Spring 2 – F1 Key questions Which stories are special and why?</p> <p>Key themes What are your favourite stories and why?</p> <p>Big questions Where are these stories kept? Does everybody believe these stories?</p> <p>Key vocab Special stories Special books Cross Easter cards</p>

<p>Qur'an Bible Christianity Islam (Muslim)</p> <p>Key content I know that countries all around the world follow different religions. I know Christians read about these special people from the Bible. I know that Muslims read about Noah in the Qur'an. I know the story of Noah and the flood from the Bible and Qur'an and can sequence this story. I know the story about friendship from the Bible Jesus choosing the twelve disciples (his special friends and helpers) (Matthew 4.17–22) and why these people would be special to Jesus.</p>	<p>Easter Jesus Bible</p> <p>Key content I know that the Bible is Christians' holy book. I can look at a range of children's Bibles and identify similarities and differences. I know the Easter story. I know some of the symbols of Easter such as the cross, hot cross buns and eggs. I can sing Easter inspired songs. I can listen and explore different stories from the Bible from the life of Jesus (e.g David the Shepherd Boy (1 Samuel 17); the story of Ruth (book of Ruth in the Bible); making promises (Matthew 21:28–32)).</p> <p>Experiences Easter celebrations via assembly or in class</p>
<p>Summer 1- F6 Key questions How can we care for living things and Earth?</p> <p>Key themes How can we look after our world? Is caring for the world our responsibility?</p> <p>Big questions Is it everyone's responsibility to care for the world?</p> <p>Key vocab Religion Created God Christianity Care</p> <p>Key content I know different environments look different and need to be looked after differently. I know creatures need to be cared for and so does the Earth. I can suggest ways to care for the school or my home. I know Christians believe God created the world and people to look after it. I can talk about what psalm 8 might mean.</p>	<p>Summer 2 – F3 Key questions What places are special and why?</p> <p>Key themes Do you have a special place to you?</p> <p>Big questions Does everybody find a church a special place? What other special places are there to different religions?</p> <p>Key vocab Religion Worship Special places Christian Church</p> <p>Key content I know that different religions have different places which are special to them. I can listen to hymns and explain how the music makes us feel. I can talk about what I find interesting or puzzling about a church. I can say the names of different parts of the church I can suggest some things that happen in a church. I can talk about why a Church might be a special place to a Christian. I can name some of the other places of worship such as a Mosque and Mandir.</p> <p>Experiences or visits Visit Christchurch</p>

Year 1

<p>Autumn 1 – 1.1 Key questions Who celebrates what and why?</p> <p>Key themes What special events do we celebrate in our family?</p> <p>Big questions How do these special events make us feel? Are all ‘big days’ special? Why do we celebrate?</p> <p>Key Vocab Celebrate Festival Judaism/Jewish people Synagogue Hanukkah Harvest Menorah Siddur Sukkot Joy Community</p> <p>Key Content I know that some people are religious and that different people in our school follow different religions and some people don’t wish to follow a religion. I know of the religion Judaism and that that Jewish people worship at a synagogue. I can ask questions about religious artefacts from Judaism and find out/suggest what they mean. I know that Jewish people celebrate Hanukkah and this is known as the festival of light. <i>I know the story of Hanukkah and can sequence this story.</i> I can explain how Jewish people may celebrate Hanukkah with artefacts such as Menorah and Siddur at the synagogue.</p> <p>I know how Christians celebrate Harvest Festival and why – to thank God for all the good things they are given. <i>(‘Fruitfulness of the Earth’ quote)</i> I know that Jewish people celebrate 3 harvest festivals and one is called Sukkot. I can explain how these festivals make me feel (joy, community)</p> <p>Visit: Church visit for Harvest Festival to understand how Christians celebrate.</p>	<p>Autumn 2 – 1.1 Key questions How can we live together respectfully when we are all so different?</p> <p>Key themes How can we tell different people come from different religions? Can we tell what religion a person follows by looking at them?</p> <p>Big questions Why does everybody not celebrate these events? Why is it important to be generous and thankful?</p> <p>Key Vocab Christian/Christianity Religion Worship Festival Celebration Church Generous Thankful Hymns</p> <p>Key Content I know that some people in our community are Christian and they worship at church. I can ask questions about religious artefacts from Christianity and find out/suggest what they mean. I can name at least 2 religious artefacts for Christianity. <i>I know the Christmas story and can write or retell this.</i> I can listen to songs/hymns about Christmas and understand why these are special to Christians. I can talk about the festive food eaten at Christmas. I know that religious artefacts may be used in the festival/celebration of Christmas at the Church and how they may be used such as a Christingle.</p> <p>I can suggest why festivals/celebrations matter. I can talk about a special day in my life and what made it special. I understand why it is important to be generous and thankful for what we have. I can suggest ways to live together kindly with people from different religions.</p>
<p>Spring 1 – 1.2 Key questions How do we show we care for others? Why does caring matter?</p> <p>Key theme What things do we care for?</p> <p>Big questions How can we live together kindly when we are all so different? How do stories and songs help people feel close to their religion?</p>	<p>Spring 2 – 1.3 Key questions Stories of Jesus: What can we learn from them? How do religious stories make a difference to people’s lives?</p> <p>Key theme Why do we read stories? Do they make a difference to our lives?</p> <p>Big questions Should Jesus have gone to the house of the tax collector Zacchaeus? Why did he?</p>

<p>Key vocab Unique Goodness Values Caring Religion Christian Jewish Humanist Synagogue Church God</p> <p>Key content I can consider questions such as: Who am I? Where do I belong? Who cares for me? Who do I care for and How does it show? Expressing my views creatively (art, drama or poetry) I can explore characteristics such as goodness, kindness, generosity and sharing. I can create simple sentences about what goodness means and how we can show we care for others. I can explain how being cheerful, honest, kind and thankful makes me feel and compare this to when people are unkind, ungrateful, untruthful or mean.</p> <p>I can listen and recall the main character from a story I have heard (The starfish story – Humanist) I can retell the story of Jesus and the lost sheep and listen to the story of the good Samaritan I can think and talk about the meaning of Psalm 23 (Judaism) I can compare the three stories and whether they all say we should behave in a similar way. I can create my own story about caring.</p> <p>I can think of the meaning behind songs (When I needed a neighbour – Christianity, Goodness and Kindness – Judaism, Echoes – Dar Williams – Humanist) I know that people go to church or the synagogue to listen to songs and sing together to feel closer to God.</p>	<p>Why do Christians feel sad on ‘Good Friday? What happened after Jesus died, at Easter?</p> <p>Key vocab Religion Christian Church Bible Thankful Faith Belief Easter God Jesus</p> <p>Key content I know that many stories are within the Bible and read in church for the religion of Christianity. I can retell stories through drama/picture book making: Zacchaeus the tax collector (animated story/song) and Jesus and the Ten Lepers (linking to thankfulness and miracles). I can ask questions about religious stories. I can compare these stories and think about what Christians learn from these stories, understanding these are important because of who they believe Jesus was. I can listen to Calming of the storm on Lake Gailee and think about what the story means. I can retell the story of Easter verbally and talk about the values the different characters showed. I can suggest who Jesus was and why he matters so much to Christians from listening to these stories.</p>
<p>Summer 1 – 1.4 Key questions In what ways are churches important to believers?</p> <p>Key theme What spaces make you feel spiritual?</p> <p>Big questions Why do some people go to churches often but other people never go to holy buildings?</p> <p>Key vocab Religion Christian Church Symbols Font Altar Bible Worship Holiness</p>	<p>Summer 2 – 1.4 Key questions In what ways are synagogues important to believers?</p> <p>Key theme Why are light and water important to us?</p> <p>Big questions Why do we use symbols?</p> <p>Key vocab Religion Jewish Synagogue Torah Bimah Ark</p> <p>Key content I know that a synagogue is a sacred space but not everybody who is spiritual will visit the holy building.</p>

Sacred
God

Key content

I know that a church is a sacred space but not everybody who is spiritual will visit the holy building.

I know some people are non-religious or sense the spiritual in the outdoors through 'natural world' reflection.

I can suggest some reasons why people might visit the church.

I can recall and name key objects from a church (Font and altar).

I know that special artefacts such as a Bible are kept in a church and can spot symbols in the church.

I know the meaning of the symbols of the light and water to Christians.

I know that people worship God in a church and can talk about what happens and why in a church.

I know special events such as weddings happen in a church and what this may look like.

I can recount my visit to a church.

Visit: A church if possible.

I can suggest some reasons why people might visit the synagogue.

I know that men and women usually sit separately and men are required to cover their heads.

I can recall and name key objects from a synagogue (Ark, Bimah)

I know that special artefacts such as a Torah are kept in a synagogue and can spot symbols in the synagogue and suggest the meanings.

I know the meaning of the symbols of the light (Ner Tamid) and water to Jewish people and can look at the similarities between Christianity and Judaism.

I know that people worship God in a synagogue and can talk about what happens and why in a synagogue.

I know special events such as weddings happen in a synagogue and what this may look like.

I can sort and order Christian and Jewish religious items (encountered so far in KS1) saying which are connected to one or more religion.

Year 2

Autumn 1 – 2.3

Key questions

What does it mean to belong?
What does it mean to belong to the Christian religion in Nottinghamshire today?

Key theme

Where do I belong?

Big questions

Why does belonging matter?
How can we be good members of different groups?
How can all humanity belong together?

Key Vocab

Religion
Christian
Church
Symbol
Bible
Golden rule – ‘do to others as you would like them to do to you’
Belonging
Worship
Holiness
Sacred

Key Content

I know that I can belong in different ways such as in a family and in the community and how this can make me happy.
I can express through art: Who am I? Where do I belong?
I can say which ways of belonging matter to them most and why.

I know that Christians have rituals of belonging such as for a baby (Christening).

I can ask questions about Christenings and recount how a baby is welcomed into the Christian community.

I know the story of [Jesus being baptised in the River Jordan](#) and why this is an important message of belonging.

I can explore why christening/baptism are important to Christians and relate them to the story of Jesus baptism.

I know that Nottinghamshire has over 400 churches.

I can discuss who belongs at a church and whether the building belongs to God.

I understand what the golden rule is for Christians ([Luke 6:31](#)).

I can show how these rules can be put in to action in collaborative games.

Visit: a church

Spring 1 – 2.2

Key questions

What are some ways Jewish people show their beliefs and how they belong?

Key theme

What celebrations/festivals show we belong?

Big questions

Autumn 2 – 2.1

Key questions

What makes some people inspiring to others? Moses and Saint Peter

Key theme

How can we all live together kindly?

Big questions

How and why do people follow their leaders by remembering, telling stories, celebrating and praying?

Key vocab

Religion
Christian
Jewish
Torah
Bible
Wise sayings
Rules for living
Co-operation

Key content

I can retell the stories of Moses ([Baby in the bulrushes, the burning bush, parting of the red sea and the 10 commandments](#)).
I can suggest why Moses was a great leader for Jewish people and talk about the behaviour traits they showed.
I can talk about what difference it would make if people followed the 10 commandments.

I can think about the behaviour of Jesus and Peter in the stories ([Jesus calling Peter to follow him, Jesus washes Peter’s feet, Peter denies Jesus and Peter becoming the first Christian leader](#))
I know that Saint Peter is seen as a Christian leader through teaching people about Christianity and how he helped others change their lives.

I know some of the ‘wise sayings’ from the Bible and can suggest the meaning and what makes the saying wise.

I can write about my favourite parts of the stories.

I can give an example of what makes a great leader through a piece of art.

Spring 2 – 2.2

Key questions

What do Jewish people believe about God, creation, humanity, and the natural world?

Key theme

What things do we do as a community or as a family?

Big questions

<p>Why is it important that the Rabbi teaches the community about God? Why is Shabbat important to Jewish people?</p> <p>Key vocab Religion Jewish Judaism Synagogue Symbol Ark Torah Bimah Shabbat Sacred</p> <p>Key content I know that Jewish people believe in one God. I know that Jewish people promise to obey God’s laws to say thank you to him for looking after them. I know that the Star of David is a symbol of Judaism often seen in synagogues. I know that the Torah is a sacred book to Jewish people usually stored inside the Ark in the synagogue. I know what a Rabbi is and that they teach the community about God from the Bimah. I know that the Siddur is a special prayer book and that praying regularly enables a person to get better at building their relationship with God.</p> <p>I know that Shabbat shows a way of belonging. I know that Shabbat (the Sabbath) is the most important time of the week for Jewish people as it is part of the 10 commandments. I know it begins on Friday evenings and ends at sunset on Saturdays I know that during Shabbat, Jews remember that God created the world and on the seventh day he rested. Jewish people believe God's day of rest was a Saturday. I know that Shabbat includes family prayers, bread and wine, and time away from the busy life. I can say two things Jewish people cannot do and two things they can do during Shabbat.</p>	<p>Why do people have different views about God?</p> <p>Key vocab Religion Jewish Judaism Creation Story Worship Holiness</p> <p>Key content I know Jewish people refer to God as the Almighty/Eternal/ The G-d of Abraham, Isaac and Jacob. They refer to G-d as invisible and make no pictures of G-d - Exodus 33 I know that Jewish people believe that God appointed them to set an example of holiness. I know that Jewish people believe Judaism is a community/family faith. I know that we learn about God from the Jewish prayer book Morning Service extract/ Deuteronomy 11:13 I know that Jewish people can say a blessing when they eat to show God is involved in everything. I can express creatively different viewpoints about God and understand that God can be perceived differently by different people including Jewish people. I can suggest my own ideas of what my own God may be like</p> <p>I can retell the Jewish story of God’s creation of the Earth (Genesis 1) and suggest the meaning of the story. I know people refer to God as ‘God the creator’ and why they say this. I can consider ways people care for the Earth and why Jewish people think it is their role in the world to look after the natural world.</p> <p>I understand the link between Shabbat and the creation story (7th day of rest)</p>
<p>Summer 1 – 2.4 Key questions What can we learn from these stories from the Torah and Bible? How and why are some stories important in religions?</p> <p>Key theme Why might an object be special to you?</p> <p>Big questions (discussion) Which stories are special and why? Does God forgive? Does God rescue? Does God create?</p> <p>Key Vocab Christian Bible Jewish people Sacred Special</p>	<p>Summer 2 – 2.4 Key questions What can we learn from these stories from the Torah and Bible? How and why are some stories important in religions?</p> <p>Key theme Do we always do the right things? Why is it important to forgive people?</p> <p>Big questions Why is the Bible so important for Christians today? Does living biblically mean obeying the whole Bible?</p> <p>Key vocab Religion Christian Church Symbol Bible</p>

Respect
Torah/ Tenakh
Parable
Holy
Hebrew
Synagogue

Key Content

I know what the word sacred/holy means.
I know that the Jewish people have a holy book called the Tenakh which is sacred/holy.
I can talk about how this book is treated (often the Torah is read from scrolls in the synagogue) and beautifully written in Hebrew.
I know that the Old Testament is seen within the Tenakh and Bible.
I can talk about why the Torah is special to Jewish people.

I know some stories from the Tenakh which teach about God looking after his people e.g. [The story of Joseph and Daniel and the lion's den](#)
I can retell the story of [Abraham and Sarah](#) and think about the role God played in the story.
I can discuss how and why these stories might be important to Jewish people.

Courage
Persistence
Forgiving
God

Key content

I know that the Bible is a sacred text for Christians meaning it is special to them and treated with respect.
I know what the Bible is, what it looks like (different examples) and that it has parables in (stories with a deeper meaning).
I know that the Bible has been translated into different versions/languages, so it is accessible to all.

I know that [the story of Noah \(covered in reception\)](#) is seen within the Bible (Old Testament) and Tenakh (Jewish Bible) and why this is.
I can retell through drama or art the stories of [the prodigal son and Jonah and the whale](#).
I can talk about my favourite story from the Bible and suggest what it means to Christians.

I can give two examples of Bible characters who 'got it wrong' and say what happened in the story. I understand they are forgiven by God.

Year 3

<p>Autumn 1 – 3.1</p> <p>Key questions What difference does it make to be a Christian? Values: love, generosity, patience, faithfulness and self-control</p> <p>Key theme How can we make a positive difference in our community both as an individual and class?</p> <p>Big questions (discussion) What do Christians believe about God? How does the 'fruit of the spirit' impact the values of Christians?</p> <p>Key Vocab Religion Christian Spiritual Harvest Community Trinity – Father, son and holy Spirit Sin fruit of the Spirit Incarnation Jesus Church God</p> <p>Key Content I know that some people in our community are Christian and that there are different types of Christians. I understand that following a religion is their own choice and why they may choose to be a Christian. I understand that Christians must demonstrate commitment both individually and as a community and some of the challenges they may face. I recognise why believing in Jesus is important to Christians and that people refer to Jesus as God incarnate. I know about the 'fruit of the Spirit' (Galatians 5:22) and how this influences how Christians live their lives. I understand that trinity means that God is three persons as one – the father, son and the holy spirit.</p> <p>I know the biblical story for harvest (Genesis 8:22) and how Christians celebrate Harvest Festival as a thank you for God's creation.</p> <p>Visit: Visitor from Christchurch to discuss how the Church put the ten teachings of Jesus into action.</p>	<p>Autumn 2 – 3.1</p> <p>Key questions How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?</p> <p>Key theme How was the world created? Do we all celebrate the same festivals?</p> <p>Big questions (discussion) What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Why do we celebrate festivals at specific times of the year such as Christmas and Harvest? How do Christians beliefs impact their daily life?</p> <p>Key Vocab Christmas Christian Commitment Values Creation Easter – crucifixion, resurrection. Pentecost</p> <p>Key Content I know that Christians believe God created us all and that the world was made in 6 days and rested on the 7th. This is known as the creation story (Genesis 1/2). I understand Christians celebrate God's creation by singing songs such as 'He's got the whole world in his hands'. I know that different religions/people have different views of how life on Earth began and can discuss a few of these ideas making my own opinion as to why humans are important to the universe.</p> <p>I can reflect on the reasons that not everybody values celebrations – some celebrate it highly and some will not at all and what this may look like is different for each household. I can use the vocabulary to discuss the story of Easter using a story from the Bible and understand the importance of the cross to Christians. I know that the Pentecost is celebrated 50 days after Easter and how it is linked to the Holy Spirit by ministers wearing red robes. I can discuss why festivals such as Christmas are celebrated. I know that the reason we celebrate Christmas is derived from a Bible story and some of the spiritual ways Christians celebrate.</p>
<p>Spring 1 – 3.2</p> <p>Key questions How do religious families and communities practice their faith? The example of prayer.</p> <p>Key theme How do we show we are thankful?</p> <p>Big questions Why do some people pray every day but others not at all?</p>	<p>Spring 2 – 3.4</p> <p>Key questions What can we learn from inspiring people in sacred texts and in the history of religions?</p> <p>Key theme Who inspires us?</p> <p>Big questions Do courage and spirituality make a person inspirational?</p>

Why do some people think prayer is a waste of time but others feel it is an important part of their lives?

Key vocab

Religion
Pray/prayer
Muslim
Christian
Beliefs
Islam
Mosque
Qur'an
Prophet
Spiritual
Ritual
Church
Commitment
Values

Key content

I know that some people in our community are Muslim and follow the religion of Islam.
I know that Muslims believe in a God named Allah.
I know that Muslims worship in a Mosque but can pray anywhere. They must face in the direction of Mecca.
I can describe how a Muslim prays including the movements.
I know Muslims pray 5 times each day (Salat) and why this is important (**second pillar of Islam**)
I know that Muslims bow down for prayer and must be clean (Wudhu) and that this is a ritual around the world.

I can describe how a Christian prays in different ways (quietly, through song etc)
I can explain why praying is important to Christians.
I know that Christians worship in a Church but can pray anywhere and often use a cross/candles or rosary beads to pray towards.
I understand the meaning of the Lord's Prayer in Christianity and how they show 'in the name of the father, son and Holy Spirit' - Matthew 6:9-13.

I know prayer helps people to remember leaders such as Jesus and the Prophet Muhammad.
I can compare prayer in Islam to Christianity and identify similarities and differences.
I know that prayer brings the community together at Church or Mosque through liturgy.

Experience: Experience of prayer – Muslim visitor?

Summer 1 – 3.3

Key questions

Where, how and why do people worship?

Key theme

Are all communities the same?

Big questions

Can people get close to God in Holy buildings?
What emotions do we feel in Holy spaces?

Key vocab

Religion

Key vocab

Prophet
Spiritual
Exodus
Law-giver
Messiah
Allah
Qu'ran
New Testament
Gospel
Role-model
Commitment
Values

Key content

I can explore how **Esther** is inspirational examples in the Jewish and Christian Bible for overcoming challenges and the values/commitment they showed.

I know why Moses is referred to as the Law-Giver (**10 commandments**) and servant of God.
I can identify challenges that Moses faced in story of **Exodus** and how he was inspirational.
I know the reasons Jewish people celebrate Pesach (Passover).

I know why Jesus is referred to as the Messiah.
I know that Jesus and his stories are often expressed in contemporary ways such as on stained glass windows and through drama.
I understand how miracles performed by Jesus influenced Christian beliefs (**Jesus feeds the five thousand**)

I know who the Prophet Muhammad is and why he is important to Muslims (Hadith).
I know that videos and poems share stories about the Prophet Muhammad such as **The Prophet and the Ants** and **'The Crying Camel'**
I know why the Prophet Muhammad is referred to as inspirational.
I know that Ramadan is a special festival for Muslims in which they fast to give time to think about God and pray.
I know that Eid-al-fitr is the end of Ramadan when people pray and reflect with God.

I can identify similarities between key leaders from Christianity, Islam and Judaism.
I can suggest how this history influences modern day.

Summer 2 – 3.3

Key questions

What happens in holy buildings in Nottinghamshire?

Key theme

What buildings are special to you and why?

Big questions

Why do we need religious buildings?
Why are churches known as 'friendly buildings'?
What do people mean when they say places of worship are 'spiritual' places?

Muslim
Hindu
Christian
Worship
Church
Mosque
Mandir
Trinity
Allah
Gods and Goddesses
Spiritual
Prayer
Commitment

Key content

I know that Muslims worship in a Mosque.
I can explain why Allah is an important part of worship for Muslims linking back to the Qur'an.
I can talk about the meaning of the crescent moon and star symbol.
I can show the actions used in worship such as wearing taqiyah or using Tasbih beads, facing Makkah and leaving shoes outside/dressing modestly.
I talk about some of the teachings/events held in a Mosque (Salah (prayer), Imam leading worship (importance for life advice in the community), a school to learn Arabic and why Friday prayers are very important.

I know that Hindus worship in a Mandir.
I can explain why Gods and Goddesses are an important part of worship for Hindus.
I can talk about the meaning of the symbol of Aum.
I can show the actions used in worship such as ringing the bell to awaken God and praying to the statues.
I talk about some of the teachings/events held in a Mandir (offerings (prasad), bhajans (prayers/hymns, community rooms) and dance.

I know that Christians worship in a Church.
I can explain why the Trinity is an important part of worship for Christians (one God) – events such as baptism are performed in the name of the Trinity.
I can talk about the meaning of the symbols such as the dove and cross.
I can show the actions used in worship such as prayer and clapping to songs.
I talk about some of the teachings/events held in Churches (Baptism, choir/singing, scouts/playgroups).

I can ask and answer questions about at least three different ways religious buildings are used by different communities.

Key vocab
Mosque
Mandir
Church
Trinity
Allah
God and Goddesses
Spiritual
Ritual
Liturgy
Prayer
Sacred
Values

Key content

I can gather information about Mosques, Mandirs and Churches through my own research using videos, visits, visitors and images.

I can describe 4 key features of a Mosque (Minaret, Mihrab, Qiblah and Minibar).
I know that a Mosque has a shoe rack, washroom, prayer mats and the Qur'an and why these things are important.

I can describe 4 key features of a Mandir (main shrine, Aum, Aarti plate, Murti)
I know that Mandirs have shoe racks, Murtis, Vedas and bells.

I can describe 4 key features of a Church (Pulpit, Lectern, Font and Altar).
I know that a Church often has candles, cross, stained glass windows and pews.

I can identify similarities and differences between Churches, Mosques and Mandirs.

I can design a new religious building in my local area (design, activities, worship and use of the building)

Visits: Visit to a Mosque and Mandir to look at the architecture, furniture and use of these buildings as an expression of the communities way of life (take photos and recount - present in floor books for each place of worship)

Year 4

<p>Autumn 1 – 4.3</p> <p>Key questions Christianity, music and worship: what can we learn?</p> <p>Key theme Why does music matter to us? How does music make you feel?</p> <p>Big questions Does music create calm, excitement, worship or a sense of the presence of God? How are Christians beliefs expressed in music? How do Christians use texts from the Bible in their music?</p> <p>Key vocab Religion Christian Spiritual Worship Devotion Belief Self-expression Hymns Psalms Carols</p> <p>Key content I can discuss and debate: Why does music matter to us? (link to spiritual feelings) I know the difference between psalms (psalms 23), carols (Christmas themed) and hymns (Abide with me, All things Bright and Beautiful, Christ the Lord is Risen Today). I can listen to and consider spiritual music and discuss the meanings and impact of the music. I can explore and compare how Handel’s ‘Hallelujah Chorus’ and contemporary worship music is different. I know that different churches worship using music in different ways and this depends on who sings it/plays it. I understand why Christians use music to express beliefs about God and devotion to God. I can talk about how people may feel when they listen to music, identifying which make them feel calm, peaceful, worshipful or even close to God and why. I can share songs that I find spiritual or explain why they matter to me and explain why everybody may have different songs that are important to them.</p>	<p>Autumn 2 – 4.4</p> <p>Key questions How do Hindu families practise their faith?</p> <p>Key theme What things do we do as a family?</p> <p>Big questions (discussion) How does prayer help Hindus?</p> <p>Key Vocab Hinduism as a religion Worship God Goddesses Mandir Puja (worship) Aum (symbol) Shrine Blessings Brahman (God) Murtis (symbol) Aarti (worship) Rituals</p> <p>Key Content I know Hindus believe in one god: Brahman but Brahman qualities are represented by different Gods/Goddesses I understand you do not have to pray to all the Gods, you can choose the ones you pray to for example: Shiv (creation), Ganesh (intelligence) or Hanuman (strength) and that this is linked to stories. I know some of the stories linked to Gods: Ganesh and Shiva. I know what the symbol of Murti looks like and that this is seen in Mandirs (a place of worship). I know what the word ‘puja’ and ‘aum’ mean. I know how Hindus can receive Gods blessings. I can discuss the reasons why particular rituals are important to Hindus like puja and worship with family. I know the differences between when Hindus worship at home and in the Mandir.</p> <p>Visit: Possible visit or visitor if possible from the Beeston Mandir (Beeston Rylands)</p>
<p>Spring 1 – 4.4</p> <p>Key questions What are the deeper meanings of some Hindu festivals?</p> <p>Key theme What do many festivals have in common? (food, drinks, meals, charity, values, community gatherings, dance, fireworks, traditions and processions)</p> <p>Big questions (discussion) Why do festivals from all religions often derive from old stories?</p> <p>Key Vocab Festivals</p>	<p>Spring 2 – 4.2</p> <p>Key questions How do people express their religious and spiritual ideas on pilgrimages?</p> <p>Key theme What special journeys have you been on and where would you like to go and why?</p> <p>Big questions Why do people go on pilgrimage? What are the key differences between tourists and pilgrims?</p> <p>Key vocab Spiritual</p>

<p>Diwali Holi Spiritual Community Rama Sita Ravana Prince Prahlad Dharma Karma</p> <p>Key Content I know the story of Rama and Sita and how this is linked to Diwali. I understand why the symbols of light is important for Diwali and how it links to the story about combating evil. I know of two Hindu festivals: Diwali and Holi. I can describe how Hindus celebrate Diwali and Holi in both the UK and in India. I know the story of Holi (Prince Prahlad) I know that there are no rules on Holi day. I understand that Hindus believe they should follow dharma (spiritual law) which is similar to our golden rules and they believe in karma. I understand the meaning behind festivals and how they can impact our own lives in a positive way for example New year or Comic Relief Day. I can write about the similarities and differences between the Hindu festivals and a 'big day' they celebrate (birthday, Christmas, Eid etc)</p>	<p>Pilgrim Pilgrimage Ritual Symbol Community Commitment Values Enlightenment</p> <p>Key content I know what a pilgrimage is and why people might want to go on pilgrimage (spiritual journeys) which may change their lives. I know about how Hindus pilgrimage to Varanasi (connecting to Brahman and achieving Moksha) I know about how Muslims pilgrimage to Hajj (five pillars of Islam). I know about how Christians pilgrimage to the 'Holy Land' (bring closer to God and develop spirituality) I can discuss the rituals and practices shown on pilgrimage in different religions, identifying similarities and differences. I know that people who are not religious might go on a journey to a spiritual place such as Stonehenge and can reflect on how this is different/similar to pilgrimage. I can discuss why belonging to a community and sharing memories, stories and emotions is valuable to Hindus/Muslims and Christians. I know that people pilgrimage to local places such as Beth Shalom and why they may do this. I can suggest a place on Earth I would like to travel to, to find spiritual strength or enlightenment.</p>
<p>Summer 1 – 4.1 Key questions Why do some people think life is like a journey? Where do we go? Key theme What does journey of life mean to us? Big questions Is everybody's journey the same? Why not? What advice would you give to somebody about life? Key vocab Beliefs Worship Ritual Commitment Values Mandap Adhan Key content I know that Christians baptise as a symbol of washing away sin and the start of a new life which includes readings from the Bible (link to the Garden of Eden). I know Christians marry as they are making a promise in the presence of God. The wedding rings symbolise everlasting love and a white wedding dress to show purity and respect for God.</p>	<p>Summer 2 – 4.1 Key questions What do different people think about life after death? Key theme What does destiny mean to use? Big questions Do you believe in life after death? Do we all have a soul? Key vocab Life after death Destiny Heaven Paradise Soul Spirit Karma Incarnation Humanist Key content I understand that different religions follow different rituals/beliefs about life after death and can retell 4 different religions rituals. I know that Christians believe in heaven as a place of paradise based on the story of resurrection of Jesus. I know that Humanists do not believe in an afterlife.</p>

I know when a Muslim child is born the adhan (call to prayer) is whispered in its right ear and the 'iqamah (command to rise and worship) in the left.

I can explain how Muslims have Aqiqah Ceremony (seven days after birth) link to the **five pillars**.

I know a Muslim wedding ceremony is known as a Aqd Nikah.

I know that Hindus religious practices/beliefs are set on **the Vedas**.

I know that once the child enters the world, Jatakarma is performed to welcome the child into the family, by putting some honey in the child's mouth and whispering the name of God in the child's ear.

I know that in Hinduism marriage is a duty and a very special occasion which are usually very big as they bring together communities.

I can compare how different religions celebrate a new baby's birth and marriage.

I can explain why people refer to life as a journey and can show my life as journey so far.

I know that Humanists believe we have just one life and a funeral should be a celebration of life.

I know that Hindus believe in life, death and rebirth and that karma can impact my next life on earth.

I know Hindus believe in reincarnation.

I know what Moksha means (always being the best you can be).

I know that Muslims believe in Akhirah (day of judgement) and that Allah decides when a person dies and if they can go to paradise.

I understand the link between destiny at the end of life and the ways religious people live now.

I can explain the similarities and differences between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death.

I can express my own views about life after death.

Year 5

<p>Autumn 1 – 5.4 Key questions How are religious and spiritual thoughts and beliefs expressed in arts and architecture?</p> <p>Key theme Does art and architecture express you and your beliefs as a person?</p> <p>Big questions (discussion) How does art and architecture express spiritual ideas? Are holy buildings important?</p> <p>Key Vocab Religion Christian - Church Sikh - Gurdwara Hindu – Mandir Art/Architecture Sacred Holy Spiritual Express Place of worship Devotion Community Commitment Values</p> <p>Key Content I understand that places of worship are known as sacred spaces and holy buildings and some of the reasons these places may be important to Christians/Sikhs or Hindus. I know that religious art and architecture looks different in different places of worship. I know religious art and architecture expresses spiritual thoughts and beliefs. I know architecture may be dedicated to faith or spirituality. I know not all Churches, Gurdwaras and Mandirs look the same and know of famous global and local examples: Southwell Minister, Gurudwara Hari Mandir Sahib and Jagannath Temple. I understand why people feel happy inside these buildings and how they feel closer to their religion.</p> <p>Visits: Church, Gurdwara and Mandir</p>	<p>Autumn 2 – 5.4 Key questions How are religious and spiritual thoughts and beliefs expressed in charity and generosity?</p> <p>Key theme How do we show charity and generosity in our community?</p> <p>Big questions (discussion) How do religious charities express spiritual ideas? Is it important to express spiritual ideas in both worship and action? How and why? Do we need religious buildings to hear God’s word about poverty?</p> <p>Key Vocab Charity Spiritual Golden rule Charity Worship Generosity / tithing (giving 10% of your wage) Community Dana (Giving – Hindus) Karma/Dharma – religious duty (Hindus) Poverty Anna dana Compassion</p> <p>Key Content I know how different religions (Christians, Sikhs and Hindus) demonstrate charity and generosity. I know about the ‘golden rule’ of religions (link back to quotes) such as ‘treat others as you wish to be treated/love your neighbour as you love yourself’ I know that some religious people believe that worship makes them more charitable and can discuss why this might be. I can talk about how Christians/Hindus and Sikhs might demonstrate charity for example soup kitchens, anna dana (Hindus) and Langar (Sikhs) and the difference this can make. I know how charities such as Christian Aid and Sewa International (Hindu) help people in our community in different ways and how this links back to their religion’s ideals. I can discuss the meaning of ‘Glory of God’ and link this to charity/spirituality – Christianity. I understand/can debate that some people believe that building a beautiful ‘house of God’ is not right when many people in our community live in poverty.</p>
<p>Spring 1 – 5.2 Key questions What is expected of a person in following a religion or belief? What matters most to Christians in their religion?</p> <p>Key theme What matters most to you?</p> <p>Big questions Can people learn to be more generous?</p>	<p>Spring 2 – 5.3 Key questions How do people’s beliefs about God, the world and others have an impact on their lives?</p> <p>Key theme Should we all have the same beliefs?</p> <p>Big questions Why do people believe debate about God and whether God is real?</p>

Which of these four is the most important to Christians and why: Christmas, Easter, Pentecost or Eucharist?

Key vocab

Spiritual
Festival
Incarnation
Resurrection
Christmas
Easter
Pentecost
Eucharist
Gospel
Trinity
Holy Spirit
Community
Commitment

Key content

I can explain why Christians celebrate Jesus' birth and what the meaning behind Christmas is.
I know why Christians use bread and wine in eucharist to celebrate Jesus' teachings in worship.
I know that the teachings of the Bible are important to Christians as they try to follow the teachings (forgiveness and loving enemies - [Matthew 5:44](#))
I can explain why Holy Week (Maundy Thursday)/Easter gives Christians an opportunity to think about forgiveness, salvation and eternal life.
I know the meaning of the Trinity and Pentecost and why this is important to Christians.
I can reflect upon the meaning of the 'fruit of the spirit' ([Galatians 5:22](#)) in living a good life and how Bible texts ([Philippians 4:6-8](#)) guide Christians through lives challenges.
I can think deeply about questions such as: why do people fight and cause pain? How do we know what is good?
I can identify similarities and differences between different celebrations that are part of Christian worship.

Why is the idea of a God important to people?

Key vocab

5 Pillars
Prophet
Allah
Iman (faith)
Akhlaq (character or moral conduct)
Murtis
Brahman
Gods and goddesses
Ahimsa
Atheist
Agnostic

Key content

I know that non-religious people are either called atheists or agnostics.

I can find out about the Five Pillars of Islam and their beliefs about God (Allah) through Shahadah as the one and only God
I know that Muslims believe the prophet Muhammad was the last prophet sent by Allah to spread the word of Allah ([Qur'an 112](#)).
I know that many Muslims learn the Qur'an off by heart for akhlaq.
I know that the teachings of the Qur'an for example through daily prayer or Zakat impact how Muslims live their lives.

I can explain that Hindus believe in a main God called Brahman and that the Gods/Goddesses represent different forms of Brahman.
I know that Hindus worship/pray in the Mandir or at home to personal God/Goddesses or murtis.
I know that Hindus believe that there is a part of Brahman in everyone and this is called Atman and aim for Moksha.
I know that Hindus believe in [ahimsa](#) which is a dharma (duty) and how this influences Hindus lives.
I know that the teachings of the Vedas share sources of wisdom ([The Brahmanas](#)).

I can explain similarities and differences between Muslim and Hindu ideas about God.
I understand why people have different views about God such as whether God is real or what God is like.

Summer 1 – 5.1**Key questions**

What can we learn from great leaders and inspiring examples in today's world?

Key theme

What qualities do we see in inspirational people?

Big questions

What made this person into a leader?

How did religion inspire them?

Key vocab

Spiritual

Inspiration

Vision

Commitment

Values

Christian

Religion

Muslim

Hindu

Prophet

Holiness

Key content

I know can discuss who is inspirational to me and why.

I can discuss what makes a person inspiring.

I know the names of some leaders who were Christian:

William Booth, Mother Teresa and Ghandi

I can evaluate the meaning of some of their sayings, speeches or writings.

I can identify some of the challenges they have faces and the commitments by which they lived.

I know that these leaders are examples of their religious ideals.

I can explain how these leaders can inspire others.

I can identify what two different worldviews have in common.

I can compose my own speech how I would like the world to live.

Summer 2 – 5.1**Key questions**

What can we learn from great leaders and inspiring examples in today's world?

Key theme

Who are our role models?

Big questions

Is this person inspiring just in their religion, or to any human?

Key vocab

Spiritual

Inspiration

Vision

Commitment

Values

Christian

Religion

Muslim

Hindu

Prophet

Holiness

Key content

I know what a role model is and can discuss whether we all need role models.

I can research Dr Martin Luther King.

I know what religion Dr Martin Luther King followed and how this influenced his life.

I can talk about how Dr Martin Luther King exemplified his beliefs.

I can explain how Dr Martin Luther King has provided wisdom and inspiration

I can suggest questions I would ask Dr Martin Luther King.

I can suggest the answers he might give using evidence to support my decisions.

I can write a nominate for the Global Prize for Martin Luther King and suggest why this leader should win.

Year 6

Autumn 1 – 6.2

Key questions

What contributions do religions make to local life in Nottinghamshire?
How can we make Nottinghamshire a county of tolerance and respect?

Key theme

What does respect look like in our community?

Big questions

How can our society become more respectful?
What do inter faith events do to make respect grow?

Key vocab

Religion
Inter-faith
Harmony
Tolerance
Respect
Moral values
Religious plurality

Key content

I can investigate some ways the religious community contribute to local life through the charitable giving, use of prayer/worship (Christianity, Islam and non-religious examples).

I can acknowledge why some religious groups may find it difficult to get along with each other due to the teachings in their sacred texts (Christianity [Matthew 7:15/ John 3:18](#), Islam [At-Tawba 29/Qur'an 29:46](#) and non-religious (science) examples).

I know that different religions (Christianity, Islam and non-religious) follow different religious moral codes ([commandments, precepts or rules](#)) and can suggest my own moral values.

I can explain two different viewpoints about the importance of inter-faith and why this may concern some religious people.

I can express creatively my own commitments (e.g. working hard at sport, caring for animals or serving God)

I can debate why communities matter and suggest how they can become stronger.

I know that the world is made up of different religions and can look at local census data of this locally, country and globally – identifying similarities and differences in this data.

I know that tension and conflict happens in Nottinghamshire today relating to faith and understand how inter faith events help respect grow.

I can explain why peace, respect and harmony matter to themselves and the community.

I can suggest six ways to create a more respectful community and what impact they would have.

Autumn 2 – 6.4

Key questions

What was the Kindertransport? Who resisted and rescued?
How can we be upstanders today?

Key themes

What is prejudice?
Do we see prejudice in 2020/21?

Big Questions (discussion)

What lessons did we learn from the persecution of Jewish people?
Do all religions remember what happened in the Second World war?

Key Vocab

Judaism
Discrimination
Persecution
Harmony
Respect
Refuge
Hatred
Bystander
Upstander
Prejudice
Beth Shalom
Remembrance
Reflection

Key Content

I can describe what life was like for Jewish people in Germany before the Second World War and what religious practises they may have followed.

I can explain how the beliefs Hitler held impacted on the life of Jewish people.

I can show empathy for a survivor of Nazi hatred and understand some issues they were faced with.

I can describe what life was like for a Kindertransportee.

I can explain the ways Jewish people responded to the prejudice and hatred of the Nazis.

I understand why many people became bystanders during Hitlers rule and did not stand up for the Jewish people in their community.

I can identify prejudice and hatred in our world currently and explore this further.

I can explain how to become an upstander and suggest ways to combat hatred and prejudice to demonstrate respect for all.

I recognise why 'never again' is an important idea and how we remember those who died/survived.

I know how the UK remembers what happened on Remembrance Sunday both locally and nationally.

I know people use the National Holocaust Centre and the National Memorial Arboretum as a place for remembrance and reflection.

I can debate the question: Why do we have suffering if God loves us?

Visit/online resources: about the work of the National Holocaust Centre as a place for remembrance.

Spring 1 – 6.3

Key questions

How do religions and beliefs respond to global issues of human rights, fairness, social justice and importance of the environment?

Key theme

How would you like to change the world?

Big questions

Should religious people do more to help the poor or is it everyone's task?

How can we all live together for the wellbeing of each other?

Key vocab

Religion
Atheist
Agnostic
Charity
Ahimsa
Ummah
Agape
Justice
Faith

Key content

I can suggest some issues that I would like to change in the world such as violence, poverty etc.

I know what human rights are.

I can identify some local and global causes of poverty such as climate, war and lack of education.

I know Muslims believe that they must be compassionate because everything belongs to Allah that includes money.

I know Muslims believe Allah does not intend poverty and they need to redress the balance and distribute wealth to create ummah.

I know that giving to charity and helping others are considered good deeds.

I can explain what Khilafah means and how Muslims consider the welfare of others and contribute to society through Zakat.

I can suggest what the hadith recorded by [al-Baihaqi](#) and [Qur'an 2:177](#) might mean and how this could influence Muslims.

I can reflect on why fasting during Ramadan teaches Muslims compassion.

I know that Christians believe people should use their wealth to help others who have less as we are agape. Matthew 19:16-30.

I know that Christians are taught there is nothing wrong with wealth in itself. What is wrong is desiring or craving wealth.

[Timothy 6:10](#)

I know that Christians should be compassionate as taught in the Bible [love your neighbour as you love yourself \(Matthew 22:39\)](#) and [to do to others as you would have them do to you \(Luke 6:31\)](#) as life is sacred.

I know that the Roman Catholic Church is often criticised for its wealth (property/art) as so many live in poverty.

Spring 2 – 6.3

Key questions

How do religions and beliefs respond to global issues of human rights, fairness, social justice and importance of the environment?

Key theme

Should we all do more to help the poor and the planet?

Big questions

Why do we still need charities in the 21st centuries when many countries are wealthy?

Can Christian Aid and Islamic Relief change the world?

Key vocab

Religion
Atheist
Agnostic
Charity
Ahimsa
Ummah
Agape
Justice
Faith

Key content

I know what a charity is and some ways charities help.

I know many Christians support the work of charities.

I understand the work Christian Aid do

I know that Christian Aid helps both religious and non-religious people and it tackles the causes and effects of poverty

I know that Islamic Relief is a Muslim charity it helps others, regardless of religious belief, gender or race.

I know Muslims can pay Zakat and Sadaqah to this charity.

I can investigate the work of Islamic Relief.

I can identify similarities and differences between the work of two Global aid different charities (Christian Aid and Islamic Relief).

I know that inequality between countries continues to increase and suggest reasons for this.

I can write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable

Visit/experience Visitor from Operation Orphan (no religious identity) or Christian aid

<p>I know some Christians argue that the Bible teaches that there is nothing wrong with wealth in itself. It is greed that is wrong.</p> <p>I can discuss what differences they would make to life today if everyone followed the practices of the Qur'an or Bible.</p>	
<p>Summer 1 – 6.1</p> <p>Key questions What can we learn by reflecting on words of wisdom from religions and worldviews?</p> <p>Key theme What words of wisdom do we live our lives by?</p> <p>Big questions Why are words of wisdom influential? What values do moral codes promote?</p> <p>Key vocab Religion Moral codes Ten Commandments Letters of Saint Paul Trinity Sources of Wisdom</p> <p>Key content I know what words of wisdom mean. I can consider why the Shema (The Torah), 1 Corinthians 13 (The Bible) and The 1st Surah, the opening (The Qur'an) are seen as sources of wisdom. I can discuss where we can find 'wisdom to live by' I can explain two different viewpoints about why people need wise words. I can express my own ideas about wise words, selecting examples and expressing reasons for my choice.</p> <p>I know that moral codes influence how religious people live their lives. I know of moral codes such as 10 commandments (Jewish), St Paul's advice to believers (Christian) and the 5 pillars of Islam impact how people seek to live their lives and the values the withhold. I can create a guidebook to the journey of life taking inspiration from religious moral codes.</p>	<p>Summer 2 – 6.1</p> <p>Key questions What do sacred texts and other sources say about God, the world and human life?</p> <p>Key theme How do stories/quotes/films influence how we live our lives?</p> <p>Big questions Do religions teach similar things?</p> <p>Key vocab Torah Bible Qur'an Humanist Rationalist Incarnation Holy Spirit</p> <p>Key content I know what a sacred text is, can name them and match them to the relevant religions. I can describe how religious people use sacred texts in their worship, private study, memorisation and for guidance through videos, artefacts and photos. I know that 'Stormzy' and Musharraf Hussain studied sacred texts and the impact this had on their lives I can explain with reasons why Muslims and Christians revere their holy texts. I can suggest reasons why sacred texts of religions have lasted so long and are often best sellers. I can suggest similarities/differences between the Bible and Qur'an and think about the question: Do religions teach similar things?</p> <p>I can explain why sacred writings have an impact on people's beliefs about God and values. I know that sacred texts can inspire and how they can do this.</p>