

Hintlesham and Chattisham CofE Primary School Progression of Knowledge in Religious Education (Year B)

Skills involving all 3 gems

Faith

Children can talk about the key beliefs of different faiths and use appropriate vocabulary. They can also talk about the Christian Faith through class worship time and collective worship.

Acceptance

Children listen to each other's views, thoughts and feelings and they learn to respect each other's similarities and differences, including the beliefs of Christians and the beliefs of other faiths.

Understanding

Children are inquisitive about Faith. They ask questions and share their ideas. Children can make comparisons between different families, culture and faiths and talk about the similarities and differences.

	EYFS Ruby Class	Year 1 and 2 Emerald Class	Year 3 and 4 Sapphire Class	Year 5 and 6 Diamond Class
Autumn Term 1	<p>Why is the word God so important to Christians? (Whispering Allah into Baby's ear: Muslim birth custom)</p> <p>Can talk about when and where people use their name and why.</p> <p>Can recognise that the word 'God' is an important name for Christians.</p> <p>Can talk about who is important or special to them, their VIPs.</p> <p>Can remember something that happens in the Bible story of Creation.</p> <p>Can recognise that Christians use God's name with care because God is their Creator.</p>	<p>Judaism: Why do Jewish families talk about repentance at new year?</p> <p>Can talk about times when they have done things wrong and need to say sorry, at home or in class.</p> <p>Can talk about what is important to them about saying sorry and being forgiven, and why.</p> <p>Can suggest why the symbol of weighing scales is important to a Jewish person at New Year.</p> <p>Can talk about something Jewish people do together as part of their celebration / worship at Rosh Hashanah.</p> <p>Can say what the sound of the shofar or tasting honey means for Jewish people at Rosh Hashanah.</p> <p>Can remember the story of Jonah and know who it is special to.</p> <p>Can ask why a story is told, and what they learned from it, including the Jonah story.</p> <p>Can tell the story of Jonah and say why it might be important to a Jewish person.</p> <p>Can talk about the possible meanings in a story, including the Jonah story, and about any questions the story raises.</p> <p>Can ask respectfully what happens when friends or others get things wrong and want to put them right, including a Jewish view.</p> <p>Can talk about what is important to others, including Jewish people, about repentance and 'putting things right', asking respectfully why.</p> <p>Can use the right words e.g. God, scroll, shofar, repent to talk about what happens at Yom Kippur.</p>	<p>Christianity: How does believing Jesus is their saviour inspire Christians to save and serve others?</p> <p>Can describe what a Christian might learn from a story about how Jesus helped or saved someone.</p> <p>Can describe how Christians all talk about Jesus as their 'saviour' in their songs and prayers.</p> <p>Can use religious words to describe how the Salvation Army or other Christians show their beliefs in a badge.</p> <p>Can recognise some of the things which influence me to help others e.g. family, friends, faith.</p> <p>Can ask good questions about life after thinking about one of Jesus' miracles and share ideas for answers.</p> <p>Can link things that are important to me about receiving help when I need it to how I think and behave.</p> <p>Can describe what Christians might learn from the story of Zacchaeus about how people need 'saving'.</p> <p>Can describe some things Christians do as part of their faith to try to 'save' or help others, some the same, some different.</p> <p>Can describe some different ways that Christians show their beliefs about Jesus by using the words 'save/ saviour / sin / God' in Christmas carols or on Christmas cards.</p> <p>Can compare some things (or people) that influence me with who influences other people, including a practising Christian.</p> <p>Can ask important questions about things that spoil people's lives and compare with the Christian idea about sin as failing to be perfect.</p>	<p>Christianity: How do Christians show their belief that Jesus is God incarnate?</p> <p>Can make links that show how the Christian belief in Jesus as God comes from passages in the New Testament.</p> <p>Can use the right religious words to describe practices or artefacts in churches which show Christians believe Jesus is God</p> <p>Can show how Christians express ideas about Jesus as human / divine in different images and say why some may not want to portray Jesus</p> <p>Can ask questions about why people choose to support the Children's Society, referring to their Christian identity and the inspirational message of the Christingle.</p> <p>Can ask questions about things people need in life, and suggest my own answers to how the 'I am' sayings of Jesus address human needs.</p> <p>Can ask about moral decisions people make about how to help in society, and about why Christians set up organisations like Children's Society.</p> <p>Can suggest reasons for why Christians believe Jesus is God's Son and explain how they draw on the Bible for their ideas.</p> <p>Can use wide religious vocabulary to compare how Christians follow Jesus and how they respond to the belief that Jesus became a human like them.</p> <p>Can express a Christian's feelings or beliefs about Jesus as 'God with us' in a style used by believers (art, poetry, drama...) and give an explanation.</p> <p>Can ask about different denominations Christians belong to as a result of heritage, belief or choice, and outline some of the challenges of choosing to follow Christ.</p> <p>Can compare my own ideas about why humans exist and how people should live, with others, and suggest answers a Christian might give.</p>

			Can link things or people that my friends and value with the way we choose to think and behave.	Can discuss some benefits and problems of a strong commitment to help the less fortunate, and whose responsibility this is, inc. a Christian viewpoint.
Key Vocabulary	VIP, treasure, God, harvest, celebration	Yom Kippur, Rosh Hashanah, Shofar	William Booth, Salvation Army, sin	Divine, incarnate, Emmanuel, ichthus, humanity, identify, Anglican, creed, christingle
Autumn Term 2	<p>Why do Christians perform nativity plays at Christmas? (The Muslim story of Muhammad caring for the Ants)</p> <p>Can recognise an image of Jesus e.g. in a nativity set, stained glass window, icon</p> <p>Can talk about a person who is important or special to them.</p> <p>Can talk about something interesting in a story about Jesus as an adult.</p> <p>Can tell part of the nativity story e.g. when dressed up as a character or using figures from a crib set.</p> <p>Know something a family is doing at Christmas because they are Christians.</p> <p>Can talk about things that happen to them e.g. places they go at the weekend.</p>	<p>Christianity Why was Jesus given the name 'saviour'?</p> <p>Can remember the Annunciation story and know who it is special to.</p> <p>Can use the words 'nativity' or 'crib' to talk about what a Christian does at Christmas.</p> <p>Can suggest how a Christian shows which figures are important in a nativity set.</p> <p>Can talk about things that happen in my family or my class when we have needed help.</p> <p>Can ask why stories are told and what I learn from them, including the Nativity.</p> <p>Can talk about what really helps me when I am in trouble e.g. lonely, and why.</p> <p>Can tell the story about Simeon meeting Jesus and say why it might be important to a Christian.</p> <p>Can talk about how Christians use an Advent wreath in their church services.</p> <p>Can say what Posada stands for and what being involved might make a Christian think about.</p> <p>Can ask, with respect, about what my friends or different groups do at Christmas, including Christians.</p> <p>Can talk about how stories often have a meaning, and about questions the nativity story makes me ask.</p> <p>Can talk about who or what my friends or family would think it was important to help & ask respectfully why.</p>	<p>Islam: Why do Muslim's call Muhammad the 'Seal of the Prophets'?</p> <p>Can describe what a Muslim might learn from a story about Muhammad.</p> <p>Can describe the Shahadah and know all Muslims everywhere recite the same words.</p> <p>Can use 'seal of the prophets' to describe Muslim belief about Muhammad.</p> <p>Can recognise some of the things which influence me (family, friends, faith).</p> <p>Can ask good questions about what is important in life after hearing stories about Muhammad.</p> <p>Can link important messages I think the world should hear with the way I think and behave.</p> <p>Can describe what Muslims might learn from a story about Muhammad's life about Allah or about living.</p> <p>Can describe how Muslims say the words of the Shahadah to witness to their faith, as new believers or as part of prayer.</p> <p>Can describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design.</p> <p>Can compare how someone I admire influences me with who influences others, as well as how Muhammad might influence a Muslim.</p> <p>Can ask important questions about how people decide who to follow in life, comparing ideas with others, including a Muslim view.</p> <p>Can link things that I, and others, value with how we choose to behave and what we choose to celebrate.</p>	<p>Christianity: How do Christians try to capture the mystery of God as Trinity?</p> <p>Can show that some Christian beliefs about how God helps them in their lives link to Bible metaphors about God and Jesus e.g. Rock, Shepherd .</p> <p>Can use the right religious words to describe and compare 'Trinitarian' practices which may be involved in belonging to different Christian groups.</p> <p>Can show how Christians express beliefs and feelings about God as Trinity in various ways (prayers, music, song, 2D / 3D art) and suggest why.</p> <p>Can ask questions about groups people belong to and understand that some groups are strongly influenced by who or what they believe God is like.</p> <p>Can ask big questions about the mysteries of life and the universe and consider answers Christians and atheists, might offer about the idea of God.</p> <p>Can ask about how I, and others, make moral decisions and how the use of icons has been controversial and led to different decisions by Christians.</p> <p>Can explain some of the reasons why Christians believe God is Trinity and explain how this is based on the way they experience God as well as hinted at in Biblical.</p> <p>Can use a wide religious vocabulary to produce a guide to Rublev's icon which compares how and why some Christians might use this icon and how it draws them to God.</p> <p>Can capture religious beliefs, ideas or feelings about the Trinity in a style (e.g. triptych, or dance) used by Christians and explain what I am trying to convey.</p> <p>Can ask about the diverse groups people belong to in society, how they make choices about what to believe, and how easy it is to have faith in a 'mystery' when people ask for proof.</p> <p>Can compare my own ideas with the Christian idea that meaning and purpose of life is found in loving relationships, as expressed in their belief in the Trinity.</p>

				Can discuss some of the benefits and problems of holding strong values and commitments, considering if we ever venerate people a bit like religious icons
Key Vocabulary	Nativity, crib, costume	Advent, annunciation	Prophet, shahadah, mosque, seal, calligraphy, Arabic, divine	Mystery, icon, agnostic, atheist, trinity, symbol, baptism, prophecy
Spring Term 1	<p>How can we help others when they need it? (The Sikh story of Guru Har Gobind saving the 52 Princes)</p> <p>Can talk about things that happened when they needed help or they helped someone.</p> <p>Can talk about something interesting in a story where someone needed help.</p> <p>Can talk about someone who is special because they helped them when they needed help.</p> <p>Can remember how the traveller in The Good Samaritan story was saved or rescued.</p> <p>Can recognise the important parable of the Good Samaritan e.g. in a painting, drama, stained glass.</p> <p>Can recognise some images of a Christian praying and identify this as part of their religion.</p>	<p>Islam: How do some Muslims show Allah is compassionate and merciful?</p> <p>Can remember the story of Muhammad and the Crying Camel and know who it is special to.</p> <p>Can suggest why the words of the Bismillah are important to Muslims.</p> <p>Can talk about when my family (or class) have cared for / shown compassion to an animal.</p> <p>Can ask why a story is told, and what I learn from it, including a story of Muhammad.</p> <p>Can talk about what I think are important ways to show compassion and why.</p> <p>Can tell a story about Muhammad and an animal and say what it teaches a Muslim about compassion.</p> <p>Can talk about the possible meanings in stories, including a story about Muhammad, and about any questions it raises.</p> <p>Can talk about the importance people set on showing compassion, including Muslims, and ask respectfully why.</p> <p>Can use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan.</p> <p>Can talk about how Muslims use the words of the Bismillah e.g. in prayers, before food or before reading the Qur'an.</p> <p>Can ask respectfully about how my friends or other groups try to help and show compassion, and why Muslims fast together in Ramadan.</p> <p>Can say what a crescent moon and star might stand for and what looking for the new moon at Eid ul-Fitr is about for a Muslim.</p>	<p>Hinduism: Why do Hindus want to collect good karma?</p> <p>Can make links that show how a Hindu's belief in the importance of sewa (selfless service) is connected to other beliefs e.g. karma and samsara, and encouraged by Hindu teachers and scriptures.</p> <p>Can use the words 'debts' and 'duties' to describe what a child may learn in a Hindu community about how to behave and what it is important to do.</p> <p>Can show how Hindus express their religious beliefs about karma using several different metaphors and suggest why they do this.</p> <p>Can ask questions about debts I owe to my own family or other groups to which I belong, and include reference to the debt many owe to Gandhi for inspiring them to 'be the change'.</p> <p>Can ask questions about the importance of acts of kindness in daily life and suggest some answers of my own and include an answer a Hindu involved in Sewa Day might give.</p> <p>Can ask questions about how I, and others, make moral decisions, as a result of what we think is important, including how ideas about karma might affect a Hindu's decision.</p>	<p>Hinduism: How do questions about Brahman and Atman influence the way a Hindu lives?</p> <p>Can make links that show how Hindu belief in Brahman is expressed in what Svetaketu's father taught him from the salt, honey and fig.</p> <p>Can use the right religious words to describe how a belief in Brahman / atman might affect a Hindu's diet and their attitude to animals.</p> <p>Can show how Hindus express their religious beliefs and feelings about the value of life in different ways, suggesting why.</p> <p>Can ask questions about groups people choose to belong to, including religious groups who believe people have a spirit or soul.</p> <p>Can ask about the meaning and purpose of life as sung about in 'Colours of the Wind' and suggest a range of answers, including my own and a Hindu view.</p> <p>Can ask about moral decisions I, and others including Hindus, make as a result of particular values or commitments, referring to the Shambo debate.</p> <p>Can explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts e.g. the Upanishads, Hindu spiritual teachers or traditional stories.</p> <p>Can use a wide religious vocabulary to compare different Hindu views on worship e.g. with reference to Sanjay's Super Team, and the film's creator.</p> <p>Can attempt to express ideas about Brahman in a similar style to a metaphorical passage from the Bhagavad Gita and explain what I am trying to convey.</p> <p>Can ask about the diverse groups people belong to in society, and about the challenge of being a Hindu in Britain who believes all things are 'pervaded' by Brahman.</p> <p>Can compare my own ideas about what is really important in life / what I feel ready to stand up for, with those of others, including those of a Hindu.</p>

				Can discuss some of the benefits and problems of holding strong values and commitments, including those held by Hindu communities.
Key Vocabulary	Hero, prayer, cathedral, Lent	Allah, Muslim, prophet, Islam, Qur'an, Muhammad	Karma, moksha, samsara, reincarnation, soul	Brahman, Atman, Namaste, deities, Ahimsa
Spring Term 2	<p>Why do Christians put a cross in an Easter garden? (The Buddhist story of the Monkey King) Can talk about something interesting in a story e.g. that makes them ask a question.</p> <p>Can recognise something a Christian is doing because of their religion e.g. making the sign of the cross.</p> <p>Can recognise things which are important to Christians e.g. pictures of Jesus, different crosses.</p> <p>Can remember something that happens in the Christian story of Easter.</p> <p>Can talk about things that happen to them. Eg. going somewhere special, doing things with their family.</p> <p>Can talk about what is important to them e.g. a favourite story, food or souvenir.</p>	<p>Christianity: What are the best symbols of Jesus' death and resurrection at Easter? Can remember one of the Easter stories and know who these stories are special to.</p> <p>Can use the right words to talk about Christians celebrating Easter: Jesus, cross, communion, joy, shout.</p> <p>Can suggest why a cross, or crucifix, is an important religious symbol for Christian people.</p> <p>Can talk about something surprising or amazing that happened in my family, my class or my religion.</p> <p>Can ask why a story is told, and what I learn from it, including the story of Easter.</p> <p>Can talk about an object or symbol that helps me if I am sad or reminds me of something amazing</p> <p>Can tell one of the Easter stories and say why it might be important to a Christian.</p> <p>Can talk about Christians taking communion together as part of their Easter worship at church.</p> <p>Can say what different items could be used as symbols of the Easter stories and what they stand for.</p> <p>Can ask, with respect, what happens when groups my friends or others belong to, celebrate a joyful event.</p> <p>Can talk about things in the Easter stories that make me, or others, ask questions.</p> <p>Can talk about what I, and others, think is important to celebrate and ask why Easter is important.</p>	<p>How does the teaching of the gurus move Sikhs from dark to light? Can make links that show how for many Sikhs reading the daily Hukamnama is a rich source of guidance in life and comes from the Guru Granth.</p> <p>Can use the right religious words to try and describe the experiences of a Sikh as they put the three principles into practice in their life.</p> <p>Can show how Sikhs express their beliefs about God as the Divine Light or Jot in pictures of the Ten Gurus and suggest why they do this.</p> <p>Can ask questions about belonging to a group which follows an inspirational leader, and include references to how Guru Nanak challenged ideas about belonging.</p> <p>Can ask questions about whether having a new purpose or goal in life changes someone, and suggest my own answers and one from Sajjan the Robber.</p> <p>Can ask questions about who guides us in the moral decisions I, and others, make and suggest why it might be valuable to choose a 'True Guru' as a guide.</p>	<p>Christianity: Should believing in resurrection change how Christians view life and death? Can make links that show how Christian beliefs in resurrection from death come from particular sources in the Bible.</p> <p>Can use the right religious words to describe practices and experiences involved in Easter celebrations and how they might make a Christian feel.</p> <p>Can compare two very different ways that Christians have created resurrection images, suggesting reasons why they are different.</p> <p>Can ask about why people choose to belong to different groups and how Christians try to be 'witnesses to the resurrection' and inspire others to follow Christ.</p> <p>Can ask how the beliefs people have about death affect the way they face a funeral or their own death, and suggest a Christian's answer and my own.</p> <p>Can ask about moral decisions people might need to make if faced with life and death issues and how belief in resurrection might affect them.</p>
Key Vocabulary	Cross, symbol, Easter, Palm Sunday, vicar	Resurrection, Good Friday, Good Sunday, celebration	Guru, Guru Nanak, Guru Granth Sahib, Waheguru	Resurrection, creed, hallelujah, collect, euphemisms

<p>Summer Term 1</p>	<p>What makes every single person unique and precious? (A Hindu festival for brothers and sister: Raksha Bandhan) Can talk about something that happens to them now that didn't happen to them when they were little. Can talk about something interesting in the story of Jesus getting lost. Can remember something that happens in the story of Jesus welcoming the children. Can talk about what they think is special (or unique) about them. Can recognise why a 'thank you' song to God is important to a Christian. Can recognise something a Christian might do to follow the Golden Rule which Jesus taught them.</p>	<p>Christianity: Why do Christians trust Jesus and follow him? Can remember the story of Jesus teaching his disciples to pray and know who it is special to. Can use the right words to talk about Christians praying at mealtimes e.g. grace, God, amen. Can suggest what is important about the Lord's Prayer to a Christian. Can talk about when I need to ask someone for help in my family, or my class, or my faith. Can ask why stories are told, including the story of Jesus feeding the 5000 and what I learn from it. Can talk about what happened when someone said thank you to me and why I liked it. Can tell the story of Jesus praying before feeding five thousand people and say why it might be important to a Christian. Can talk about how some Christians pray together at church e.g. the Lord's Prayer, intercessions, silence, rosary, songs. Can say what a rosary stands for, why a candle might be used or what a worship song is about, for a Christian. Can ask respectfully about whether my friends or other people I know belong to groups which learn how to pray. Can talk about some of the phrases in the Lord's Prayer and about any questions they raise. Can talk about whether praying is important to other people, including Christians, and ask respectfully about why.</p>	<p>Christianity: Why do Christians believe they are people on a mission? Can make links that show how Christian beliefs about being on a mission and being salt and light in the world come from Jesus' teaching in the Sermon on the Mount. Can use the words 'commission' and 'mission' appropriately to describe and compare different things Christians do to fulfil their call to follow Jesus. Can show how Christians express their beliefs about the mission Jesus set them through the twin images of 'salt' and 'light' and suggest what different ideas the images convey. Can ask questions about groups people around me choose to belong to, and include reference to people who inspire others to work with / belong to a Christian mission group. Can ask questions about whether people have a mission or purpose in life, and suggest answers of my own, and at least one that a Christian might give. Can ask about how having particular values and commitments affects moral decisions I, and others, make, including how the 5 Marks of Mission might affect the decisions some Christians make.</p>	<p>Judaism: What is holiness for Jewish people: a place, time, object or something else? Can make links that show how Jewish beliefs about observing a holy Shabbat come from the teachings of the Torah. Can use the right religious words to describe practices and experiences which make Shabbat holy for Jewish families. Can show how Jewish believers express their religious beliefs about holiness in different ways and suggest why. Can ask questions about groups we choose to listen to or join, especially those with great popularity and what it feels like to be inspired. Can ask whether it is right to stand up for what you believe in life and suggest why some people do / don't, including people of faith. Can ask about moral choices I, and others make, and suggest what might happen if people kept to the holiness code. Can explain that Jewish people may hold a variety of beliefs as a result of studying the Torah as their guide for life and morality, and give an example. Can use a wide religious vocabulary to compare how and why young Jews take on their religious responsibility publicly at Bar / Bat Mitzvah. Can express the idea of holy ground / holy God in art work similar to a Jewish interpretation of Moses and the Burning Bush, and explain my ideas. Can ask about the diverse groups people belong to in society and give my views on the challenges of observing Shabbat for Jewish groups in Britain. Can compare my ideas about the purpose of life with the ideas of friends, including the Jewish idea of making the world 'holier' and what that might mean. Can discuss some of the benefits and problems of valuing things as 'holy' and compare my ideas with those of Jewish people and others.</p>
<p>Key Vocabulary</p>	<p>Precious, special, unique, thanksgiving</p>	<p>Trust, creed</p>	<p>Great Commission, Pentecost, Marks of Mission</p>	<p>Ner Tamid, shabbat, Bar Mitzvah, Bat Mitzvah</p>

<p>Summer Term 2</p>	<p>How can we care for our wonderful world? (Tu B'Shevat-the Jewish holiday for planting trees)</p> <p>Can talk about and remember the different things created by God in the Bible story of Creation</p> <p>Can talk about something interesting or wonderful in the Creation story or in the world around them.</p> <p>Be able to talk about what they think is special or wonderful in the natural world.</p> <p>Can talk about when they have looked after or cared for someone or something themselves. Can talk about and remember the story of the naming of the animals and know it is special to Christians.</p> <p>Know why a song / prayer about God's world is important to Christians</p> <p>Know something a Christian does because they believe God wants them to care for the world.</p>	<p>Judaism: Why is the Torah such a joy for the Jewish community?</p> <p>Can remember a story about Moses and the Commandments and know who it is special to .</p> <p>Can talk about what Jewish people do at Simchat Torah using the right words.</p> <p>Can suggest why a Torah scroll is important to a Jewish person.</p> <p>Can talk about times when my family or class have felt like jumping or dancing for joy.</p> <p>Can ask why a story is told, and what I learn from it, including stories about Moses.</p> <p>Can talk about who or what I think it is important to listen to.</p> <p>Can tell parts of the story of Moses and say why they might be important to Jewish people.</p> <p>Can talk about some things Jewish people do together when the Torah is read in the synagogue.</p> <p>Can say what the Aron Kodesh (Ark) is and how it shows the Torah's importance for Jewish people. Can ask respectfully about what makes a good leader in groups my friends or others belong to, including faith groups.</p> <p>Can talk about the meaning in a story, including stories of Moses, and about any questions these raise.</p> <p>Can talk about what is important for others to remember, including Jewish people, asking respectfully why.</p>	<p>How do Sikhs put their beliefs about equality into practice?</p> <p>Can make links that show how the beliefs of Sikhs in equality and service come from particular stories of the different Gurus and from the words of the Guru Granth.</p> <p>Can use the right religious words to describe the practice of langar at the Gurdwara and how it helps Sikhs experience the equality Guru Nanak preached.</p> <p>Can show how Sikhs express their religious beliefs through the different worship activities at the Gurdwara, and suggest why they do these things.</p> <p>Can ask questions about whether humans should see themselves as belonging to one big family, and include reference to people who have inspired others to take this view e.g. the Sikh Gurus.</p> <p>Can ask questions about whether there are always new things to learn in life, and suggest answers of my own, and one that a Sikh might give from the story of The Milk and the Jasmine Flower.</p> <p>Can ask what the world would be like if I, and others I know, were committed to treating all people as equal, as Guru Nanak taught, and how this might affect the making of moral decisions.</p>	<p>Humanism: Why do Humanists say happiness is the goal of life?</p> <p>Can make links between Humanist beliefs and the sources from which they draw their ideas. or which they use to promote their views of life.</p> <p>Can use the right terms to describe some practices / experiences involved at a Humanist naming, wedding or funeral, and how they might affect people.</p> <p>Can show how some Humanists express their secular beliefs in different ways, e.g. in slogans, bus advertising, and suggest why.</p> <p>Can ask questions about why some people choose to belong to a Humanist group, including a reference to people who may have inspired them to do so.</p> <p>Can ask questions about what the meaning and purpose of life is for a human being and suggest my own idea and a Humanist one.</p> <p>Can ask about moral decisions I and others make, as a result of our values and say what might happen if we made happiness the goal for everyone.</p> <p>Can explain some key beliefs and ideas promoted by local Humanists, or by the British Humanist Association, about God and about how to live.</p> <p>Can use a wide vocabulary to compare the practices and ways of life some Humanists believe are important and why.</p> <p>Can express atheist or agnostic beliefs, ideas or feelings in similar ways to Humanists e.g. on posters or badges, and explain what I am trying to convey.</p> <p>Can ask about the diverse groups people belong to in society, including non-religious groups, and discuss how and why Humanists challenge religious groups.</p> <p>Can compare my own ideas about the meaning and purpose of life, or about what is true, with others, including those of a practising Humanist.</p> <p>Can discuss some of the benefits and problems of holding strong values and commitments in life, including those of a Humanist nature.</p>
<p>Key Vocabulary</p>	<p>Caretaker, service, environment</p>	<p>Simchat Torah, Bimah, synagogue, mezuzah, Moses, Holy Ark, Hebrew</p>	<p>Sikh, Kaur, langar, Patka, Gurdwara</p>	<p>Humanist, agnostic, atheist, secularist, reason, rights, responsibilities, ceremonies</p>