

Rein EYFS			
Birth to three – babies, toddlers and young children will be learning to:	Communication and Language		<ul style="list-style-type: none"> <li>Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).</li> </ul>
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>Establish their sense of self.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>Make connections between the features of their family and other families.</li> <li>Notice differences between people.</li> </ul>
Three and Four-Year-Olds will be learning to:	Communication and Language		<ul style="list-style-type: none"> <li>Understand ‘why’ questions, like: “Why do you think the caterpillar got sofat?”</li> </ul>
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>Show interest in different occupations.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Continue developing positive attitudes about the differences between people.</li> </ul>
Children in Reception will be learning to:	Communication and Language		<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Ask questions to find out more and to check what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Describe events in some detail.</li> <li>Use new vocabulary in different contexts.</li> </ul>
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>See themselves as a valuable individual</li> <li>Build constructive and respectful relationships.</li> <li>Think about the perspectives of others.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> </ul>
	Understanding the World	People, Culture and communities	<ul style="list-style-type: none"> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>

RE	Progression	Intent						Implementation	Impact
Year group	Knowledge and skills the children should already have	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	How will this be taught?	What knowledge and skills will children have acquired?
Foundation	Children should have some understanding of the world around them and that not everyone is the same or has the same beliefs.	<p><b>Thematic.</b> Being special: where do we belong?</p>	<p><b>Incarnation</b> Why do Christians perform Nativity plays at Christmas?</p>	<p><b>Creation</b> Why is the word 'God' so important to Christians?</p>	<p><b>Salvation</b> Why do Christians put a cross on their Easter garden?</p>	<p><b>Thematic</b> Which places are special and why?</p>	<p><b>Thematic</b> Which stories are special and why?</p>	<p>Children will be taught as a direct teach whole class for 15 minutes, once a week. Activities will be placed in the enhancements during freeflow for children to access. The following pedagogies will be used with the children:</p> <ul style="list-style-type: none"> <li>☑ Text level work</li> <li>☑ Art</li> <li>☑ Music</li> <li>☑ Drama</li> <li>☑ Storytelling</li> <li>☑ Discussion</li> <li>☑ Questioning</li> </ul>	<p><b>Being Special – Where do we belong?</b> This unit plan focuses on Christianity, Hinduism and Islam. Teachers should use their professional judgement when deciding whether to teach about other religions alongside of these or instead of them when delivering this scheme of work to their own classes. Please bear in mind that families who do not follow a religious tradition also welcome new babies and children can look at ways in which this happens, including non-religious naming ceremonies.</p> <p><b>Incarnation</b> The key events from the nativity story. That Jesus was two or three when the wise men arrived. That stories have changed over time and that we must go back to the original texts to understand what happened. Understand why people perform nativity plays and where the first ones came from. Jesus welcomes everyone even the little children. Jesus loves everyone so much that he even knows the number of hairs on someone's head.</p> <p><b>God/Creation</b> Christians believe that God created the heavens and the earth. Christians believe that they must treat God's name with respect. They believe that the earth and everything in it belongs to God and that he gave them special jobs to do. Adam was given a special job to care for the animals. Jesus told stories or parables about how much God loves Christians (the parable of the precious pearl).</p> <p><b>Salvation</b> By the end of this unit, children will know that: Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others.</p> <p><b>Which places are special and why?</b> This unit mainly focuses on Christians and Muslims, with opportunities to explore Jewish and Hindu places of worship too. Teachers may wish to teach about other religions alongside or instead of these when delivering this scheme of work to their own classes. During a visit or virtual tour of a place of worship, pupils may have the opportunity to see religious items that they have learnt about in previous units (such as holy books or objects linked with religious festivals).</p> <p><b>Which stories are special and why?</b> This unit focuses on stories from Christianity, Islam and Judaism. There are strong links between this unit and English. Whether or not</p>

Year group	Skills knowledge the children should already have	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	How will this be taught?	What skills/knowledge will children have acquired?
Y1	From their time in Foundation, the children will have some knowledge of the creation story and what it means to Christians. they will also be aware of the Christian idea of God and the Jewish religion. They will have knowledge of the key events in the Christmas story and have started to use the term incarnation.	<b>Thematic</b> What does it mean to belong to a faith community?	<b>God</b> What do Christians believe God is like?	<b>Judaism</b> Who is Jewish and how do they live? Part 1	<b>Judaism</b> Who is Jewish and how do they live Part 2	<b>Creation</b> Who do Christians say made the world?	<b>Thematic</b> How should we care for the world and why does it matter?	The following pedagogies will be used with the children: <input type="checkbox"/> Text level work <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> Drama <input type="checkbox"/> Storytelling <input type="checkbox"/> Discussion <input type="checkbox"/> Questioning <input type="checkbox"/> Debate	<p>this unit is the first one to be studied in Reception/F2, the opening activities make a good basis for the start of children’ RE in this year group. Teachers may wish to teach them near the start of the school year, even if the rest of this unit is left until a later date</p> <p><b>What does it mean to belong to a faith community?</b> This is one of three thematic units in Key stage 1, which means it compares more than one religious' tradition on the theme of belonging. The syllabus recommends that this is a good unit for the early part of Year 1 (see syllabus p. 147). Take opportunities to make connections with belonging to your infant school. You should also build on pupils’ learning from FS, where they will have encountered specific Christian ideas (Units F1, F2 and F3), as well as ideas about being special (Unit F4), special places (Unit F5) and special stories (Unit F6). This unit enables pupils to think about belonging and to learn about how Christians.</p> <p><b>God</b> By the end of this unit, children will be able to: Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means</p> <p><b>Judaism</b> Within this unit the children will begin to find out about the Jewish religion and way of life. They will look at simple texts such as the Shema and discuss why these are important for Jewish people. The will have a firm understanding of some celebrations and ways of life.</p> <p><b>Creation</b> By the end of this unit, children will have built upon their knowledge of what Christians believe about creation. They will start to understand that different Christians have different views. The children will become more familiar with key events and begin to compare texts.</p> <p><b>How should we care for the world and why does it matter?</b> This is one of three thematic units in Key stage 1. Before studying this, pupils will have studied systematic units on Christians, Muslims and Jewish people. Throughout this unit, make connections with pupils’ prior learning from earlier in the year: how does the concept of caring spring from the beliefs of Christian/Jewish and Muslim people studied? E.g. through studying Bible stories, the lives of believers such as Dr Barnardo, Mother Teresa or a local believer, the Jewish practice of tzedakah and Sukkot celebrations, pupils learn about how</p>

Year group	Skills knowledge the children should already have	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	How will this be taught?	What skills/knowledge will children have acquired?
Y2	The children will have a basic knowledge of the religion of Islam from their studies in Foundation Stage. They will have a growing awareness of the big story of the bible and understand that Christians believe that Jesus came to save, They will understand that believers from different religions have special places where they go to worship.	<b>Islam</b> Who is a Muslim and how do they live? (Part 1)	<b>Incarnation</b> Why does Christmas matter to Christians?	<b>Islam</b> Who is a Muslim and how do they live? (Part 2)	<b>Salvation</b> Why does Easter matter to Christians?	<b>Gospel</b> What is the good news that Jesus brings?	<b>Thematic</b> What makes some places special to believers?	The following pedagogies will be used with the children: <input type="checkbox"/> Text level work <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> Drama <input type="checkbox"/> Storytelling <input type="checkbox"/> Discussion <input type="checkbox"/> Questioning <input type="checkbox"/> Debate	<b>Islam</b> This systematic study of Islam sets the foundations for pupils' learning about Muslims and the religion of Islam <b>Incarnation</b> In this unit the children will start to think about the terms secular and religious. They will begin to talk about the key events from the Christmas story and consider which traditions are secular and which are religious. They will focus on religious art work and drawings. <b>Salvation</b> Children will recognise that Incarnation and Salvation are part of the 'big story' of the Bible. Children will understand that Jesus gives instructions about how to behave. <b>Gospel</b> By the end of this unit children will be able to: Tell stories from the Bible and recognise a link with a 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. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. 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). Think, talk and ask questions about whether Jesus' 'good news' is only good news Christians, or if there are things for anyone to learn, exploring different ideas <b>Thematic What makes some places special to believers?</b> This is one of three thematic units in Key Stage 1 (i.e. it compares more than one viewpoint on the theme of sacred places). Before studying this, pupils will have studied systematic units on Christians, Muslims and Jewish people (i.e. units focused on a single religion). Throughout this unit, make connections with pupils' prior learning from earlier in the year: how do places of worship connect with Christian and Muslim/Jewish beliefs and practices studied? E.g. key stories of Jesus are shown in a church, including clear links to Easter; the mosque is used as a place of prayer, and often contain calligraphy; many Jewish symbols are seen in synagogues and in the home.
Y3	In Key Stage One and Foundation, the children	<b>Creation/Fall</b> What do Christians learn	<b>People of God</b> What is it like to	<b>Islam</b> How do festivals and	<b>Judaism</b> How do festivals and family	<b>Gospel</b> What kind of world	<b>Thematic</b> How and why do people try	The following pedagogies will be used with the children:	<b>Creation/Fall</b> By the end of this unit children will know that: 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. Describe what Christians do

	will have learnt about the five pillars of Islam and have knowledge of simple religious practices. They will have found out about the big story of the Bible and have some basic knowledge about the Christian beliefs linked to creation. They will have found out about festivals and artefacts linked to Judaism.	from the creation story?	follow God?	worship show what matters to a Muslim?	life show what matters to Jewish people?	did Jesus want?	to make the world a better place?	<input type="checkbox"/> Text level work <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> Drama <input type="checkbox"/> Storytelling <input type="checkbox"/> Discussion <input type="checkbox"/> Questioning <input type="checkbox"/> Debate	<p>because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p> <p><b>People of God</b> By the end of this unit children will know that: Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world.</p> <p><b>Islam</b> A second systematic unit on Islam builds on the thematic encounters with Muslims in Foundation Stage (Being Special, Special Times, Special Places) and the KS1 systematic unit (Unit 1.6 Who is Muslim and how do they live?). This unit offers opportunities to recall and deepen learning from the earlier unit, as well as extending pupils’ understanding.</p> <p><b>Judaism</b> This is the second systematic unit focusing on Jewish people. This unit builds on that learning in Unit 1.7. This unit explores the importance of the family and home in Judaism.</p> <p><b>Gospel</b> By the end of this unit children will be able to: Identify this as part of 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’. Offer suggestions about what Jesus’ actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of ‘Gospel’ (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus’ teaching. Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p> <p><b>Thematic</b> Children will have knowledge of different religious beliefs and teachings and how these help people to make the world a better place.</p>
Y4	In Key Stage One, the children will have found out about key concepts linked to Christianity. They will have encountered	<b>Incarnation/God</b> What is the Trinity?	<b>Hinduism</b> What do Hindus believe God is like?	<b>Hinduism</b> What does it mean to be a Hindu in Britain today?	<b>Salvation</b> Why do Christians call the day that Jesus died ‘Good Friday’?	<b>Kingdom of God</b> When Jesus left; what was the impact of Pentecost?	<b>Thematic</b> How and why do people mark the significant events of life?	<p>The following pedagogies will be used with the children:</p> <input type="checkbox"/> Text level work <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> Drama <input type="checkbox"/> Storytelling	<p><b>Incarnation</b> By the end of this unit children will be able to identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter. They will be able to offer suggestions about what texts about baptism and Trinity might mean. Be able to give examples of what these texts mean to some Christians today. Children will be able to describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. They will be able to make links between some Bible texts studied and the idea of God in</p>

	<p>key vocabulary such as 'Gospel' and understand what this means for believers. They will have a firm understanding of the Easter story and what this means for believers. In Foundation they will have found out about some key beliefs in Hinduism.</p>							<ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Questioning</li> <li><input type="checkbox"/> Debate</li> </ul>	<p>Christianity, expressing clearly some ideas of their own about what the God of Christianity is like</p> <p><b>Hinduism</b> Children will be able to identify some Hindu deities and tell others how they help Hindus describe God. Children will be able to make links between some Hindu stories and what Hindus believe about God. Children to have the knowledge and concept of Brahman/ God in Hinduism Unit L2.7 looks at the concept of Brahman/God in Hinduism whilst Unit L2.8 focuses on life as a Hindu in Britain today. When teaching the second unit, please ensure that pupils are encouraged to recall and build upon their learning and understanding from the first one. There are plenty of opportunities to do this, especially when focusing on Diwali. Children will be able to explain the words 'dharma', 'sanatan Dharma' &amp; 'Hinduism'. Children will have knowledge of Hindus practice and the idea of Hinduism.</p> <p><b>Salvation</b> By the end of this unit children will be able to: Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer knowledge suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p> <p><b>Kingdom of God</b> By the end of this unit children will be able to: Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p> <p><b>Thematic</b> Pupils will have the knowledge of different religious and spiritual ways of life and will relate these to milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu samskaras</p>
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									and marriage pupils will know how and why people choose to mark significant moments in life.
Y5	Children will have visited each of these themes and topics before. They will be building on their previous learning and understanding. Children will have some understanding of non-religious worldviews but will study Humanism in more depth this year.	<b>God</b> What does it mean if God is Holy and loving?	<b>Incarnation</b> Was Jesus the Messiah?	<b>Islam</b> What does it mean to be a Muslim in Britain today?	<b>Judaism</b> Why is the Torah so important to Jewish people?	<b>Gospel</b> How do Christians decide to live? What would Jesus do?	<b>Thematic</b> What matters most to Humanists and Christians?	The following pedagogies will be used with the children: <input type="checkbox"/> Text level work <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> Drama <input type="checkbox"/> Storytelling <input type="checkbox"/> Discussion <input type="checkbox"/> Questioning <input type="checkbox"/> Debate	<p><b>God</b> By the end of this unit children will be able to: Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p><b>Incarnation</b> Children will be able to; explain the place of Incarnation and Mesiah 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. Children will be able to show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas; they will be able to comment on the idea that Jesus is the Messiah. Children will be able to use the knowledge to discuss questions about if ‘Jesus was the Messiah?’</p> <p><b>Islam</b> This is the third systematic unit of work focusing on Muslims building on from units taught in Y2 and Y3. Children will build on their knowledge and understanding and start making connections between Muslim beliefs and Ibadah. They will be able to give evidence of how Muslims put their beliefs into practice in different both in Britain and Plymouth. They will be able to use their knowledge of Islam to discuss their views.</p> <p><b>Judaism</b> This is the third systematic unit of work focusing on Judaism building on from units taught in Y1 and Y3. Children will be able to identify and explain the Jewish belief in God using texts. They will be able to make connections between the Jewish belief about the Torah and how they use it. They will be able to make clear connections between the Jewish commandments and how Jews live. They will be able to give evidence and examples of how Jewish people put their beliefs into practice in different ways.</p> <p><b>Gospel</b> Children will be able to; identify this as part of a ‘Gospel’, which tells the story of the life and teaching of Jesus. They will make links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘Fishers of people’. They will suggest ideas and then find out about Jesus actions towards outcasts mean for Christian. Children will be able to give examples of how Christians try to show love for all and make links between the importance of love in the Bible stories studied and life in the world today.</p> <p><b>Thematic</b> This is a unit that concentrates on the values and ways of living of Christians and Humanists. It is positive about the values</p>

									found in both communities but notes real and definitive differences between these visions of how to live.
Y6	The children will have learnt about all of these topics before and will be building upon their learning of each one.	<p><b><u>Creation and Fall</u></b> Creation and science, conflicting or complimentary?</p>	<p><b><u>Thematic</u></b> Why do some people believe in God and some not?</p>	<p><b><u>Hinduism</u></b> Why do Hindus want to be good?</p>	<p><b><u>Salvation</u></b> What did Jesus do to save human beings?</p>	<p><b><u>Kingdom of God</u></b> What kind of king is Jesus?</p>	<p><b><u>Thematic</u></b> How does faith help people when life gets hard?</p>	<p>The following pedagogies will be used with the children:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Text level work</li> <li><input type="checkbox"/> Art</li> <li><input type="checkbox"/> Music</li> <li><input type="checkbox"/> Drama</li> <li><input type="checkbox"/> Storytelling</li> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Questioning</li> <li><input type="checkbox"/> Debate</li> </ul>	<p><b><u>Creation and Fall</u></b> By the end of this unit children will be able to: Outline the importance of Creation on the timeline of the 'big story' of the Bible. 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. 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. 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.</p> <p><b><u>Thematic</u></b> Children will be able to show their understanding of what God is like for Christians, Jews and Muslims from previous lessons. Children will be able to; define the terms 'theist', 'atheist' and 'agnostic'. They will be able to identify and explain religious and non-religious beliefs in God. They will be able to give examples of reasons why people believe in God or not. They will be able to make connections between what people belief and how they live their live and give evidence. Children will be able to reflect and articulate views on theism, agnosticism and atheism.</p> <p><b><u>Hinduism</u></b> Children will be able to; identify and explain Hindu beliefs. They will be able to give meanings for the story of the man in the wall and explain how it relates to Hindu beliefs. Children will be able to make clear connections between Hindu beliefs and ways in which Hindus live. They will be able to connect the four Hindu aims of life and the four stages of life with beliefs, they will give evidence and examples to show how Hindus put their beliefs into practice in different ways. Children will be able to make connections between Hindu beliefs studied and explain how and why they are important in Hindus. They will be able to reflect on and articulate what impact belief Karma and Dharma might have on individuals and the world, recognising different viewpoints.</p> <p><b><u>Salvation</u></b> Children will be able to; outline the timeline of 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, using theological terms. Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts; Make clear connections between Christian belief in Jesus' death as a sacrifice and how Christians</p>

									<p>celebrate Holy Communion. Show how Christians put their beliefs into practice in different ways. Children be able to weigh up the value and impact of ideas of sacrifice in their own lives and the world today. They will be able to articulate their own responses to the idea of sacrifice, recognising different points of view.</p> <p><b>Kingdom of God</b> Children will be able to; 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. They will be able to 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. Relate the Christian 'kingdom of God' model 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> <p><b>Thematic</b> Children will be able to; describe at least three examples of ways in which religious guide people in how to respond to good and hard times in life. Can identify beliefs about life after death in at least two religious' traditions, comparing and accounting for similarities and difference. They will be able to make clear connections between what people believe about God and how they respond to challenges in life and give examples of ways in which beliefs about resurrection/ judgement/ heaven/ karma/ reincarnation make a difference to how someone lives. Children will be able to interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these. They will offer a reasoned response to the unit question with evidence and example expressing insights of their own.</p>
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