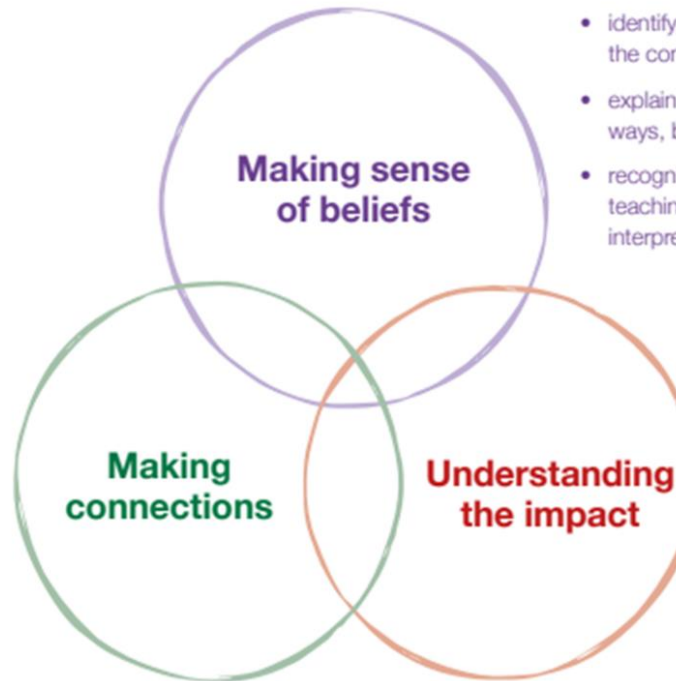


RE Sequence of Learning 2023 – 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Being Special	F2 INCARNATION	F1 GOD/CREATION	F3 SALVATION	Bible Stories	Understanding the World
	Where do we belong?	Why is Christmas special for Christians?	Why is the word 'God' so important to Christians?	Why is Easter special for Christians?	Which stories are special and why?	Which places are special and why?
	<p>L1 – How do we show respect for one another?</p> <p>L2 – How do we show love / how do I know I am loved?</p> <p>L3 – Who do you care about? How do we show care / how do I know I am cared for?</p> <p>L4 – How do you know what people are feeling? How can we show people they are welcome?</p> <p>L5 – What things can we do better together rather than on our own?</p> <p>L6 – What makes us feel special about being welcomed into a group of people?</p>	<p>L1 – What special stories about Jesus are in the Bible?</p> <p>L2 – Why do Christians celebrate Jesus' birthday?</p> <p>L3 – Why do Christians perform Nativity plays at Christmas?</p> <p>L4 – What special things do Christians do at Christmas to share God's love?</p> <p>L5 – What makes every single person unique and precious?</p> <p>L6 – How does the Christmas story tell Christians they are precious to God?</p>	<p>L1 – What does the word 'God' mean?</p> <p>L2 – Which people believe God is the creator of everything?</p> <p>L3 – What is amazing about the world?</p> <p>L4 – What do Christians say about God as creator?</p> <p>L5 – What is the story that Christians use to think about the creator?</p> <p>L6 – What do Christians (and other people) think about the world and how we should treat it?</p>	<p>L1 – What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come to life again?</p> <p>L2 – What do Christians believe happened to Jesus?</p> <p>L3 – Why do Christians believe the easter story is such an important story?</p> <p>L4 – What do Christians do at Easter?</p> <p>L5 – Why do we have Easter eggs?</p> <p>L6 – how do Christians link Easter to forgiveness, love, sacrifice and new beginnings?</p>	<p>L1 – What is your favourite story? What do you like about it, and why?</p> <p>L2 – What stories do you know about Jesus? What do you think Jesus was (is) like?</p> <p>L3 – Do you know any Bible stories? What stories do you know that are special to Christians?</p> <p>L4 – What do the bible stories you know tell you about God?</p> <p>L5 – What stories do you know that tell you how you should behave towards other people?</p> <p>L6 – What are the similarities and differences between different people's stories?</p>	<p>L1 – Where do you feel safe? Why?</p> <p>L2 – Where do you feel happy? Why?</p> <p>L3 – What place is special to you and the people in your family?</p> <p>L4 – Where is a special place for believers to go?</p> <p>L5 – What makes the places that people from the community go to special for them?</p> <p>L6 – What are the similarities and differences between different people's special places?</p>

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding



- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

Year 1	1.2 CREATION: Who made the World? Harvest	1.1 GOD: What do Christians believe God is like?	Who is a Muslim and what do they believe? Muslim	What does it mean to belong to a faith community? Muslim	What makes some places sacred? Muslim	What can we learn from sacred books? Muslim
	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least one example of what Christians do to say 'thank you' to God for Creation <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. <p>Lesson sequence:</p> <p>L1: What happens in the Christian story of creation?</p> <p>L2: How does the concept of Creation fit into the timeline of the Bible's 'Big Story'?</p> <p>L3: What does the creation story tell Christians about God, creation and the world?</p> <p>L4: What do Christians think God felt about the world that he had made?</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify what a parable is. Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others). Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God). <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. Give a reason for the ideas they have and the connections they make. <p>Lesson sequence:</p> <p>L1: What is a parable and why did Jesus use them?</p> <p>L2: What is the parable of the Lost Son?</p> <p>L3: What does the story of the Lost Son mean to Christians?</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah and give a simple description of what some of them mean. Give examples of how stories about the Prophet show what Muslims believe about Muhammad. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan). Give examples of how Muslims put their beliefs about prayer into action. <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk about and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. Give a good reason for their ideas about whether prayer, respect, celebration and self- 	<p>Make sense of beliefs:</p> <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities. Say simply what Mohammed taught about loving other people. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Muslim welcome ceremony and suggest what the actions and symbols mean. Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Muslim and non-religious). <p>Make connections:</p> <ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. <p>Lesson sequence:</p> <p>L1. How do Muslims use the Shahadah to show what matters to them?</p> <p>L2. What did the prophet Mohammed teach about loving other people?</p> <p>L3. What happens at a Christening and Aqilah and</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship and talk about what people do there. Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. Give simple examples of how people worship at a church, mosque or synagogue. Talk about why some people like to belong to a sacred building or a community. <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas. Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books. <p>Understand the impact:</p> <ul style="list-style-type: none"> Suggest their own ideas about stories from sacred texts and give reasons for their significance Ask and suggest answers to questions arising from stories Jesus told and parables from another religions. Discuss issues of good and bad, right and wrong arising from the stories. <p>Make connections:</p> <ul style="list-style-type: none"> Make links between the messages within sacred texts and the way people live Re-tell stories from the Christian Bible and from another faith texts, suggesting possible meaning of these stories. <p>Lesson sequence:</p> <p>L1: Why is a holy book considered to be 'holy', what does 'holy' mean?</p> <p>L2: What do sacred texts contain that make them so special to so many people?</p> <p>L3: How do Muslim people treat the Qur'an to show that it is holy?</p>

	<p>L5: What do Christians do to say thank you to God for the creation?</p> <p>L6: What do I think is amazing about the world I live in?</p>	<p>L4: How do Christians show their belief in God as loving and forgiving?</p> <p>L5: How do Christians put their beliefs into practice in worship?</p> <p>L6: Why are the parables of the lost son, the lost sheep and the lost coin so important to Christians?</p>	<p>control have something to say to them too.</p> <p>Lesson sequence:</p> <p>L1. Who founded Islam and where did it happen?</p> <p>L2. What is the Shahadah and why it is so important for Muslims?</p> <p>L3. What are the six beliefs of Islam?</p> <p>L4. What are the five pillars of Islam?</p> <p>L5. How do Muslims use stories about the Prophet to guide their beliefs and actions?</p> <p>L6. What do Muslims think about prayer, respect, celebration and self-control?</p>	<p>what do the actions and symbols mean?</p> <p>L4. What are the ways people show they love each other and belong to each other when they get married?</p> <p>L5. Why and how do Muslims celebrate Ramadan?</p> <p>L6. How do Islamic beliefs impact the way Muslims live their lives?</p>	<p>Lesson sequence:</p> <p>L1. What makes some places special to us, and what the difference is between religious and non-religious special places?</p> <p>L2. What are the special places that different faiths go to worship?</p> <p>L3. What are the similarities and differences between a mosque and a Christian church?</p> <p>L4. How do people worship at a church, mosque or synagogue?</p> <p>L5. What artefacts are used in different places of worship?</p> <p>L6. What places in the world are special to Muslims?</p>	<p>L4: How do parables often convey messages in sacred texts?</p> <p>L5: What message is there behind the story of Prophet Muhammad and the Black Stone?</p> <p>L6: Why do Muslims view the story of Yunus as highly important in Islam?</p>
Year 2	1.4 GOSPEL: What is the good news Jesus brings?	1.3 INCARNATION: Why does Christmas matter to Christians?	Who is Jewish and what do they believe?	1.5 SALVATION: Why does Easter matter to Christians?	How and why do we celebrate special and sacred times? Jewish	How should we care for others and the world? Jewish
	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that stories of Jesus' life come from the Gospels. Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about Christmas for people who are 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer. Retell simply some stories used in Jewish celebrations (e.g. Chanukah). Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (e.g. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. <p>Make connections:</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions) Make clear links between these beliefs and the stories recalled at the festivals. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals Describe how believers celebrate festivals in different ways (e.g. between celebrations at 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable. Give an example of a key belief some people find in one of these stories (e.g. that God loves all people). Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories.

<p>bringing good news to the friendless.</p> <ul style="list-style-type: none"> • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. <p>Lesson sequence:</p> <p>L1: What is the Gospel and why do Christians call it the 'good news'?</p> <p>L2: How does the parable of the hidden treasure and the parable of the priceless Pearl link to the concept of 'Gospel'?</p> <p>L3: How does the Parable of the Sower link to the concept of 'Gospel'?</p> <p>L4: How do Christians follow the teachings of Christ about forgiveness and peace and bringing good news to others?</p> <p>L5: How do Christians put these beliefs into practice in their Church community and their own lives?</p> <p>L6: Is Jesus' 'good news' only for Christians, or are there things for anyone to learn?</p>	<p>Christians and for people who are not.</p> <ul style="list-style-type: none"> • Decide what they personally must be thankful for, giving a reason for their ideas. <p>Lesson sequence:</p> <p>L1: What happens in the story of Jesus' birth and why is Jesus important to Christians?</p> <p>L2: Where do stories about Jesus' life come from?</p> <p>L3: What do Christians mean when they use the term 'God incarnate'?</p> <p>L4: How do Christians use the story of the Nativity to guide their beliefs and actions at Christmas?</p> <p>L5: Why is the Christmas period important for non-Christians as well?</p> <p>L6: What do we have to be thankful for at Christmas time?</p>	<p>Shabbat, Sukkot, Chanukah).</p> <ul style="list-style-type: none"> • Make links between Jewish ideas of God found in the stories and how people live. • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat). <p>Make connections:</p> <ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. <p>Lesson sequence:</p> <p>L1. How do Jewish people reflect, thank, praise and remember in their worship?</p> <p>L2. What special objects might we find in a Jewish home?</p> <p>L3. Why is the Shema such an important Jewish prayer and what does it mean?</p> <p>L4. What is the story of Purim and what moral does it hold?</p> <p>L5. What is a mezuzah and how do Jewish people use them?</p>	<ul style="list-style-type: none"> • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. <p>Lesson sequence:</p> <p>L1: What do Christians mean when they use the term 'Salvation'?</p> <p>L2: What happened on Palm Sunday and how do Christians celebrate it?</p> <p>L3: What happened on Maundy Thursday that is so important that Christians and how do they mark the event in worship?</p> <p>L4: What happened on Good Friday and how do Christians mark the event in worship?</p> <p>L5: What happened on Easter Sunday and how do Christians mark the event in worship?</p> <p>L6: How do the stories of Holy Week and Easter link with the idea of Salvation?</p>	<p>home and in community; and/or a variety of ways of celebrating within a religious tradition).</p> <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives • Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas • Talk about what they have learned, how and why their thinking has changed. <p>Lesson sequence:</p> <p>L1: What is the family ritual of Shabbat and what does it involve?</p> <p>L2: What is the Jewish new year celebration of Rosh Hashanah and what activities are involved?</p> <p>L3: Why do Jewish people consider Yom Kippur the holiest day of the year?</p> <p>L4: What is the story of Hanukkah and the miracle of light that occurred at the temple in Jerusalem?</p> <p>L5: How does the Seder ritual feast of Passover relate to the Israelites' exodus from Egypt?</p> <p>L6: How does the coming-of-age ceremony of Bar</p>	<ul style="list-style-type: none"> • Give examples of how Christians and Jews can show care for the natural earth. • Say why Christians and Jews might look after the natural world. <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. <p>Lesson sequence:</p> <p>L1: How do Matthew 10:29-31 and Psalm 139:2-4 say something about each person being unique and valuable?</p> <p>L2: How do the stories of The Lost Sheep, the Lost Coin, and the Lost Son show the key Christian and Jewish belief that God loves all people?</p> <p>L3: What does Genesis 1 tell Christian and Jewish people about the beginning of the world and how to treat the world?</p> <p>L4: How is the Christian value of caring for others highlighted by the parable of the good Samaritan?</p> <p>L5: How do some religious and non-religious people show that they care for people?</p>
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			L6. How do the stories used in Jewish celebrations remind Jews about what God is like?		Mitzvah or Bat Mitzvah mark becoming a Jewish adult?	L6; Why should both religious and non-religious people care for others and look after the natural world?.
Year 3	2a1 CREATION/FALL: What do Christians learn from the creation story?	What do people believe about God? Hindu and Muslim	2a2 PEOPLE OF GOD: What is it like to follow God? Visit church	2a4 GOSPEL: What kind of world did Jesus want?	Why do people pray? Hindu and Muslim	Why are festivals important? Muslim, Hindu
	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Recognise that the story of 'the Fall' in Genesis 3 explains why things go wrong in the world. <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways). Describe how and why Christians might pray to God, say sorry and ask for forgiveness. <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. <p>Lesson sequence:</p> <p>L1: How do Christians and Jews believe the world was created and why do they think this?</p> <p>L2: What are the links between Genesis 1 and</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God Identify how and say why it makes a difference in people's lives to believe in God <p>Understand the impact:</p> <ul style="list-style-type: none"> Suggest why having a faith or belief in something can be hard Identify some similarities and differences between ideas about what God is like in different religions <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions and suggest some of their own responses to ideas about God Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts <p>Lesson sequence:</p> <p>L1: What are some of the ways in which Christians describe God?</p> <p>L2: What are some of the ways in which Hindus describe God?</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. <p>Make connections:</p> <ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. <p>Lesson sequence:</p> <p>L1. What happens in the story of Noah in the Bible and what does it mean to have faith and to follow and trust in God?</p> <p>L2. What happens in the story of Abraham in the Bible and what does it mean to have faith and to follow and trust in God?</p> <p>L3. What is a covenant and what was the covenant that God made with Noah and Abraham?</p> <p>L4. How do the stories of Abraham and Noah show that Christians value faith</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. <p>Make connections:</p> <ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. <p>Lesson sequence:</p> <p>L1: What are the links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'?</p> <p>L2: Which texts that come from a Gospel tells the story of the life and teaching of Jesus?</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify what some believers say and do when they pray Establish what the fundamental practice of prayer is in religions studied. <p>Understand the impact:</p> <ul style="list-style-type: none"> Suggest ways in which prayer can comfort and challenge believers Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray <p>Make connections:</p> <ul style="list-style-type: none"> Respond thoughtfully to examples of how praying helps religious believers. Raise questions and suggest answers about what people believe about prayer and what they do when they pray. Comment on subtle differences between faith denominations: similarities and differences between how people pray. Consider, comment and evaluate the significance of prayer in the lives of people today. <p>Lesson sequence:</p> <p>L1: What is the practice of prayer?</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions) Make clear links between these beliefs and the stories recalled at the festivals. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition). <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas Talk about what they

	<p>what Christians believe about God and Creation?</p> <p>L3: How do Christians show their wonder at how amazing God's creation is and how to care for it?</p> <p>L4: How does the story of 'the Fall' in Genesis 3 explain why things go wrong in the world?</p> <p>L5: How and why do Christians pray to God, say sorry and ask for forgiveness?</p> <p>L6: What is important in the Creation story for Christians and for non-Christians living today?</p>	<p>L3: What are some of the ways in which Muslims describe God?</p> <p>L4: What exactly do religious people mean by the word 'Faith'?</p> <p>L5: Why can be hard sometimes to have a faith or belief in something?</p> <p>L6: How and why does having faith make a difference in some people's lives?</p>	<p>and trust in God?</p> <p>L5: Why are the stories of Noah and Abraham so important in Christianity?</p> <p>L6: What is the link between promises in the story of Noah and promises that Christians make at a wedding ceremony?</p>	<p>L3: What might Jesus' actions towards lepers mean for a Christian?</p> <p>L4: How do Christians use the story of Zaccheus or the Good Samaritan try to show love to all?</p> <p>L5: How and why do Christian leaders try to follow Jesus' teaching in different ways?</p> <p>L6: How do Christians link the importance of love in Bible stories to life in the world today?</p>	<p>L2: What do Hindus do when they pray?</p> <p>L3: What do Muslims do when they pray?</p> <p>L4: What are the similarities and differences between how Christians, Muslims and Hindus pray?</p> <p>L5: How can prayer both comfort and challenge believers?</p> <p>L6: What is the significance of prayer in the lives of believers in the modern world?</p>	<p>have learned, how and why their thinking has changed.</p> <p>Lesson sequence:</p> <p>L1: How and why do we celebrate special times and what are the differences between religious festivals and other types of celebrations?</p> <p>L2: What does the Hindu festival of Diwali involve and why is it so important to Hindus and Sikhs?</p> <p>L3: What is the Hindu festival of Holi and what does it involve?</p> <p>L4: Why do Muslim people consider Eid al-Fitr such an important festival to mark in the year?</p> <p>L5: What is the story behind the Muslim festival of Eid al-Adha and how is it celebrated?</p> <p>L6: Why do believers take part in festivals and what role do they play in life in Britain today?</p>
Year 4	What does it mean to be a Hindu in Britain today?	2a3 INCARNATION/GOD: What is the Trinity? Christmas	Why do some people think life is a journey? Jewish, Hindu	2a5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter	What can we learn from religions about deciding right and wrong? Jewish, hindu	2a6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?
	<p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home puja). Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali). Identify some different ways in which Hindus show 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains. Offer suggestions about what texts about baptism and Trinity mean. Give examples of what these texts mean to some Christians today. <p>Understand the impact:</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. Offer informed suggestions about what the events of Holy Week mean to Christians. Give examples of what Christians say about the 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Find out at least two teachings from religions about how to live a good life List some of the main rules for living in religious traditions Identify rules for living from religions and suggest ways in which they might help believers with difficult decisions. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now.

<p>their faith (e.g. between different communities in Britain, or between Britain and parts of India).</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma). <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. <p>Lesson sequence:</p> <p>L:1 Where did Hinduism originate and why is it one of the main religions in Britain today?</p> <p>L2: How do Hindus express their faith through puja, aarti and bhajans?</p> <p>L3: How do Hindus show their faith at home?</p> <p>L4: How do Hindus show their faith when they are at the mandir?</p> <p>L5: How do Hindus celebrate Diwali in Britain today?</p> <p>L6: Why is being a Hindu a good thing in Britain today, and why it might be hard sometimes?</p>	<ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live. <p>Make connections:</p> <ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, clearly expressing some ideas of their own about what Christians believe God is like. <p>Lesson sequence:</p> <p>L1: What do Christians believe God is like?</p> <p>L2: What are the Gospels and how do Christians use them?</p> <p>L3: Why do Christians go through a baptism ceremony?</p> <p>L4: What is the idea of the Holy trinity in Christianity?</p> <p>L5: How do Christians describe the different aspects of the holy trinity?</p> <p>L6: How do Christians show their beliefs about the trinity in worship?</p>	<p>Understand the impact:</p> <ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today. <p>Lesson sequence:</p> <p>L1: What do Christians believe about love, commitment and promises?</p> <p>L2: What do Jews believe about love, commitment and promises?</p>	<p>importance of the events of Holy Week.</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. Describe how Christians show their beliefs about Jesus in worship in different ways. <p>Make connections:</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. <p>Lesson sequence:</p> <p>L1: What does the word 'Salvation' mean and how do Christians believe Jesus came to 'save' or 'rescue' people?</p> <p>L2: What happened on Palm Sunday and how do Christians celebrate it?</p> <p>L3: What happened on Maundy Thursday that is so important that Christians and how do they mark the event in worship?</p> <p>L4: What happened on Good Friday and how do Christians mark the event in worship?</p> <p>L5: What happened on Easter Sunday and how do Christians mark the event in worship?</p> <p>L6: How do Christians link the events of Easter</p>	<p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of ways in which some inspirational people have been guided by their religion. Describe some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system. <p>Make connections:</p> <ul style="list-style-type: none"> Make links between stories of temptation and why people can find it difficult to be good. Discuss their own and others' ideas about how people decide right and wrong. Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity. <p>Lesson sequence:</p> <p>L1: What rules for living are common to most religions and how might they help believers with difficult decisions?</p> <p>L2: What are some stories of temptation from the Torah and New testament and why people can find it difficult to be good?</p> <p>L3: How have some inspirational people have been guided by their religion?</p> <p>L4: What are the similarities and differences between the codes for living used by</p>	<p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. Describe how Christians show their beliefs about the Holy Spirit in worship. <p>Make connections:</p> <ul style="list-style-type: none"> Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. <p>Lesson sequence:</p> <p>L:1 What were the events of Pentecost documented in Acts?</p> <p>L2: Why is Pentecost so important for Christians?</p> <p>L3: How Christians mark the events of Pentecost on worship?</p> <p>L4: How do Christians believe the Holy Spirit guides and empowers them?</p> <p>L5: How Christians show their beliefs about the Holy Spirit in worship?</p> <p>L6: What are the links between the kingdom of God in the Bible and what people believe about following God today?</p>
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Year 5	2b.1 GOD: What does it mean if God is holy and loving?	2b4: INCARNATION: Was Jesus the messiah? Christmas	<p>What does it mean to be Muslim in Britain today?</p> <p>Visit to the Cornwall Islamic Community Centre</p>	Is it better to express your religion in arts and architecture or in charity and generosity? Muslim	2b5 GOSPEL: What would Jesus do?	Why do some people believe in God and some people not?
	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. Show how Christians put their beliefs into practice in worship. <p>Make connections:</p> <ul style="list-style-type: none"> Weigh up how biblical ideas and teachings about God as holy and loving 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. <p>Understand the impact:</p> <ul style="list-style-type: none"> Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message). Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet). <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art). Give evidence and examples to show how 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify religious and non-religious teachings, charities and ways of expressing generosity. Identify why some believers and non-believers criticise spending money on religious buildings or art. <p>Understand the impact:</p> <ul style="list-style-type: none"> Comment on why some believers see generosity and charity as more important than buildings and art. Make links in subject, theme, media and symbols between examples of religious creativity across history. <p>Make connections:</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. <p>Make connections:</p> <ul style="list-style-type: none"> Make connections between Christian 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. Give examples of reasons why people do or do not believe in God. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between what people believe about God and the impact of this belief on how they live. Give evidence and examples to show how Christians sometimes

<p>might make a difference in the world today, developing insights of their own.</p> <p>Lesson sequence:</p> <p>L1: What are the different of Biblical texts that tell Christians what God is like?</p> <p>L2: What ideas of God are gained from biblical texts by Christians?</p> <p>L3: What do Christians mean when they say God is omnipotent, omnipresent, omniscient and eternal?</p> <p>L4: How do biblical texts show us that Christians believe God is both holy and loving?</p> <p>L5: How do Christians put their beliefs into practice in worship?</p> <p>L6: How might biblical ideas and teachings about God as holy and loving make a difference in the world today?</p>	<p>Make connections:</p> <ul style="list-style-type: none"> • Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers. <p>Lesson sequence:</p> <p>L1: What is the concept of Incarnation and what is a 'Messiah'?</p> <p>L2: Which prophecy texts and Gospels tell us about the Messiah and Incarnation?</p> <p>L3: What 'criteria' from Old Testament texts tells Christians that Jesus was the messiah?</p> <p>L4: How do Christians put their beliefs about Incarnation into practice in different ways when celebrating Christmas?</p> <p>L5: How does the idea that Jesus is the Messiah make sense in the wider story of the Bible?</p> <p>L6: How is the idea of Jesus as the Messiah, a Saviour from God, important in the world today and what difference might it make in people's lives?</p>	<p>Muslims put their beliefs into practice in different ways.</p> <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today. • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. <p>Lesson sequence:</p> <p>L1. What are the main Muslim beliefs about God, the Prophet Muhammad and the Holy Qur'an?</p> <p>L2. What instruction is there to guide Muslims in the way they should live their lives?</p> <p>L3. How do Muslims show their belief through worship?</p> <p>L4. How do Muslims put their beliefs into practice in different ways?</p> <p>L5. What is the daily routine of a Muslim from a lager city in Britain like?</p> <p>L6. How do Muslims observe submission, obedience, generosity, self-control and worship in</p>	<ul style="list-style-type: none"> • Make thoughtful comments on the value of sacred buildings and art in the modern world. • Articulate their own responses to the idea that values are more important than arts and architecture. <p>Lesson sequence:</p> <p>L1: What great examples of religious art and architecture is there in the world?</p> <p>L2: What are similarities and differences between Christian and Muslim sacred buildings?</p> <p>L3: How do Christian and Muslim ideas about art differ?</p> <p>L4: Why do Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive?</p> <p>L5: Why might some people may be critical of religious art and architecture, and why some would defend it as important?</p> <p>L6: Which has greater impact – art or charity, what the world would be like without great art or architecture and what about a world without charity or generosity?</p>	<p>teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.</p> <ul style="list-style-type: none"> • Articulate their own responses to the issues studied, recognising different points of view. <p>Lesson sequence:</p> <p>L1: What are the features of Gospel texts that convey the messages of Jesus?</p> <p>L2: What were the main ideas that Jesus preached?</p> <p>L3: What is Jesus's message in Matthew 22:37–40 and Matthew 5:43–48?</p> <p>L4: What does Jesus talk about in the parable of the two debtors and the parable of the unforgiving servant?</p> <p>L5: What are the links between Jesus's death on the cross and Christian belief in love and forgiveness?</p> <p>L6: How can Jesus's teachings help Christians with issues and problems and what are the challenges of following Jesus's teachings in the modern world?</p>	<p>disagree about what God is like (e.g. some differences in interpreting Genesis).</p> <p>Make connections:</p> <ul style="list-style-type: none"> • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. • Make connections between belief and behaviour in their own lives, in the light of their learning. <p>Lesson sequence:</p> <p>L1: What do the terms 'theist', 'atheist' and 'agnostic' mean?</p> <p>L2: If the world was a village of 100 people how many would belong to each religion or non-religious group?</p> <p>L3: Why do some people believe in God and others do not and what are people's reasons for an atheistic, agnostic or theist point of view?</p> <p>L4: How can some Christians be scientists?</p> <p>L5: What impact does belief about God or no God have on how people live?</p> <p>L6: What are some of the ways believing in God is valuable in the lives of believers, and how it can be challenging?</p>
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			their lives in Britain and Cornwall today?			
Year 6	If God is everywhere why go to a place of worship? Hindu, Jewish	2b.2 CREATION/FALL: Creation & Science conflict or complimentary? Visit Truro cathedral launch lesson	2b.8 KINGDOM OF GOD: What kind of king is Jesus?	2b.6 SALVATION: What did Jesus do to save human beings?	What matters most to Humanists and Christians?	Does faith help people in Cornwall when life gets hard? (Curriculum Kernewick)
	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some key features of places of worship from different religions. Identify how places of worship might support believers through difficult times in their lives. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how places of worship fulfil special functions in the lives of believers Describe how the most important functions of a place of worship revolve around the community. <p>Make connections:</p> <ul style="list-style-type: none"> Make links between how believers feel about places of worship across different beliefs. Raise thoughtful questions about the value and purpose of places of worship in religious communities. <p>Lesson sequence:</p> <p>L1: What are the different places of worship for the main religions called?</p> <p>L2: What are the key features of a Christian place of worship?</p> <p>L3: What are the key features of a Jewish place of worship?</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. <p>Make connections:</p> <ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. <p>Lesson sequence:</p> <p>L1: What do some Christians say Genesis 1 means and</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice. Show how Christians put their beliefs into practice in different ways. <p>Make connections:</p> <ul style="list-style-type: none"> Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. Articulate their own responses to the idea of the importance of love and service in the world today. <p>Lesson sequence:</p> <p>L1: How do Christian teachings or beliefs about God's kingdom relate to</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice in different ways. <p>Make connections:</p> <ul style="list-style-type: none"> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. Articulate their own responses to the idea of sacrifice, recognising different points of view. <p>Lesson sequence:</p> <p>L1: How does Incarnation and Salvation fit in to the Bible's 'Big story'?</p> <p>L2: What do Christians mean when they say that Jesus' death was a sacrifice?</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist). Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God'). <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. <p>Make connections:</p> <ul style="list-style-type: none"> Raise important questions and suggest answers about how and why people should be good. Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. <p>Lesson sequence:</p> <p>L1: What is Humanism and what do Humanists believe about good and bad?</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Describe at least three examples of ways in which world views in Cornwall guide people in how to respond to good and hard times in life. Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between what people in Cornwall believe about God and how they respond to challenges in life (e.g. suffering, bereavement). Give examples of ways in which beliefs about resurrection/ judgement/ heaven/reincarnation make a difference to how someone lives. <p>Make connections:</p> <ul style="list-style-type: none"> Consider Cornwall as a place of refuge, inspiration and challenge. Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. <p>Lesson sequence:</p> <p>L1: What might the good and hard times in life be for people in Cornwall and</p>

<p>L4: What are the key features of a Hindu place of worship?</p> <p>L5: How do places of worship help believers connect to God?</p> <p>L6: How do places of worship support believers through difficult times in their lives?</p>	<p>purpose do they suggest it has?</p> <p>L2: What is the concept of Creation and how does it fit into the timeline of the Bible's 'Big Story'?</p> <p>L3: How does Genesis 1 describe God as Creator for many Christians?</p> <p>L4: How is Genesis 1 interpreted by Christians in different ways?</p> <p>L5: Why do many Christians look at Genesis 1 in order to help them see how science and faith go together?</p> <p>L6: Is Genesis 1 as a creation narrative in conflict, or is it complementary, with a science?</p>	<p>the issues and problems facing our own lives?</p> <p>L2. What are the connections between biblical texts and the concept of the kingdom of God?</p> <p>L3. What are the different possible meanings and interpretations for biblical texts?</p> <p>L4. How are biblical texts connected to the concept of the 'Kingdom of God'?</p> <p>L4. What is the connection between belief in the kingdom of God and how Christians put their beliefs into practice?</p> <p>L5. How does loving others and serving the needy relate to 'kingdom of God' in the world today?</p> <p>L6. How do ideas arising about the Kingdom of God, of love and service seem inspiring in our modern world?</p>	<p>L3: What were the events of the final evening that Christ was with his disciples?</p> <p>L4: How and why do Christians take part in the ritual of Holy Communion?</p> <p>L5: How do Christians put their beliefs into practice in a variety of different ways?</p> <p>L6: What value does the idea of sacrifice mean to us and does it have a place in the world today?</p>	<p>L2: What do Christians believe about good and bad, what texts do they use for guidance?</p> <p>L3: What do Christians mean when they say 'being made in the image of God' but 'fallen', and how does this differ from a Humanist's viewpoint?</p> <p>L4: Why should people in the world be good, what's wrong with being bad? Is following a moral code helpful?</p> <p>L5: What values do I have and what do I think are important values to have in the world today?</p>	<p>how might belief guide people?</p> <p>L2. What are the similarities and differences between what people believe about life after death in Christianity and Humanism?</p> <p>L3. What are the similarities and differences between what people believe about life after death in Christianity and Hinduism?</p> <p>L4. What are the ways in which beliefs about resurrection, judgement, heaven, karma and reincarnation make a difference to people's lives?</p> <p>L5. What are the links between what people in Cornwall believe about God and how they respond to challenges in life?</p> <p>L6. How has Cornwall as a place of spirituality inspired artistic expressions of religion?</p>
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