



RE CURRICULUM MAP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Thematic Being special: Where do we belong?	Christianity (Incarnation) Why does Christmas matter to Christians?	Christianity (God) What do Christians believe God is like?	Christianity (Salvation) Why does Easter matter to Christians?	Thematic Which places are special and why?	Thematic Which stories are special and why?
Year 1/2 YEAR A	Thematic What does it mean to belong to a faith community?	Islam (God/Tawhid/Ibadah/Iman) Who is a Muslim and how do they live? (1)	Thematic How do we care for the world, and for others, and why does it matter?	Christianity (God) What do Christians believe God is like?	Christianity (Gospel) What is the 'good news' Christians believes Jesus brings?	Thematic What makes some places sacred to believers?
	<i>Spirituality- Tree & leaf. God the gardener, The garden of Eden, personal growth, symbolism</i>		<i>Spirituality- Water droplets. Jesus said, 'I will give you living water, welling up inside yourself.' What does water mean to you?</i>		<i>Spirituality- Doors. Jesus said, 'I am the door'. Reflective, try new things, closing a chapter, locking it shut, let people in, where does it lead us?</i>	
Year 1/2 YEAR B	Christianity (Creation) Who do Christians say made the world?	Christianity (Incarnation) Why does Christmas matter to Christians?	Islam (God/Tawhid/Ibadah/Iman) Who is a Muslim and how do they live? (2)	Christianity (Salvation) Why does Easter matter to Christians?	Judaism (God/Torah/People) Who is Jewish & how do they live? Part 1	Judaism (God/Torah/People) Who is Jewish & how do they live? Part 2
	<i>Spirituality- I wonder.... Spirituality – Values, snowflakes</i>		<i>Spirituality- Worry log. Spirituality-Mirrors. A sense of self, our feelings and actions</i>		<i>Spirituality- Windows and beauty. Looking through the window, looking at world in new ways, seeing changes, changes within ourselves and own lives</i>	
KS1 END POINT	<p><i>Making sense of beliefs:</i> most pupils can identify core beliefs and concepts studied and give a simple description of what they mean; give examples of how stories show what people believe ie the meaning behind a festival; give clear, simple accounts of what other texts mean to believers</p> <p><i>Understanding the impact:</i> most pupils can give examples of how people use stories, texts and teachings to guide beliefs and actions; give examples of ways in which believers put their beliefs into practice</p> <p><i>Making connections:</i> most pupils can think, talk and ask questions about whether the ideas they have been studying, have something to say to them; have a good reason for the views they have and the connections they make</p>					



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Year 3/4 YEAR A	Christianity (Creation/Fall) What do Christians learn from the Creation story?	Judaism (God/Torah/People/The Land) How do festivals & family life show what matters to Jewish people?	Hinduism (Dharma) What does it mean to be Hindu in Britain today?	Christianity (Salvation) Why do Christians call the day Jesus died 'Good Friday'?	Christianity (Gospel) What kind of world did Jesus want?	Thematic How & why do people try to make the world a better place?
	<i>Spirituality- Tree & leaf. God the gardener, The garden of Eden, personal growth, symbolism</i>		<i>Spirituality- Water droplets. Jesus said, 'I will give you living water, welling up inside yourself.' What does water mean to you?</i>		<i>Spirituality- Doors. Jesus said, 'I am the door'. Reflective, try new things, closing a chapter, locking it shut, let people in, where does it lead us?</i>	
Year 3/4 YEAR B	Hinduism (Brahman/atman) What do Hindus believe God is like?	Christianity (Incarnation/God) What is the 'Trinity' & why is it important for Christians?	Christianity (People of God) What is it like for someone to follow God?	Islam (Ibadah) How do festivals & worship show what matters to a Muslim?	Christianity (Kingdom of God) For Christians, when Jesus left, what was the impact of Pentecost?	Thematic How & why do people mark the significant events of life?
	<i>Spirituality- I wonder.... Spirituality – Values, snowflakes.</i>		<i>Spirituality- Worry log. Spirituality-Mirrors. A sense of self, our feelings and actions.</i>		<i>Spirituality- Windows and beauty. Looking through the window, looking at world in new ways, seeing changes, changes within ourselves and own lives.</i>	
LKS2 END POINT	<p><i>Making sense of beliefs:</i> most pupils can identify and describe the core beliefs and concepts studied; make clear links between texts/ sources of authority and the core concepts studied; offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p> <p><i>Understanding the impact:</i> most pupils can identify and describe the core beliefs and concepts studied; make clear links between texts/ sources of authority and the core concepts studied; offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p> <p><i>Making connections:</i> most pupils can make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly; raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live; give good reasons for the views they have and the connections they make</p>					



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Year 5/6 YEAR A	<p style="text-align: center;">Hinduism (Karma/Dharma/Samsara/ Moksha) Why do Hindus want to be good?</p>		<p style="text-align: center;">Christianity (Creation) Creation & science: Conflicting or Complementary?</p>	<p style="text-align: center;">Christianity (Salvation) What do Christians believe Jesus did to 'save' people?</p>	<p style="text-align: center;">Christianity (Gospel) Christians & how to live: 'What would Jesus do'?</p>	<p style="text-align: center;">Thematic How does faith help people when life gets hard?</p>
	<i>Spirituality- Tree & leaf. God the gardener, The garden of Eden, personal growth, symbolism.</i>		<i>Spirituality- Water droplets. Jesus said, 'I will give you living water, welling up inside yourself.' What does water mean to you?</i>		<i>Spirituality- Doors. Jesus said, 'I am the door'. Reflective, try new things, closing a chapter, locking it shut, let people in, where does it lead us?</i>	
Year 5/6 YEAR B	<p style="text-align: center;">Islam (Tawhid/Iman/Ibadah) What does it mean to be a Muslim in Britain today?</p>	<p style="text-align: center;">Christianity (Incarnation) Why do Christians believe Jesus was the Messiah?</p>	<p style="text-align: center;">Christianity (God) What does it mean if Christians believe God is holy & loving?</p>	<p style="text-align: center;">Judaism (God/Torah) Why is the Torah so important to Jewish people?</p>	<p style="text-align: center;">Christianity (Kingdom of God) For Christians, what kind of King is Jesus?</p>	<p style="text-align: center;">Thematic Why do some people believe in God & some people not? OR Thematic - humanism What matters most to Christians & Humanists?</p>
	<i>Spirituality- I wonder.... Spirituality – Values, snowflakes</i>		<i>Spirituality- Worry log. Spirituality-Mirrors. A sense of self, our feelings and actions</i>		<i>Spirituality- Windows and beauty. Looking through the window, looking at world in new ways, seeing changes, changes within ourselves and own lives</i>	
UKS2 END POINT	<p><i>Making sense of beliefs:</i> most pupils can identify and explain the core beliefs and concepts studied, using examples; from texts/sources of authority in religions; describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts; give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</p> <p><i>Understanding the impact:</i> most pupils can make clear connections between what people believe and how they live, individually and in communities; using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p> <p><i>Making connections:</i> most pupils can make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists); reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently; consider and weigh up how ideas; studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>					



RE CURRICULUM MAP

The curriculum for RE aims to ensure that all pupils:

1. make sense of a range of religious and non-religious beliefs, so that they can:
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
 - explain how and why these beliefs are understood in different ways, by individuals and within communities
 - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
2. understand the impact and significance of religious and non-religious beliefs, so that they can:
 - examine and explain how and why people express their beliefs in diverse ways
 - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different ways of life and ways of expressing meaning
3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
 - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
 - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with their critical responses and personal reflections with increasing clarity and understanding

Religious education key questions: an overview



RE CURRICULUM MAP

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/Interpreting)
Religion/belief	Christianity plus others	Christians, Jews and Muslims	Christians, Muslims, Hindus and Jews		Christians, Muslims, Buddhists, Sikhs
Christianity: God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God	F1 Why is the word 'God' so important to Christians? [God] F2 Why is Christmas special for Christians? [Incarnation] F3 Why is Easter special for Christians? [Salvation]	1.1 What do Christians believe God is like? [God] 1.2 Who do Christians say made the world? [Creation] 1.3 Why does Christmas matter to Christians? [Incarnation] 1.4 What is the 'good news' Christians believe Jesus brings? [Gospel] 1.5 Why does Easter matter to Christians? [Salvation]	L2.1 What do Christians learn from the creation story? [Creation/Fall] L2.2 What is it like for someone to follow God? [People of God] L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation] L2.4 What kind of world did Jesus want? [Gospel] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]	U2.1 What does it mean if Christians believe God is holy and loving? [God] U2.2 Creation and science: conflicting or complementary? [Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]	3.1 What does it mean for Christians to believe in God as Trinity? [God] 3.2 Should Christians be greener than everyone else? [Creation] 3.3 Why are people good and bad? [Fall] 3.4 Does the world need prophets today? [People of God] 3.5 What do people do when life gets hard? [Wisdom] 3.6 Why do Christians believe Jesus was God on Earth? [Incarnation] 3.7 What is so radical about Jesus? [Gospel]
Buddhism: Buddha Dhamma Sangha					3.8 The Buddha: how and why do his experiences and teachings have meaning for people today? [Buddha/dhamma/sangha]
Hinduism: Samsara and moksha Brahman (God) and atman Karma and dharma			L2.7 What do Hindus believe God is like? [Brahman/atman] L2.8 What does it mean to be Hindu in Britain today? [Dharma]	U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/moksha]	3.9 Why don't Hindus want to be reincarnated and what do they do about it? [Samsara/moksha/Brahman/atman/karma/dharma]
Islam: God/Tawhid Iman (faith) Ibadah (worship) Akhirah (life after death) Akhlaq (virtue/morality)		1.6 Who is a Muslim and how do they live? [God/Tawhid/ibadah/iman]	L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]	U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]	3.10 What is good and what is challenging about being a Muslim teenager in Britain today? [Iman/ibadah/akhlaq]



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Religion/belief	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/Interpreting)
Judaism: God Torah The People and the Land		1.7 Who is Jewish and how do they live? [God/Torah/People]	L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]	U2.9 Why is the Torah so important to Jewish people? [God/Torah]	3.11 What is good and what is challenging about being a Jewish teenager in the UK today? [People and the Land]
Sikhism: God Values (Nam Simran, kirat karna, vand chhakna, seva) The Gurus Panth (community)					3.12 How are Sikh teachings on equality and service put into practice today? [God/the Gurus/values/Panth]
Non-religious worldviews				U2.10 What matters most to Humanists and Christians?	3.13 What difference does it make to be an atheist or agnostic in Britain today?
Thematic	F4 Being special: where do we belong?	1.8 What makes some places sacred to believers?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people not?	3.14 Good, bad; right, wrong: how do I decide?
	F5 Which places are special and why?	1.9 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does faith help when life gets hard?	3.15 How far does it make a difference if you believe in life after death?
	F6 Which stories are special and why?	1.10 What does it mean to belong to a faith community?			3.16 Why is there suffering? Are there any good solutions?
				Note: For Church schools, two additional units are provided in the Understanding Christianity materials: How can following God bring freedom and justice? [People of God]	3.17 Should happiness be the purpose of life?
				What difference does the Resurrection make for Christians? [Salvation]	3.18 How can people express the spiritual through the arts?



RE CURRICULUM MAP

Developing knowledge, skills and attitudes in RE

'Progress in RE involves the application of general educational skills and processes in handling subject knowledge. This, in turn, strengthens the skills and deepens understanding and knowledge.' Devon & Torbay Agreed Syllabus 2019-2024 approved R.E. curriculum



RE CURRICULUM MAP

RE teaching is intended to develop these skills:	Examples of progression from 5-16: Pupils will be increasingly able to:
<p>Investigating – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> asking relevant questions knowing how to use different types of sources as ways of gathering information knowing what may constitute evidence for understanding religion(s). 	<ul style="list-style-type: none"> Ask increasingly deep and complex questions about religion. Use a widening range of sources to pursue answers. Focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity. Evaluate a range of responses to the questions and issues they study.
<p>Reflecting – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> reflecting on religious beliefs and practices and ultimate questions reflecting upon feelings, relationships, and experiences thinking and speaking carefully about religious and spiritual topics. 	<ul style="list-style-type: none"> Describe how action and atmosphere makes them feel. Experience the use of silence and thoughtfulness in religion and in life. Take increasing account of the meanings of experience and discern the depth of questions religion addresses. Respond sensitively and with insight to religious and spiritual phenomena and their meanings.
<p>Expressing – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> explaining concepts, rituals and practices identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media. 	<ul style="list-style-type: none"> Explain what words and actions might mean to believers. Articulate their own reactions and ideas about religious questions and practices. Clarify and analyse with growing confidence aspects of religion which they find valuable or interesting or negative. Explain in words and other ways their own responses to matters of deep conviction.
<p>Interpreting – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> drawing meaning from, for example artefacts, works of art, poetry and symbols interpreting religious language suggesting meanings of religious texts. 	<ul style="list-style-type: none"> Say what an object means, or explain a symbol. Use figures of speech or metaphors to speak creatively about religious ideas. Understand increasingly the diverse ways in which religious and spiritual experience can be interpreted. Clarify and express the role of interpretation in religion and life.
<p>Empathising – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> considering the thoughts, feelings, experiences, attitudes, beliefs and values of others developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. 	<ul style="list-style-type: none"> See with sensitivity how others respond to their actions, words or behaviour. Connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts. Imagine with growing awareness how they would feel in a different situation from their own. Identify thoughtfully with other people from a range of communities and stances for life.



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RE teaching is intended to develop these skills:	Examples of progression from 5–16: Pupils will be increasingly able to:
<p>Applying – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • using RE learning in new situations • making the association between religions and individual community, national and international life • identifying key religious values and their connections with secular values. 	<ul style="list-style-type: none"> • Recognise religious materials and take note of their details and style. • See links and simple connections between aspects of religions. • Make increasingly subtle and complex links between religious material and their own ideas. • Apply learning from one religious context to new contexts with growing awareness and clarity. • Synthesise their learning from different religious sources and their own ideas.
<p>Discerning – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • developing insight into personal experience and religion • exploring the positive and negative aspects of religious and secular beliefs and ways of life • relating learning to life • making thoughtful judgements about the personal value of religious beliefs and practices. 	<ul style="list-style-type: none"> • Experience the awe and wonder of the natural world and of human relations. • Be willing to look beyond the surface at underlying ideas and questions. • Weigh up the value religious believers find in their faith with insight, relating it to their own experience. • Discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living.
<p>Analysing – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • distinguishing between opinion, belief and fact • distinguishing between the features of different religions • recognising similarities and distinctiveness of religious ways of life. 	<ul style="list-style-type: none"> • See what kinds of reasons are given to explain religious aspects of life. • Join in discussion about issues arising from the study of religion. • Use reasons, facts, opinions, examples and experience to justify or question a view of a religious issue. • Analyse the religious views encountered with fairness, balance, empathy and critical rigour.
<p>Synthesising – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • linking significant features of religion together in a coherent pattern • connecting different aspects of life into a meaningful whole • making links between religion and human experience, including the pupil's own experience. 	<ul style="list-style-type: none"> • Notice similarities between stories and practices from religions. • Use general words to describe a range of religious practice and teaching. • Make links between different aspects of one religion, or similar and contrasting aspects of two or more religions. • Explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings.
<p>Evaluating – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • debating issues of religious significance with reference to experience, evidence and argument • weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience • drawing conclusions which are balanced, and related to evidence, dialogue and experience. 	<ul style="list-style-type: none"> • Talk about what makes people choose religious ways of life. • Describe how religious people show the importance of symbols, key figures, texts or stories. • Weigh up with fairness and balance the value they see in a range of religious practices. • Evaluate skilfully some religious responses to moral issues, and their own responses.



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End of phase outcomes

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them.

Below are the end of phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end of phase outcomes.

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...	End KS3 Pupils can ...
<p>Element 1: Making sense of beliefs</p> <p>Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> identify core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/sources of authority and the core concepts studied offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority 	<ul style="list-style-type: none"> give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied taking account of context(s), explain how and why people use and make sense of texts/sources of authority differently in the light of their learning, explain how appropriate different interpretations of texts/sources of authority are, including their own ideas
<p>Element 2: Understanding the impact</p> <p>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities) show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today



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Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...	End KS3 Pupils can ...
<p>Element 3: Making connections</p> <p>Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying, have something to say to them give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> give coherent accounts of the significance and implications of the beliefs and practices studied in the world today evaluate how far the beliefs and practices studied help pupils themselves and others to make sense of the world respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses

The above end of Key Stage Outcomes are general. End of unit outcomes are specifically related to the content (knowledge and skills) required to address the key question. Each unit will be assessed individually, and, in turn, end of unit data will be collated and combined to inform assessment based of end phase outcomes. Here is an example of assessment statements for the Year 6 Unit based on the question 'What matters most to Humanists and Christians?' Such aspects will be assessed throughout the unit



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Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that the pupils can:

Make sense of belief:

- Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)
- Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')

Understand the impact:

- Make clear connections between Christian and Humanist ideas about being good and how people live
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view

Make connections:

- Raise important questions and suggest answers about how and why people should be good
 - Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
-