



Progression through Religious Education and Worldviews

Intent: Living, Believing, Expressing

Values to thrive by!

Principal Aim :

The principal aim of RE and worldviews is to engage pupils in systematic enquiry into significant human question which religion and world views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The purpose of RE:

- Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.
- The purpose of RE is captured in the principal aim, which is intended to be a short-hand version for day-to-day use. Teachers should use it when planning RE, whether long-term or short-term. It should be considered as a doorway into the wider purpose articulated above.
- Schools might wish to devise a pupil-friendly version of this for themselves. Discussing this, using the full purpose and the principal aim, would be helpful for teachers in clarifying what RE is for in their school and classroom.
- For example: 'RE explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living.'

Human and Social Sciences

Theology

Philosophy

We are Human and Social Scientists

- We question assumptions and religion
- We analyse how things change in society
- We consider the reasons for human behaviour and practices
- We consider what behaviour and practices tell us about belief and ways of seeing the world
- We study diversity and lived experiences of religion using interviews, case studies and observations
- We analyse and try to understand the worldviews of others, both personally and institutionally, alongside our own
- We encounter real people from different religious traditions and those of no faith
- We think about issues of belonging and identity and the interactions between these ideas



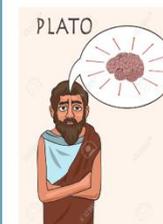
We are Theologians

- We analyse sacred texts and make links with practices and beliefs
- We look for evidence to back up our thinking, using sacred text and beliefs.
- We make judgements based on our reading
- We make interpretations and identify our hermeneutical (interpretive) lenses
- We ask questions about what we read and discuss its meaning
- We consider authorship and authority and the context in which sacred texts were written
- We reflect on what sacred texts mean to us personally and what they mean to others



We are Philosophers

- We explore different methods of knowing and different methods of reasoning
- We use the ideas and thoughts of others to generate discussion and formulate our own opinions
- We justify our opinions and ideas with evidence and examples
- We challenge the ideas and opinions of others, known to us and not known
- We ask innovative questions of our own and attempt to answer the questions of others
- We try to be persuasive in our spoken language and in our writing
- We think critically using reason and evidence
- We think about why we are here and issues of right and wrong, good and bad



D2 A progression overview for 5-14s: outcomes

Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of key stage 2 most pupils will be able to:
<p>Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;</p>	<p>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;</p>
<p>Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;</p>	<p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;</p>
<p>Know about & Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;</p>	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;</p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;</p>
<p>Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p>	<p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</p>	<p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;</p>
<p>Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;</p>	<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p>	<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;</p>
<p>Express and communicate B3. Appreciate and appraise varied dimensions of religion;</p>	<p>Notice and respond sensitively to some similarities between different religions and world views;</p>	<p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;</p>
<p>Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;</p>
<p>Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;</p>	<p>Find out about and respond with ideas to examples of co-operation between people who are different;</p>	<p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;</p>
<p>Gain & deploy skills: C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	<p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>

Units Overview Grid

Year group	Autumn term focus	Spring term focus	Summer term focus
EYFS	<p>Which stories are special and why?</p> <p>Which places are special and why?</p>	<p>Which people are special and why?</p> <p>What times are special and why?</p>	<p>Being special: where do we belong?</p> <p>What is special about our world?</p>
1	<p>Who is a Christian and what do they believed?</p> <p>Who is a Sikh and how do they live?</p>	<p>What does it mean to belong to a faith community?</p> <p>How and why do we celebrate special times?</p>	<p><u>What can we learn from sacred books?</u></p>
2	<p>Who is a Muslim and what do they believe?</p> <p>Who is Hindu and how do they live?</p>	<p>Who is Jewish and what do they believe?</p>	<p><u>What makes some places sacred?</u></p> <p><u>How should we care and why does it matter?</u></p>
3	<p>What does it mean to be a Christian in Britain today?</p> <p>Why are festivals important to religious communities?</p>	<p>Why do people pray?</p> <p>What can we learn from religions about deciding what is right and wrong?</p>	<p><u>What do people believe about God?</u></p>

<p>4</p>	<p>What does it mean to be a Hindu in Britain today?</p> <p>What does it mean to be a Buddhist today?</p>	<p>Why is the Bible important for Christians today?</p> <p>Why is Jesus inspiring to some people?</p>	<p><u>Why do some people think that life is a journey? What significant experiences mark this?</u></p>
<p>5</p>	<p>What does it mean to be a Muslim in Britain today?</p> <p>Why do some people believe God exists?</p>	<p>What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</p> <p>If God is everywhere, why go to a place of worship?</p>	<p><u>What difference does it make to believe in Ahimsa? (Harmlessness) Grace, (the generosity of God) and ummah (community).</u></p>
<p>6</p>	<p>What does it mean to be a Sikh in Britain today?</p>	<p>What do religions say to us when life gets hard?</p>	<p><u>Is it better to express your religion in arts and architecture or in charity and generosity?</u></p> <p><u>What matters most to Christians and Humanists?</u></p>

Year Reception

Unit:	Key Questions:	Vocabulary:	Enrichment Opportunities:
<p>Which stories are special and why?</p>	<p>What is your favourite story? What do you like about it, and why?</p> <p>Do you know any Bible stories? What stories do you know that are special to Christians? What do you think Jesus was (is) like?</p> <p>What stories are special to Christians? What happens in a story from the Bible? Does the story tell you about God? What do you learn?</p> <p>What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What do you learn?</p> <p>What stories do you know that are special to Muslims? Who are the stories about? What happens in the story? Does the story tell you about God?</p> <p>What is the holy book for Muslims? What are the similarities and differences between different people's special stories?</p>	<p>Christian Bible Jesus Special God Muslims Holy book Similar Different</p>	
<p>Which places are special and why?</p>	<p>Where is special to me?</p> <p>Where is a special place for Christians to go?</p> <p>Where is a special place for Christians to go? What makes a church special?</p> <p>Where is a holy place for Muslims to go? Where is a special place for Muslims to go? What makes a mosque special?</p> <p>What is important in a church and a mosque? How are holy buildings similar and different?</p> <p>What is needed to make a truly special place of our own?</p>	<p>Special Christian Muslim Church Mosque Holy</p>	<p>Visit from local vicar, Reverend Cleveland (St Laurence's)</p> <p>Christmas Assembly</p>

<p>Which people are special and why?</p>	<p>Who is special to you and why? Why are some people special? What story do Sikhs tell about a special person? What is a good friend like? How did Jesus make some very special friends? What can a Christian learn from actions in a story? What story shows Jesus being a friend and caring for others?</p>	<p>Sikhs Special Jesus Story Actions Care Friend</p>	
<p>What times are special and why?</p>	<p>What special times have you had? What do other people celebrate? What happens at Sukkot and why? What story do Hindu people remember at Diwali? What happens at Diwali and why? What happens at Christmas, and why? What can we say about Christmas, Diwali and Sukkot?</p>	<p>Special Celebrate Sukkot Diwali Christmas Hindu Belief</p>	
<p>Being special: where do we belong?</p>	<p>What makes us feel special? What makes Christians feel special to God? How do Christians know that children are special to God? What groups do we belong to? How do we know we belong to a group? What groups do religious people belong to? How do we show people they are welcome? How are babies welcomed into the Christian family? How is a baby welcomed into the Muslim religion? How do Hindu brothers and sisters show their love for each other at a festival?</p>	<p>Feel Welcomed God Christian Groups Festival Celebrate Religion/faith</p>	
<p>What is special about our world?</p>	<p>What are our favourite things about nature? Why do some people say the world is special? What do you think is special about the world? What story do Christians tell about how the creation of the world? How can we tell the Christian story of</p>	<p>Favourite Nature World Creation Christian Muhammad Muslims</p>	

	creation? What stories do Muslim people tell about God's creation? How does Muhammad show Muslims how to behave in the story of Muhammad and the Kittens? Is our world 'very good'?		
--	---	--	--

Year 1

Unit:	Key Questions:	Vocabulary:	Enrichment Opportunities:
Who is a Christian and what do they believe?	1. Who is a Christian and what do they believe? 2. What do Christians believe about God? 3. What does the bible teach us about God? 3. Why is Jesus important to Christians? 4. What do the miracles of Jesus teach us about what is important to Christians? 5. Why do Christians pray? 6. Who is a Christian?	Believe Christians Bible Miracles Pray Jesus God Faith Importance	
Who is a Sikh and how do they live?	1. What is important to a Sikh? What objects are important in Sikh ways of life? 2. What stories do Sikh people love to remember? 3. What happens at the Gurdwara? 4. Which values are particularly important to Sikh people? 5. What do you know about who is a Sikh and how they live?	Sikh Objects Importance Remember Gurdwara Values Life	
What does it mean to belong to a faith community?	1. Do we all belong to something? 2. How do Christians show they belong? 3. How do Muslims know that they belong? How do Jewish people show they belong together as a community? 4. How do Christians welcome a new baby? How do Muslims welcome a new baby? 5. How do some people show they belong to one another?	Belonging Jewish Community Welcoming Christians	
How and why do we celebrate special times?	1. What do you celebrate and why? What stories do your family tell? 2. What happened at Easter and how does it make people feel? 3. How do Christians celebrate Easter? 4. What matters most at Easter? 5. Why do Jewish people tell the story of Passover (Pesach) every year? 6. What do Muslims celebrate at Id-ul-Fitr?	Celebrate Family Easter Christians Jewish Passover Eid	Church trip (St Laurence's)
What can we learn from sacred books?	1. What stories are special to us? What is a holy book? 2. What did Jesus teach about God in a story? 3. What did Jesus say about how to treat others? 4. How are holy books treated? 5. What story is special for Jewish people in the Torah? 6. Which story do Muslims tell about the Prophet Muhammad?	Stories Jesus Sacred Treat Holy book Bible Torah Prophet Jonah Special	

	7. What can be learnt from the story of Jonah? What is special about Jonah?		
--	--	--	--

Year 2

Unit:	Key Questions:	Vocabulary:	Enrichment Opportunities:
<p>Who is a Muslim and what do they believe?</p>	<p>What do we think about God? Who was the Prophet Muhammad, and why is he important to Muslims? What stories of the Prophet do Muslims love to tell? What makes a place or an object special to us? And to Muslims? What is a mosque, and what happens at a mosque? How and why do Muslims pray and worship at the mosque? Mosques near where we live: What can we find out? What can we learn from Muslim holy words? What happens at the celebration of Eid-UI-Fitr, and why? Who is a Muslim, and what do they believe? (Final ideas)</p>	<p>Muslim Mosque Eid-UI-Fitr Worship Celebration</p>	<p>Visit a mosque (Masjid-E-zeenat-UI-Islam)</p>
<p>Who is a Hindu and how do they live?</p>	<p>Who is Hindu? What objects are special or holy for Hindu people? What does 'holy' mean? What ideas to Hindu people have about God? What do Hindu people learn from stories about the gods and goddesses? What do Hindus do at Diwali and why do they celebrate this festival? What do Hindus do at Holi and why do they celebrate this festival? How do Hindus worship?</p>	<p>Holy Hindu Holi God Goddess</p>	
<p>Who is Jewish and what do Jews believe?</p>	<p>What is precious to us? What is precious to Jewish people? What does a mezuzah remind Jewish people about? How and why do Jewish people celebrate Shabbat? What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?</p>	<p>Judaism Jew Precious Shabbat Mezuzah Chanukah</p>	
<p>What makes some places sacred?</p>	<p>Where do I feel safe? Where is a sacred place for believers to go? Which place of worship is sacred for Christians? Which place of worship is sacred for Jewish people? Which place of worship is sacred for Muslims? How are places of worship similar and different?</p>	<p>Sacred Safe Believers Christians Worship Jewish Muslims Similar Different</p>	

	<p>Why are places of worship important to our community?</p>	<p>Community</p>	
<p>How should we care and why does it matter?</p>	<p>Should we care for everyone? What do Christians believe about caring for people? What do some religions say about caring for other people? How have some people shown that they've cared? How is the golden rule an encouragement to care? What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?</p>	<p>Care Religions Encouragement Compassion Consequences Inclusion</p>	

Year 3

Unit:	Key Questions:	Vocabulary:	Enrichment Opportunities:
<p>What does it mean to be a Christian in Britain today?</p>	<p>How do Christians show their beliefs in the home? What do Christians do to show their beliefs at Church? How and why do different Christians use music in worship? How and why do different Christians celebrate holy communion? How do Christians make a difference in their local community? Why do people stand up against injustice because of their religion?</p>	<p>Beliefs Church Different Similarities Worship Music Holy communion Injustice Community Celebration</p>	
<p>Why are festivals important to religious communities?</p>	<p>What is worth celebrating? What do Christians celebrate at Easter? What was the meaning of Jesus' last meal with his friends? What does the crucifying of Jesus mean to Christians? What do Christians believe happened on Easter Sunday morning? Why is Diwali significant to Hindus? Why do Muslims celebrate at the end of Ramadan? Why do Jewish people celebrate Pesach every year? What can we learn from celebrations and festivals?</p>	<p>Celebration Easter Christians Jesus Crucifixion Last meal Easter Sunday Significance Diwali Ramadan Passover Festivals</p>	<p>Hindu temple visit (Shree Krishna)</p>
<p>Why do people pray?</p>	<p>What is prayer? Is prayer helpful? How could we answer this question? What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life? How and why do Christians like to pray? How do Hindus pray and worship at home and in the Mandir? What is similar and different in the words of three prayers (Muslim, Christian, Hindu)</p>	<p>Prayer Worship Beliefs Mandir Similar Different Muslim Christian Hindu Reflection Symbol</p>	<p>Easter performance</p>

	<p>Reflection: What more can we discover? Does reflection matter to me? Prayer and me: why do some people pray every day, but others not at all? What have we learned from Muslims, Hindus + Christians about prayer, symbols and worship? Concluding activities: ways of recording learning through making up and exploring their own questions</p>		
<p>What can we learn from religions about deciding what is right and wrong?</p>	<p>What rules are important? How is the Golden Rule important? What important messages are in the Ten Commandments? How do they help Jewish people know how to live? What does Christianity say about how to live a good life? How can people decide what is right and wrong without God's help? What do religious stories tell believers about temptation? How have religious teachings helped to affect somebody's actions?</p>	<p>Rules Importance Ten Commandments Messages Communication Temptation Teachings Actions</p>	
<p>What do people believe about God?</p>	<p>'Seeing is Believing' – is it? What do I think about believing in God? What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity? What do Muslims believe about Allah? (The Arabic word for God is Allah) What do Muslims believe about the Holy Quran, Allah's gift to humanity? How do Hindu people show what they believe about gods and goddesses? Why are three of the gods of the Hindu way especially important? What difference does it make to life if you</p>	<p>Believing Christian God Love Father Light Creator Trinity Listener Moses Burning Bush Conversion Paul the Apostle Allah Arabic Quran Humanity Gods Goddesses Humanism Hindu Muslim</p>	

	<p>believe there is no God? Finding out about Humanism</p> <p>What are the similarities and differences between different ideas about God?</p> <p>What have we learned about ideas of God from Hindus, Christians, Humanists and Muslims? (you may have only studied two or three of these)</p>		
--	---	--	--

Year 4

Unit:	Key Questions:	Vocabulary:	Enrichment Opportunities:
What does it mean to be a Hindu in Britain today?	1.How do Hindus show their faith? Faith in what? 2.A Hindu life; what is important? 3.Why is Mahatma Gandhi a Hindu Hero? 4.What is it like to be a Hindu in Britain today?	Hindus Faith Important Mahatma Gandhi Hero	
What does it mean to be a Buddhist today?			Buddhist Monastery (Forest Hermitage Buddhist Monastery)
Why is the Bible important for Christians today?	1.Do we all need wisdom on the journey of life? How do Christians find and use ancient wisdom from the Bible? 2.The Bible is a big book. How is it put together? Why is it so popular? 3.What does the Bible teach Christian people about God, life, the universe and everything? 4.How do Christians use Bible stories such as a story of creation to inspire drama, music, art or dance? 5.How can the Bible help people if they are tempted to do wrong things? 6.Can Bible stories of lost and found help people today? What makes these stories so popular? 7.What are the main ways Christians use the bible? Which ones explain why it is so popular?	Wisdom Journey Ancient Bible Christian Universe Life Creation Temptation Influence Inspire Lost Popular	
Why is Jesus inspiring to some people?	1.What does the word 'inspiring' mean? Who is inspiring? 2.What do we know about Jesus' life story? Is his story inspiring for some people? 3.Was Jesus inspiring because of his actions? 4.What did Jesus teach? Was he a good teacher? Was he an inspiring teacher? 5.Did Jesus' teachings inspire? How and why? 6.Who did Jesus say he was? Why is he so important to Christians? 7.Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection day? 8.Is Jesus still important today? Why? Who to? How does it show? 9.What kind of image of Jesus for the 21 st Century would pupils like to create? Might it be	Inspiring Jesus Actions Teach Important Christians Implications Good Friday Resurrection Image	

	inspiring to others? 10.Does being inspired by Jesus make a person stronger? 11.Who is inspiring for me? Who is inspiring for other children in my class?		
Why do some people think that life is a journey? What significant experiences mark this?	1.What does a journey mean to us? 2.What is the significance of Baptism to Christians? 3.How do Jewish people mark becoming an adult? 4.What ceremonies do Hindus mark in the journey of life? 5.Why do people choose to get married? 6.Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?	Journey Significance Jewish Ceremonies Baptism Mark Marriage Christians Hindus	

Year 5

Unit:	Key Questions:	Vocabulary:	Enrichment Opportunities:
<p>What does it mean to be a Muslim in Britain today?</p>	<p>What helps you through the journey of life? What helps Muslims through the journey of life? What is the key belief of Muslims? How does this affect their life? Why does prayer matter to Muslims? How is charity important to Muslims? How is charity important to you? Why do Muslims fast? Why do Muslims want to go on pilgrimage? Where do people get advice and guidance from? What is a special place for Muslims? Can you think of similar commitments to the five pillars in your life? What matters to Muslims?</p>	<p>Journey Muslims Belief Pray Prayer Charity Pilgrimage Fast Advice Guidance Commitment Five pillars</p>	
<p>Why do some people believe God exists?</p>	<p>How many people believe in God? Is God Real? What do Christians think? How do we know what is true? Why do people believe or not believe in God? What do Christians believe about how the world began? Do they all share the same idea? Is God Real? Why do some people believe God exists? Why do some people believe God doesn't exist?</p>	<p>Believe God Real True Idea Exists</p>	
<p>What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</p>	<p>Can you work out what mattered to Jesus from 10 things he said? What was his 'mission statement'? What is the importance of the value of love? How did Jesus teach his followers to love? What do Jesus' parables about forgiveness teach to Christians today? How do Christians today try to follow Jesus' teaching about justice and fairness? The example of Mother Teresa</p>	<p>Mission statement Importance Followers Parables Value Forgiveness Teach Christians Justice Fairness Mother Teresa Generous Greedy Problems</p>	

	<p>What did Jesus teach about being generous and being greedy? What does the teaching of Jesus have to say about some problems people face today? What would Jesus do? What have we learned about living by the values of Jesus in the modern world?</p>	<p>Modern</p>	
<p>If God is everywhere, why go to a place of worship?</p>	<p>What is a place of worship? What is it for? What is a Christian place of worship? What is it for? What is a Hindu place of worship? What is it for? What is a Jewish place of worship? What is it for? Are people more important than the place? What is a place of worship? What is it for? What does a place of worship mean to believers?</p>	<p>Worship Christian Hindu Jewish Important Believers</p>	<p>Visit a synagogue (vSolihull Shul)</p>
<p><u>What difference does it make to believe in Ahimsa? (Harmlessness) Grace, (the generosity of God) and ummah (community).</u></p>	<p>What can we learn from the game 'Everyone's Committed'? What does it mean for Hindus, Muslims and Christians to commit to key beliefs? How do Muslim people build their community, the Ummah, by following their Prophet? How does it feel to be a part of the Muslim Ummah? What difference does it make? What does harmlessness mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs and commitments? How do Hindus show their commitment to ahimsa through acts of service or sewa? What did Jesus teach about God's grace and forgiveness? Why did Jesus share bread & wine with</p>	<p>Committed Hindus Muslims Christians Ummah Prophet Difference Harmlessness Beliefs Commitments Ahimsa Sewa Grace Forgiveness Share Disciples Similar Difference</p>	

	<p>his disciples, the night of his arrest? How did Jesus show the meaning of grace? How can the life of a great Christian person show us the meaning of grace? What have we learned from the Muslims, Christians and Hindus about their commitments to the Ummah, to Ahimsa and to Grace? How are these religions similar, and how are they different?</p>		
--	--	--	--

Unit:	Key Questions:	Vocabulary:	Enrichment Opportunities:
<p>What does it mean to be a Sikh in Britain today?</p>	<p>1. Why is 'Guru' special in Sikhism? Who was Guru Nanak and why is he significant for Sikhs? 2. What did Guru Nanak teach about God? What values were important to Guru Nanak? 3. Why is the Gurdwara a special place for the Sikh community? Why do the Sikhs treat their holy scriptures like a living guru? 4. What happened when Guru Gobind Singh called Sikhs together in 1699? What differences would being part of the Khalsa make? How is the festival of Baisakhi celebrated now?</p>	<p>Guru Sikh Guru Nanak Important Values Gurdwara Holy scriptures Guru Gobind Singh Khalsa Baisakhi Celebrate Festival Community</p>	<p>Visit to Gurdwara (Gurdwara Sahib)</p>
<p>What do religions say to us when life gets hard?</p>	<p>1. What questions have you got about what happens when we die? 2. What do some people think carries on after we have died? What is our soul? 3. Do some people believe that you come back to life as a different thing? What is reincarnation? 4. Do you get heaven if you do things wrong? 5. What do Christians think happen when we die? 6. What do people who don't believe in God think happens when we die? 7. What different ideas are there about what happens when we die? What do I think?</p>	<p>Question Death Soul Believe Reincarnation Heaven Different Judgement Karma Ceremony</p>	
<p><u>Is it better to express your religion in arts and architecture or in charity and generosity?</u></p>	<p>1. What makes a place special? What is special place? Are all places sacred? What is value of a sacred place? 2. How do mosque buildings express Islamic beliefs and values? What makes a fine mosque? 3. Muslim calligraphy, painting and poetry: what is inspiring? 4. How do Christians use art in worship and in remembering Jesus? What do you admire about some works of art? 5. Can a Christian place of worship be a building for the 'glory of God'? What does this mean? 6. How and why do Muslim charities try to change the world? 7. How and why does Christian Aid try to change the world? 8. What matters more to Christians and Muslims a: art, architecture or generosity and charity? What matters more to you?</p>	<p>Special Sacred Mosque Express Islamic Beliefs Worship Calligraphy Inspiring Glory Charities Change Aid Architecture Generosity</p>	

What matters most to Christians and Humanists?

1. Do rules matter? Why? What is a code for living?
2. Who is a humanist? What codes for living do non-religious people use?
3. What can we learn from discussion and drama a boost good and bad, right and wrong?
4. What codes for living do Christians try to follow?
5. What can we learn from a Values Game?
6. peace: is it more valuable than any money?
7. Can we create a code for living that would help the world?

Rules
Code
Humanist
Non-religious
Discussion
Good
Bad
Right
Wrong
Values
Peace
Valuable
Help