

Year C Religious Education Curriculum

Class structure: YR | Y1/2 | Y2/3 | Y4/5 | Y6

Purpose

This document brings together the Year C Religious Education overview and end points for each class. The unit titles are drawn from the school Year C rolling programmes. Suggested learning and end points provide coherent progression through the mixed-age structure.

Year C whole-school overview

Class	Autumn		Spring		Summer	
Y1/2/3	Who is a Muslim and how do they live? NATRE UNIT 15	Why do Christians perform nativity plays? Understanding Christianity	What does it mean to follow God?	Why is Easter a story of hope?	How do special stories guide people?	What can we learn from inspiring people?
Y4/5/6	What does it mean to be a Muslim in Britain today? NATRE UNIT 32	How can following God bring freedom and justice? NATRE UNIT 35	Why do people celebrate important moments differently?	What difference does the Resurrection make? NATRE UNIT 40	How and why do people mark significant events of life?	

Class overview: Y1/2/3

Term	Unit	Key Learning and Substantive Knowledge	END POINTS AND KEY VOCABULARY			
Autumn 1	Who is a Muslim and how do they live?	Lesson 1: Who is a Muslim? Year 1 - Muslims are people who follow the religion of Islam. - Muslims believe in one God, called Allah. Year 2 - Islam is one of the world's major religions.	By the End of Year 1, pupils should be able to: - Know that Muslims follow Islam. - Know that	By the End of Year 2, pupils should be able to: Explain some basic Muslim beliefs about Allah.	By the End of Year 3, pupils should be able to: Explain how Muslim beliefs influence daily life.	

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		- Muslims believe Allah is the creator of everything. Year 3 - Muslims believe in one God (Allah) and follow the teachings of the Prophet Muhammad. - Muslims belong to a worldwide faith community called the Ummah. Lesson 2: What do Muslims believe about Allah? Year 1 - Muslims believe Allah is special and important. - Muslims show respect when talking about Allah. Year 2 - Muslims believe Allah is loving, merciful and powerful. - Muslims learn about Allah through the Qur'an. Year 3 - Muslims use the 99 Names of Allah to help them understand God's nature. - Beliefs about Allah influence the choices Muslims make in their daily lives. Lesson 3: Why is the Qur'an important to Muslims? Year 1 - The Qur'an is the holy book of Islam. - Muslims treat the Qur'an with great respect. Year 2 - Muslims believe the Qur'an contains the words of Allah. - The Qur'an helps Muslims know how to live. Year 3 - Muslims use the teachings of the Qur'an for guidance and decision-making. - Stories and teachings from the Qur'an help Muslims understand their faith. Lesson 4: How do Muslims show their beliefs through prayer? Year 1 - Muslims pray to Allah. - Prayer is an important part of Muslim life. Year 2 - Many Muslims pray five times each day. - Muslims may use a prayer mat and face Makkah when they pray. Year 3 - Salah (prayer) is one of the Five Pillars of Islam. - Prayer helps Muslims remember and worship Allah throughout the day.	Muslims believe in Allah. - Identify the Qur'an as the holy book of Islam. - Recognise that prayer is important to Muslims. - Describe ways Muslims show kindness and care for others. Key Vocabulary Muslim, Islam, Allah, mosque, prayer, Qur'an, worship, believe, kindness.	- Describe why the Qur'an is important to Muslims. - Explain how prayer helps Muslims worship. - Describe how Muslims show care for others through charity and kindness. - Make simple links between belief and action. Key Vocabulary Allah, Qur'an, imam, prayer, worship, charity, faith, Makkah, community, creator, guidance.	- Describe the importance of the Qur'an, prayer and the Five Pillars. - Explain why charity is important to many Muslims. - Use examples to show links between belief and behaviour. - Discuss what can be learned from the way Muslims live their lives. Key Vocabulary Prophet Muhammad, Five Pillars, Salah, Zakah, Ummah, worship, faith, belief, compassion, generosity, guidance, commitment, devotion.

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		Lesson 5: How do Muslims try to care for others? Year 1 - Muslims are taught to be kind and helpful. - Muslims care for family, friends and neighbours. Year 2 - Muslims believe helping others is important. - Many Muslims give to charity. Year 3 - Zakah (charitable giving) is one of the Five Pillars of Islam. - Muslims believe they should help those in need and act with compassion and generosity. Lesson 6: How do Muslim beliefs influence everyday life? Year 1 - Muslim beliefs help people make good choices. - Muslims show their beliefs through the way they live. Year 2 - Beliefs about Allah influence how Muslims treat other people. - Muslims show their faith through worship, prayer and kindness. Year 3 - Muslim beliefs influence worship, daily routines, relationships and values. - The Five Pillars help guide many Muslims in how they live their lives.			
Autumn 2	Why do Christians perform nativity plays?	Why do Christians perform nativity plays? Enquiry Question Why do Christians perform nativity plays? Outcome Question How does a nativity play help Christians remember and celebrate the birth of Jesus? Lesson 1: What is the Nativity story? Year 1 - Christians believe that Jesus was born in Bethlehem to Mary and Joseph. - The Nativity story tells Christians about the birth of Jesus. Year 2 - The Nativity story is found in the Gospels of Matthew and Luke. - Christians believe Jesus was a special baby sent by God. Year 3 - Christians believe the birth of Jesus fulfilled God's plan. - The Nativity story is a key part of the Christian belief about incarnation, that God came to Earth as Jesus. Lesson 2: Who are the important people in the Nativity story?	By the End of Year 1, pupils should be able to: - Retell the main parts of the Nativity story. - Identify key characters from the Nativity. - Know that Christians celebrate Jesus' birth at Christmas. - Explain that nativity plays tell the story of Jesus' birth. - Talk about why Christians enjoy performing nativity plays.	By the End of Year 2, pupils should be able to: - Describe the main events of the Nativity story. - Explain why Jesus is important to Christians. - Describe how nativity plays help Christians remember and celebrate Christmas. - Make simple links between Christian beliefs and traditions. - Explain why	By the End of Year 3, pupils should be able to: - Explain why the Nativity story is important within Christianity. - Describe how nativity plays communicate Christian beliefs about Jesus. - Explain how nativity plays support worship, celebration and community. - Use religious vocabulary accurately when discussing Christmas and

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		Year 1 - Mary, Joseph, baby Jesus, the shepherds and the Wise Men are important people in the Nativity story. - Each person played a part in the events of Jesus' birth. Year 2 - Christians believe the angel brought an important message to Mary. - The shepherds and Wise Men recognised that Jesus was special. Year 3 - Different characters in the Nativity story help Christians understand who Jesus was. - Christians believe the responses of Mary, Joseph, the shepherds and Wise Men demonstrate faith and obedience. Lesson 3: Why is Jesus' birth important to Christians? Year 1 - Christians celebrate Jesus' birth at Christmas. - Jesus is important to Christians. Year 2 - Christians believe Jesus is the Son of God. - Christmas celebrates the gift of Jesus to the world. Year 3 - Christians believe Jesus brought hope and salvation. - The birth of Jesus is central to Christian beliefs and worship. Lesson 4: What happens in a nativity play? Year 1 - Nativity plays retell the story of Jesus' birth. - Children often act out different parts of the story. Year 2 - Nativity plays include key events and characters from the Christmas story. - Christians use nativity plays to remember what happened at the first Christmas. Year 3 - Nativity plays communicate Christian beliefs through drama, music and storytelling. - Different churches and schools may present the Nativity story in different ways. Lesson 5: How does a nativity play help Christians remember Jesus? Year 1 - Nativity plays help people remember the Christmas story. - Nativity plays bring the story to life. Year 2 - Acting out the story helps people understand and remember it.	Key Vocabulary Christmas, Nativity, Jesus, Mary, Joseph, Bethlehem, shepherd, angel, stable, celebrate, birth.	nativity plays remain important today. Key Vocabulary Gospel, celebration, worship, Wise Men, manger, Son of God, faith, tradition, symbol.	the Nativity. Answer the enquiry question using examples from Christian belief and practice. Key Vocabulary incarnation, salvation, Messiah, prophecy, community, obedience, symbolism, reflection, Christian belief, worship.

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		- Nativity plays help Christians celebrate Christmas together. Year 3 - Nativity plays help Christians reflect on the meaning of Jesus' birth. - Sharing the story helps Christian communities pass on their beliefs and traditions. Lesson 6: Why do Christians still perform nativity plays today? Year 1 - Christians perform nativity plays to celebrate Christmas. - Nativity plays help tell the story of Jesus. Year 2 - Christians perform nativity plays because Jesus' birth is important to their faith. - Nativity plays help people learn about the Christmas story. Year 3 - Christians continue to perform nativity plays because they help communicate beliefs about Jesus and the meaning of Christmas. - Nativity plays strengthen community, worship and understanding of Christian traditions.			
Spring	What does it mean to follow God?	Lesson 1: Who are the People of God? Year 1 - Christians believe that God has special relationships with people. - The Bible tells stories about people who tried to follow God. Year 2 - Christians use the term "People of God" to describe those who follow God. - The Old Testament tells stories about God's relationship with his people. Year 3 - Christians believe the People of God are part of God's plan. - Bible stories show how people responded to God's guidance and promises. Lesson 2: Why is Abraham important to Christians? Year 1 - Abraham was a man in the Bible who listened to God. - Christians believe Abraham trusted God. Year 2 - God made a promise, called a covenant, with Abraham. - Abraham followed God even when it was difficult. Year 3 - Abraham's faith and obedience are important examples for Christians.	By the End of Year 1, pupils should be able to: - Know that Christians believe in God. - Retell parts of the stories of Abraham and Moses. - Know that Christians try to follow God's teachings. - Identify ways Christians show kindness, love and care. - Talk about what it means to follow God.	By the End of Year 2, pupils should be able to: - Describe key events from the stories of Abraham and Moses. - Explain why these people are important to Christians. - Understand that Christians believe God made promises to his people. - Describe ways Christians try to follow God today. - Make links between belief and behaviour.	By the End of Year 3, pupils should be able to: - Explain why Abraham, Moses and the Israelites are important within the People of God story. - Describe how Christians understand ideas of trust, obedience and faith. - Explain how Bible stories influence Christian life today. - Use religious vocabulary accurately when discussing Christian beliefs. - Answer the

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		- Christians believe God's covenant with Abraham is an important part of biblical history. Lesson 3: What can we learn from Moses? Year 1 - Moses was a leader chosen by God. - Moses helped God's people. Year 2 - God asked Moses to lead the Israelites out of Egypt. - Moses trusted God and helped his people find freedom. Year 3 - The story of Moses shows how God rescued and guided his people. - Christians learn about courage, trust and obedience through Moses' story. Lesson 4: How did the Israelites try to follow God? Year 1 - The Israelites were God's people. - They tried to follow God's rules. Year 2 - God gave the Israelites guidance through laws and commandments. - Following God's rules helped the Israelites live as God's people. Year 3 - The Israelites sometimes followed God and sometimes made mistakes. - Christians believe these stories teach lessons about faithfulness and forgiveness. Lesson 5: How do Christians try to follow God today? Year 1 - Christians pray and learn from the Bible. - Christians try to be kind and helpful. Year 2 - Christians use Bible teachings to help them make choices. - Many Christians belong to churches where they worship together. Year 3 - Christians try to show values such as love, trust, forgiveness and service. - Following God influences how Christians live their daily lives. Lesson 6: What does it mean to follow God? Year 1 - Following God means listening, learning and trying to do what is right. - Christians believe God cares for people. Year 2	Key Vocabulary God, Christian, Bible, Abraham, Moses, promise, follow, trust, prayer, worship.	Key Vocabulary covenant, Israelites, commandment, faith, trust, obedience, freedom, guidance, belief, promise.	enquiry question using examples from biblical stories and Christian practice. Key Vocabulary covenant, obedience, faithfulness, forgiveness, commitment, discipleship, People of God, Old Testament, guidance, relationship.

Term	Unit	Key Learning and Substantive Knowledge	END POINTS AND KEY VOCABULARY		
		- Following God means trusting God and following his teachings. - Bible stories help Christians understand how to live. Year 3 - Christians believe following God involves faith, commitment and obedience. - Stories from Abraham, Moses and the Israelites help Christians understand what it means to live as God's people.			
	Why is Easter a story of hope?	Lesson 1: What happened during Holy Week? Year 1 - Holy Week is the week leading up to Easter. - Christians remember important events in Jesus' life during Holy Week. Year 2 - Holy Week begins with Palm Sunday and ends with Easter Sunday. - Christians remember Jesus' journey to Jerusalem and the events leading to his death and resurrection. Year 3 - Holy Week is the most important week in the Christian calendar. - The events of Holy Week help Christians understand Jesus' sacrifice and resurrection. Lesson 2: Why did people welcome Jesus into Jerusalem? Year 1 - People welcomed Jesus into Jerusalem. - They waved palm branches and celebrated his arrival. Year 2 - Christians believe people welcomed Jesus as a special king. - Palm Sunday remembers Jesus' entry into Jerusalem. Year 3 - Christians believe Jesus was a different kind of king who came to serve others. - Palm Sunday helps Christians understand Jesus' identity and mission. Lesson 3: Why did Jesus share the Last Supper? Year 1 - Jesus shared a special meal with his friends. - Christians remember this meal today. Year 2 - The Last Supper was Jesus' final meal with his disciples. - Christians remember the Last Supper during Communion. Year 3 - Christians believe the Last Supper helped prepare the disciples for	By the End of Year 1, pupils should be able to: - Retell the main events of Holy Week and Easter. - Know that Christians celebrate Easter because Jesus came back to life. - Recognise some important Easter symbols and stories. - Talk about why Easter is a happy celebration for Christians. - Explain that Christians believe Jesus showed love and forgiveness. Key Vocabulary Easter, Jesus, Holy Week, Palm Sunday, cross, tomb, celebration, love, forgiveness, hope.	By the End of Year 2, pupils should be able to: - Describe the key events of Holy Week, including Palm Sunday, the Last Supper, Good Friday and Easter Sunday. - Explain why Christians believe Jesus is important. - Describe why the resurrection gives Christians hope. - Make links between Christian beliefs and Easter celebrations. - Use religious vocabulary accurately when discussing Easter. Key Vocabulary Jerusalem, Last Supper, Good Friday, Easter Sunday, worship, sacrifice, salvation, Communion, faith, resurrection.	By the End of Year 3, pupils should be able to: - Explain how the events of Holy Week contribute to the Easter story. - Describe Christian beliefs about salvation, forgiveness and resurrection. - Explain why the resurrection is central to Christianity. - Make links between Christian beliefs and how Christians live today. - Answer the enquiry question using examples from the Easter story and Christian beliefs. Key Vocabulary salvation, sacrifice, forgiveness, redemption, crucifixion, resurrection, Gospel, eternal life, reconciliation, hope.

Term	Unit	Key Learning and Substantive Knowledge	END POINTS AND KEY VOCABULARY		
		what would happen next. - The meal remains an important part of Christian worship and remembrance. Lesson 4: Why did Jesus die on the cross? Year 1 - Jesus died on a cross. - Christians believe Jesus showed love and forgiveness. Year 2 - Christians believe Jesus died to help bring people closer to God. - Good Friday remembers Jesus' death. Year 3 - Christians believe Jesus' death was part of God's plan for salvation. - The cross is a symbol of sacrifice, forgiveness and love. Lesson 5: What happened on Easter Sunday? Year 1 - Christians believe Jesus came back to life. - Easter Sunday is a time of celebration. Year 2 - Christians believe Jesus rose from the dead on Easter Sunday. - The resurrection is central to Christian belief. Year 3 - Christians believe the resurrection showed God's power over death. - Easter Sunday is the foundation of Christian hope. Lesson 6: Why is Easter a story of hope? Year 1 - Easter is a happy celebration for Christians. - Christians believe Jesus is alive. Year 2 - Christians believe the resurrection gives people hope. - Easter reminds Christians that love is stronger than sadness. Year 3 - Christians believe the Easter story brings hope because it shows new life, forgiveness and God's love. - The resurrection influences how Christians live and face challenges today.			
Summer	How do special stories guide people?	Lesson 1: What makes a story special? Year 1 - Some stories are special because they teach important lessons. - People remember and share special stories with others.	By the End of Year 1, pupils should be able to: Identify some special religious stories.	By the End of Year 2, pupils should be able to: Describe the main messages from Christian	By the End of Year 3, pupils should be able to: Explain how stories communicate

Term	Unit	Key Learning and Substantive Knowledge	END POINTS AND KEY VOCABULARY		
		Year 2 - Special stories often help people understand right and wrong. - Religious stories help believers learn about their faith. Year 3 - Stories can communicate important beliefs, values and teachings. - Different religions use stories to help guide people's lives. Lesson 2: What can Christians learn from the story of the Good Samaritan? Year 1 - The Good Samaritan helped someone in need. - Christians learn that people should be kind to others. Year 2 - Jesus told the story of the Good Samaritan to teach about loving neighbours. - Christians use this story to guide their actions. Year 3 - The Good Samaritan challenges people to show compassion regardless of differences. - Christians see this story as a guide for how to treat others. Lesson 3: What can Christians learn from the story of the Lost Sheep? Year 1 - The shepherd cared for every sheep. - Christians believe everyone is important. Year 2 - Jesus used the story to teach about God's love and care for people. - Christians believe God values every person. Year 3 - The story helps Christians understand forgiveness, care and belonging. - Christians use this teaching to shape how they treat others. Lesson 4: What can Muslims learn from stories about the Prophet Muhammad? Year 1 - Muslims learn about kindness from stories about the Prophet Muhammad. - The Prophet Muhammad is important in Islam. Year 2 - Stories about the Prophet Muhammad teach honesty, respect and compassion. - Muslims try to follow these examples in their lives. Year 3 - Stories from the life of the Prophet Muhammad provide guidance for Muslim beliefs and behaviour.	- Retell key events from stories they have studied. - Explain one lesson that can be learned from a story. - Recognise that people use stories to help them make good choices. - Talk about why some stories are special. Key Vocabulary story, special, Christian, Muslim, Jesus, kindness, lesson, neighbour, care, love, guide.	and Muslim stories. - Explain how stories teach values such as kindness, honesty and forgiveness. - Make simple links between stories and how people behave. - Compare lessons from different stories. - Explain why religious stories are important to believers. Key Vocabulary parable, Good Samaritan, Lost Sheep, faith, respect, honesty, compassion, forgiveness, teaching, value, guidance.	beliefs, values and teachings. - Describe how Christian and Muslim stories guide the lives of believers. - Compare themes and lessons found in different religious stories. - Use examples from stories to explain how people are influenced by faith. - Answer the enquiry question using evidence from the stories studied. Key Vocabulary parable, moral, influence, worldview, belonging, responsibility, tradition, interpretation, teaching, belief, faith.

Term	Unit	Key Learning and Substantive Knowledge	END POINTS AND KEY VOCABULARY		
		- Muslims use these stories to help make choices and live faithfully. Lesson 5: What can we learn from stories in different religions? Year 1 - Different religions have special stories. - These stories teach people how to behave. Year 2 - Religious stories often teach values such as kindness, honesty and forgiveness. - People learn from stories in different ways. Year 3 - Similar values can be found in stories from different faiths. - Stories help communities pass on beliefs, traditions and moral teachings. Lesson 6: How do special stories guide people today? Year 1 - Stories can help people make good choices. - People learn lessons from stories. Year 2 - Religious stories continue to guide how people live. - Stories help people understand their beliefs and values. Year 3 - Stories influence the decisions, actions and beliefs of many people today. - Religious and moral stories continue to shape communities and individuals.			
	What can we learn from inspiring people?	Lesson 1: What makes a person inspiring? Year 1 - Some people are inspiring because they help others and make a difference. - People can inspire us through their actions and choices. Year 2 - Inspiring people often show qualities such as kindness, courage and determination. - People may be inspired by leaders, faith figures and ordinary people. Year 3 - Different people find inspiration in different individuals and role models. - Inspiring people often demonstrate values that influence others. Lesson 2: What can Christians learn from Jesus? Year 1	By the End of Year 1, pupils should be able to: - Identify people they find inspiring. - Describe simple ways Jesus, Mother Teresa or Martin Luther King Jr. helped others. - Recognise qualities such as kindness and helpfulness. - Explain one lesson they can	By the End of Year 2, pupils should be able to: - Describe why certain people are considered inspiring. - Explain how Jesus, Mother Teresa and Martin Luther King Jr. influenced others. - Identify values such as courage, compassion and fairness.	By the End of Year 3, pupils should be able to: - Explain how inspiring people influence others through their actions and beliefs. - Describe how faith inspired the work of Jesus, Mother Teresa and Martin Luther King Jr. - Compare the qualities shown by different

Term	Unit	Key Learning and Substantive Knowledge	END POINTS AND KEY VOCABULARY		
		- Christians believe Jesus was kind and caring. - Jesus taught people how to love and help others. Year 2 - Christians follow Jesus' teachings about love, forgiveness and kindness. - Jesus is an important role model for Christians. Year 3 - Christians believe Jesus showed how to live through his actions and teachings. - The example of Jesus continues to guide Christians today. Lesson 3: What can we learn from Mother Teresa? Year 1 - Mother Teresa helped poor and sick people. - She showed kindness to others. Year 2 - Mother Teresa dedicated her life to serving people in need. - Many people find her inspiring because of her compassion and service. Year 3 - Mother Teresa's Christian faith influenced her work with vulnerable people. - Her actions demonstrate how beliefs can inspire service to others. Lesson 4: What can we learn from Martin Luther King Jr.? Year 1 - Martin Luther King Jr. wanted people to be treated fairly. - He worked to help people live peacefully together. Year 2 - Martin Luther King Jr. spoke out against unfair treatment. - He inspired people through courage and peaceful action. Year 3 - Martin Luther King Jr. was influenced by Christian beliefs about justice and equality. - His leadership helped bring about social change. Lesson 5: What can we learn from inspiring people in our own community? Year 1 - People in our community can help and care for others. - We can learn from their good actions. Year 2 - Community helpers and local role models can make a positive difference. - Their actions can inspire others to contribute to society.	learn from an inspiring person. Talk about how people can make a difference. Key Vocabulary inspiring, role model, kindness, helping, caring, fairness, courage, example, respect, leader.	- Make links between people's beliefs and actions. - Explain what they can learn from inspiring role models. Key Vocabulary influence, compassion, service, equality, justice, determination, charity, responsibility, leadership, inspiration.	inspiring individuals. - Reflect on how role models can shape values and behaviours. - Answer the enquiry question using examples from people studied during the unit. Key Vocabulary advocate, equality, justice, legacy, leadership, influence, values, commitment, discrimination, faith, responsibility, inspiration.

Term	Unit	Key Learning and Substantive Knowledge	END POINTS AND KEY VOCABULARY		
		Year 3 - Inspiration can come from local as well as well-known individuals. - People can influence their communities through service, leadership and responsibility. Lesson 6: How can inspiring people influence our lives? Year 1 - Inspiring people can encourage us to be kind and helpful. - We can learn from the choices they make. Year 2 - Inspiring people can help us think about how we treat others. - Their example can encourage positive actions and behaviour. Year 3 - Inspiring people can shape our values, beliefs and choices. - Learning about inspiring individuals helps us reflect on the kind of person we want to be.			

Class overview: Y4/5/6

Term	Unit	Key Learning and Substantive Knowledge	END POINTS AND KEY VOCABULARY		
Autumn	What does it mean to be a Muslim in Britain today? NATRE UNIT 32 How do Muslim beliefs influence the lives of Muslims living in Britain today?	Lesson 1: What do Muslims believe about God (Allah)? Year 4 - Muslims believe in one God, Allah, who created and cares for the world. - The Shahadah is the declaration of faith and expresses belief in Allah and the Prophet Muhammad. Year 5 - Muslims believe Allah is compassionate, merciful and all-powerful. - Belief in Allah influences how Muslims think, behave and make choices. Year 6 - Tawhid (the belief in the oneness of God) is the foundation of Islam. - Muslim beliefs about Allah shape worship, values and everyday life.	By the End of Year 4, pupils should be able to: - Know that Muslims believe in one God, Allah. - Explain why the Qur'an is important to Muslims. - Describe the purpose of the Five Pillars. - Identify ways Muslims worship and belong to a community. - Describe how Muslims show kindness and care for others.	By the End of Year 5, pupils should be able to: - Explain how Muslim beliefs influence daily life. - Describe the role of the Qur'an and the Five Pillars. - Explain the importance of prayer, worship and community. - Describe how charity and service are important within Islam. - Explain how Muslims live out their faith in Britain today.	By the End of Year 6, pupils should be able to: - Explain how beliefs about Allah influence Muslim life and practice. - Analyse how the Five Pillars support Muslim identity and commitment. - Describe the diversity within British Muslim communities. - Explain how faith influences worship, charity and daily decisions. - Answer the enquiry question using examples from the lives of Muslims in Britain today.
		Lesson 2: Why is the Qur'an important to Muslims? Year 4 - Muslims believe the Qur'an is the holy book of Islam. - The Qur'an is treated with great respect. Year 5 - Muslims believe the Qur'an contains the words of Allah revealed to the Prophet Muhammad. - Muslims use the Qur'an for guidance in daily life. Year 6 - The Qur'an influences moral decisions, worship and personal conduct. - Different Muslims may apply Qur'anic teachings in different ways while sharing the same core beliefs.			
		Lesson 3: How do the Five Pillars help Muslims live their lives? Year 4 - The Five Pillars are important practices followed by many Muslims. - They help Muslims remember and worship Allah. Year 5 - The Five Pillars include Shahadah, Salah, Zakah, Sawm and Hajj. - These practices provide guidance and structure for Muslim life. Year 6 - The Five Pillars connect faith and action by influencing worship, behaviour and commitment to God. - Muslims may express their faith in different ways while sharing common beliefs and practices.	Key Vocabulary Islam, Muslim, Allah, Qur'an, mosque, prayer, worship, Shahadah, Five Pillars, Prophet Muhammad, faith, community.	Key Vocabulary Salah, Zakah, Sawm, Hajj, Ramadan, imam, commitment, devotion, pilgrimage, Ummah, service.	Key Vocabulary Tawhid, revelation, diversity, identity, justice, compassion, generosity, responsibility, interpretation, contribution, tradition.
		Lesson 4: How do Muslims worship and belong to a community? Year 4 - Muslims worship at home and in the mosque. - The mosque is an important place for prayer and community.			

Term	Unit	Key Learning and Substantive Knowledge	END POINTS AND KEY VOCABULARY		
		Year 5 - Muslims pray regularly and gather for worship, particularly on Fridays. - The mosque helps Muslims learn, worship and support one another. Year 6 - Worship strengthens individual faith and a sense of belonging to the global Muslim community (Ummah). - Mosques play an important role in community life, education and charity. Lesson 5: How do Muslims show commitment through charity and service? Year 4 - Muslims are encouraged to care for others and help those in need. - Giving is an important part of Muslim life. Year 5 - Zakah is an important act of charitable giving. - Many Muslims raise money, volunteer and support local communities. Year 6 - Muslims see charity and social action as expressions of faith and responsibility. - Islamic teachings encourage justice, generosity and service to others. Lesson 6: What does it mean to be a Muslim in Britain today? Year 4 - Muslims in Britain may share common beliefs but have different backgrounds and experiences. - Islam is an important part of life for many British Muslims. Year 5 - British Muslims balance their faith with life in modern Britain. - Muslim communities contribute to British society in many ways. Year 6 - There is diversity within British Muslim communities in culture, traditions and practice. - Muslim identity can be shaped by faith, family, culture and life in Britain today.			
	How can following God bring freedom and justice? NATRE UNIT 35 How do stories from Exodus and the Old Testament	Lesson 1: What happened to God's people in Egypt? Year 4 - The Israelites lived in Egypt and were treated unfairly as slaves. - Christians believe God cared about the suffering of his people. Year 5 - The Israelites experienced oppression and lack of freedom in Egypt. - The story shows that God saw injustice and wanted to rescue his people. Year 6 - The Exodus story begins with a situation of injustice and oppression. - Christians believe God acts on behalf of those who are suffering and powerless.	By the End of Year 4, pupils should be able to: - Retell key parts of the Exodus story. - Explain that God helped the Israelites gain freedom. - Know that the Ten Commandments	By the End of Year 5, pupils should be able to: - Explain how the Exodus story demonstrates freedom and rescue. - Describe why the Ten Commandments were important for	By the End of Year 6, pupils should be able to: - Explain how the Exodus story shapes Christian ideas about freedom. - Analyse how the Ten Commandments and prophetic

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	inspire Christians to seek freedom and justice today?	Lesson 2: How did God bring freedom to the Israelites? Year 4 - God chose Moses to help free the Israelites. - Moses led the Israelites out of Egypt. Year 5 - Christians believe God worked through Moses to bring freedom to his people. - The crossing of the Red Sea is an important part of the Exodus story. Year 6 - The Exodus is seen as a powerful example of God bringing liberation from oppression. - Christians use this story to understand God's concern for freedom and justice. Lesson 3: Why were the Ten Commandments important? Year 4 - God gave the Israelites rules called the Ten Commandments. - The commandments helped people know how to live well together. Year 5 - The commandments guided the Israelites in their relationship with God and others. - Christians see the commandments as teaching respect, fairness and responsibility. Year 6 - The Ten Commandments established principles for living in a just community. - Christians believe God's laws help create freedom alongside responsibility. Lesson 4: What can Christians learn about justice from the prophets? Year 4 - Prophets were people who shared God's messages. - Prophets encouraged people to be fair and care for others. Year 5 - Prophets challenged injustice and reminded people to follow God's ways. - They taught the importance of helping the poor and vulnerable. Year 6 - Prophets such as Amos and Micah spoke against unfair treatment and inequality. - Christians see prophetic teaching as a call to pursue justice in society today. Lesson 5: How do Christians work for freedom and justice today? Year 4 - Many Christians try to help people in need. - Christians believe they should treat others fairly. Year 5 - Christians support charities and organisations that help others. - Following God can inspire people to challenge unfairness. Year 6 - Many Christians campaign for justice, equality and human rights because of their faith.	were given as rules for living. - Describe how Christians believe people should be treated fairly. - Identify examples of Christians helping others today. Key Vocabulary God, Moses, Israelites, Egypt, Exodus, freedom, justice, Pharaoh, rescue, commandment, fairness.	God's people. - Explain how prophets taught people about justice and fairness. - Describe ways Christians work for freedom and justice today. - Make links between Christian beliefs and actions. Key Vocabulary oppression, liberty, Ten Commandments, covenant, responsibility, equality, dignity, Amos, Micah, justice, service.	teachings promote justice. - Explain how Christian beliefs inspire social action and campaigning. - Evaluate how following God may influence decisions about fairness and equality. - Answer the enquiry question using evidence from biblical stories and Christian practice. Key Vocabulary liberation, injustice, social justice, human rights, discrimination, advocacy, prophetic, faith in action, campaigning, stewardship, reconciliation.

Term	Unit	Key Learning and Substantive Knowledge	END POINTS AND KEY VOCABULARY		
		- Christian beliefs influence actions that seek freedom, dignity and fairness for all. Lesson 6: How can following God bring freedom and justice? Year 4 - Christians believe God wants people to be free and treated fairly. - Stories in the Bible teach people to care for others. Year 5 - Christians learn from Moses, the prophets and other biblical figures about justice and freedom. - Following God can influence how people treat others and make decisions. Year 6 - Christians believe God's guidance encourages people to challenge injustice and promote freedom. - Biblical teachings continue to inspire Christians to act for justice in the modern world.			
Spring	Why do people celebrate important moments differently? What do celebrations reveal about people's beliefs, values and identities?	Lesson 1: Why do people celebrate important moments? Year 4 - People celebrate important moments such as births, weddings and achievements. - Celebrations help people feel connected to their families and communities. Year 5 - Celebrations help people remember important events and express what matters to them. - Different communities celebrate special occasions in different ways. Year 6 - Celebrations often reflect people's beliefs, values, traditions and identities. - Important moments can strengthen a sense of belonging within communities. Lesson 2: How do Christians celebrate important moments? Year 4 - Christians celebrate events such as baptisms, Christmas and Easter. - These celebrations help Christians remember important beliefs. Year 5 - Christian celebrations often involve worship, prayer and gathering together. - Celebrations help Christians express faith and belonging. Year 6 - Christian festivals and life events reflect key beliefs about God, Jesus and community. - Different Christian traditions may celebrate the same event in different ways. Lesson 3: How do Muslims celebrate important moments? Year 4 - Muslims celebrate special occasions such as Eid al-Fitr and Eid al-Adha.	By the End of Year 4, pupils should be able to: - Identify different types of celebrations. - Describe how Christians and Muslims celebrate important events. - Recognise similarities and differences between celebrations. - Explain why celebrations are important to individuals and communities. - Use appropriate religious vocabulary when discussing celebrations.	By the End of Year 5, pupils should be able to: - Explain how beliefs and traditions influence celebrations. - Describe the significance of Christian and Muslim celebrations. - Compare different ways people celebrate important moments. - Explain how celebrations strengthen communities and relationships. - Use examples to explain why celebrations matter.	By the End of Year 6, pupils should be able to: - Analyse how beliefs, values and identities are reflected in celebrations. - Compare religious and cultural celebrations from different traditions. - Explain how celebrations contribute to belonging and community identity. - Show understanding of diversity within and between faith communities. - Answer the enquiry question using examples from different

Term	Unit	Key Learning and Substantive Knowledge	END POINTS AND KEY VOCABULARY		
		- Families and communities often celebrate together. Year 5 - Muslim celebrations include prayer, sharing food and acts of generosity. - Celebrations help strengthen faith and community relationships. Year 6 - Islamic celebrations are rooted in religious beliefs and teachings. - Celebrations help Muslims express gratitude, commitment and belonging. Lesson 4: How do people celebrate important moments in different cultures? Year 4 - Different cultures have different traditions and celebrations. - People may celebrate with food, music, clothing or special activities. Year 5 - Celebrations can reflect cultural heritage as well as religious beliefs. - Similar events may be celebrated differently around the world. Year 6 - Cultural traditions influence how communities mark important life events. - Diverse celebrations reflect the variety of experiences and identities within society. Lesson 5: What do celebrations have in common? Year 4 - Celebrations often bring people together. - People celebrate to show happiness and appreciation. Year 5 - Many celebrations include shared customs, food, music and gatherings. - Celebrations help create memories and strengthen relationships. Year 6 - Despite differences, many celebrations focus on belonging, remembrance and shared values. - Celebrations help pass traditions from one generation to the next. Lesson 6: Why do people celebrate important moments differently? Year 4 - People celebrate differently because families, cultures and religions are different. - Celebrations are important because they mark special moments. Year 5 - Beliefs, traditions and personal experiences influence how people celebrate. - Different ways of celebrating can help people express what matters to them. Year 6 - Celebrations vary because people hold different beliefs, values and cultural traditions. - Understanding different celebrations helps people appreciate diversity and respect others.	Key Vocabulary celebration, festival, tradition, community, Christmas, Easter, Eid, worship, gratitude, belonging, ceremony.	Key Vocabulary faith, culture, belief, identity, baptism, Eid al-Fitr, Eid al-Adha, commitment, generosity, heritage, significance.	religions and cultures. Key Vocabulary diversity, worldview, identity, belonging, symbolism, religious practice, significance, perspective, values, interpretation, respect.

Term	Unit	Key Learning and Substantive Knowledge	END POINTS AND KEY VOCABULARY		
	What difference does the Resurrection make? NATRE UNIT 40 How does belief in the Resurrection influence Christians today?	Lesson 1: What do Christians believe happened at Easter? Year 4 - Christians believe Jesus died on the cross and came back to life on Easter Sunday. - The Resurrection is an important part of the Easter story. Year 5 - Christians believe Jesus' Resurrection was a real event that happened after his crucifixion. - The Resurrection is celebrated on Easter Sunday. Year 6 - The Resurrection is central to Christian belief because Christians believe it shows Jesus' victory over death. - The Easter story forms the foundation of Christian hope and faith.	By the End of Year 4, pupils should be able to: - Retell the main events of the Easter story. - Explain that Christians believe Jesus rose from the dead. - Describe why the Resurrection is important to Christians.	By the End of Year 5, pupils should be able to: - Explain why Christians believe the Resurrection is an important event. - Describe how the Gospel accounts present the Resurrection.	By the End of Year 6, pupils should be able to: - Explain the significance of the Resurrection within Christianity. - Analyse how belief in the Resurrection influences Christian beliefs about salvation, hope and eternal life.
		Lesson 2: What do the Gospel accounts say about the Resurrection? Year 4 - The Gospels tell the story of the empty tomb. - Jesus' followers were surprised when they discovered he was alive. Year 5 - The Gospels describe different people meeting the risen Jesus after Easter. - These accounts helped the disciples believe that Jesus had risen. Year 6 - The Gospel writers present evidence and testimony about the Resurrection. - Christians use these accounts to understand the significance of Jesus' resurrection.	- Identify ways the Resurrection gives Christians hope. - Use simple religious vocabulary to discuss Easter and Resurrection beliefs.	- Explain how belief in the Resurrection influences Christian faith and worship. - Make links between Christian beliefs and Christian actions.	Explain how the Resurrection shapes Christian worship and everyday living.
		Lesson 3: Why is the Resurrection important to Christians? Year 4 - Christians believe the Resurrection shows God's power. - It helps Christians believe that Jesus is special. Year 5 - Christians believe the Resurrection proves Jesus is the Son of God. - The Resurrection gives Christians confidence in God's promises. Year 6 - Christians believe the Resurrection confirms Jesus' identity and mission. - The Resurrection is at the heart of Christian beliefs about salvation and eternal life.		Describe why Easter remains important to Christians today.	- Use evidence from Gospel accounts and Christian teachings to support explanations. - Answer the enquiry question using theological and religious vocabulary accurately.
		Lesson 4: How does the Resurrection give Christians hope? Year 4 - Christians believe the Resurrection brings hope and happiness. - Easter reminds Christians that new life can follow difficult times. Year 5 - Christians believe that because Jesus rose again, God can bring hope in times of challenge. - The Resurrection encourages Christians to trust God. Year 6	Key Vocabulary Resurrection, Easter, Jesus, cross, tomb, disciple, Gospel, hope, faith, Easter Sunday.	Key Vocabulary crucifixion, resurrection, witness, empty tomb, salvation, Son of God, forgiveness, eternal life, testimony, hope.	Key Vocabulary resurrection, salvation, redemption, eternal life, reconciliation, sacrifice, significance, theology, interpretation, testimony, discipleship.

Term	Unit	Key Learning and Substantive Knowledge	END POINTS AND KEY VOCABULARY		
		- Christians believe the Resurrection gives hope for the future and life beyond death. - Belief in the Resurrection shapes Christian attitudes towards suffering, loss and forgiveness. Lesson 5: How does belief in the Resurrection influence Christian living? Year 4 - Christians try to live in ways that follow Jesus' example. - The Resurrection encourages Christians to show love and kindness. Year 5 - Belief in the Resurrection inspires Christians to help others and serve their communities. - Christians believe they should share hope with others. Year 6 - The Resurrection influences Christian values, decisions and actions. - Many Christians are motivated by their faith to work for justice, compassion and reconciliation. Lesson 6: What difference does the Resurrection make today? Year 4 - The Resurrection is an important Christian belief. - It helps Christians remember that Jesus is alive. Year 5 - The Resurrection gives Christians hope and strengthens their faith. - Many Christians celebrate Easter because of the Resurrection. Year 6 - The Resurrection continues to shape Christian worship, belief and daily life. - Christians believe the Resurrection changes how they understand God, life and the future.			
Summer	How and why do people mark significant events of life? What do life events and ceremonies reveal about people's beliefs, values and	Lesson 1: What is a significant life event? Year 4 - Significant life events are important moments in a person's life. - People often celebrate these moments with family and friends. Year 5 - Life events can mark stages of growth, belonging and commitment. - Different communities celebrate life events in different ways. Year 6 - Significant life events often reflect religious beliefs, values and identity. - Ceremonies help communities mark important transitions in life. Lesson 2: Why do Christians welcome babies through baptism? Year 4 - Baptism is a special Christian ceremony.	By the End of Year 4, pupils should be able to: - Identify significant life events and ceremonies. - Describe Christian and Muslim celebrations linked to birth and marriage. - Explain why ceremonies are important to families and	By the End of Year 5, pupils should be able to: - Explain how beliefs influence birth, marriage and other life-event ceremonies. - Compare Christian and Muslim practices. - Describe the importance of	By the End of Year 6, pupils should be able to: - Analyse how life-event ceremonies express religious beliefs and values. - Compare similarities and differences between religious traditions.

Term	Unit	Key Learning and Substantive Knowledge	END POINTS AND KEY VOCABULARY		
	identities?	- Christians welcome babies and children into the Christian community. Year 5 - Water is used in baptism as a symbol of new life and belonging. - Parents and godparents make promises during the service. Year 6 - Christians believe baptism marks the beginning of a person's journey of faith. - Different Christian denominations practise baptism in different ways. Lesson 3: How do Muslims welcome a new baby? Year 4 - Muslim families welcome babies with special celebrations. - The Adhan may be whispered into a baby's ear. Year 5 - Muslim families thank Allah for the gift of a child. - Aqiqah is a ceremony that celebrates the birth of a baby. Year 6 - Muslim birth ceremonies reflect beliefs about faith, gratitude and belonging. - These traditions help children become part of the Muslim community. Lesson 4: Why do people make commitments? Year 4 - People make promises and commitments to others. - Commitments are often marked through special ceremonies. Year 5 - Marriage is an example of a lifelong commitment. - Religious ceremonies often include promises and responsibilities. Year 6 - Commitment ceremonies reflect values such as loyalty, responsibility and faithfulness. - Beliefs often influence the promises people choose to make. Lesson 5: How do Christians celebrate marriage? Year 4 - Christian weddings celebrate the joining of two people. - Weddings often take place in a church. Year 5 - Christian weddings include vows, rings and prayers. - Christians believe marriage is an important commitment. Year 6 - Christian marriage reflects beliefs about love, faithfulness and lifelong partnership. - Different Christian traditions may celebrate weddings in different ways. Lesson 6: How do Muslims celebrate marriage? Year 4	communities. - Recognise that different religions celebrate important moments differently. - Use key religious vocabulary accurately. Key Vocabulary ceremony, celebration, baptism, marriage, wedding, family, belonging, promise, community, funeral.	belonging, commitment and responsibility. - Explain the meaning behind symbols and actions used in ceremonies. - Make links between beliefs and practices. Key Vocabulary commitment, vow, Nikah, Aqiqah, symbol, tradition, faith, responsibility, identity, maturity, remembrance.	- Explain how ceremonies support identity, belonging and community. - Evaluate why significant life events continue to be marked today. - Answer the enquiry question using examples from different religions and worldviews. Key Vocabulary ritual, worldview, transition, identity, belonging, denomination, spirituality, values, afterlife, significance.

Term	Unit	Key Learning and Substantive Knowledge	END POINTS AND KEY VOCABULARY		
		- A Muslim wedding is called a Nikah. - Family and community are important parts of the celebration. Year 5 - Muslim weddings include promises and agreements between the couple. - Marriage is seen as an important commitment in Islam. Year 6 - The Nikah reflects Islamic beliefs about family, responsibility and partnership. - Muslim wedding traditions vary across cultures while maintaining core beliefs. Lesson 7: How do people mark belonging in religious communities? Year 4 - Religious communities use ceremonies to welcome people. - Belonging helps people feel part of a group. Year 5 - Ceremonies often celebrate identity and shared beliefs. - Communities support people through important life events. Year 6 - Rituals help strengthen religious identity and community connections. - Belonging can influence how people understand themselves and others. Lesson 8: Why are coming-of-age ceremonies important? Year 4 - Some religions have ceremonies that mark growing up. - These ceremonies celebrate new responsibilities. Year 5 - Jewish and other religious traditions mark important stages of life. - Coming-of-age ceremonies recognise maturity and commitment. Year 6 - Such ceremonies help young people understand expectations and responsibilities within their community. - They strengthen identity and connection to faith traditions. Lesson 9: How do people remember and honour those who have died? Year 4 - People have different ways of remembering loved ones. - Funerals help families say goodbye. Year 5 - Religious beliefs often influence funeral traditions. - Funerals offer comfort and support to families. Year 6 - Beliefs about death and life after death shape funeral practices. - Ceremonies help communities express grief, hope and remembrance.			

Term	Unit	Key Learning and Substantive Knowledge	END POINTS AND KEY VOCABULARY		
		Lesson 10: What do life events reveal about beliefs? Year 4 • Ceremonies often reflect what people believe is important. • Special events show family and community values. Year 5 • Religious ceremonies express beliefs through symbols and actions. • Celebrations reveal what communities value. Year 6 • Life events help people express identity, commitment and belief. • Rituals communicate values across generations. Lesson 11: What similarities and differences can we see? Year 4 • Different religions mark important events in different ways. • Many ceremonies involve families and communities. Year 5 • Christians and Muslims share some similar ideas about belonging and commitment. • Ceremonies often use different symbols and traditions. Year 6 • Similarities and differences can be understood through the beliefs behind the ceremonies. • Studying different traditions helps develop respect and understanding. Lesson 12: How and why do people mark significant events of life? Year 4 • People celebrate important events because they matter to individuals and families. • Ceremonies help people remember special moments. Year 5 • Life events are marked to celebrate belonging, commitment and change. • Religious beliefs often shape these celebrations. Year 6 • Significant life events are marked because they express identity, belief, community and values. • Ceremonies help people understand important stages of life and their place within a community.			

Progression in disciplinary knowledge

Stage	Beliefs, texts and stories	Practices and ways of living	Meaning and significance	Comparison, reasoning and response
YR	- Listen to and talk about religious stories. - Know that some books and stories are special to different people. - Recognise that people have different beliefs.	- Recognise that people celebrate different events. - Talk about special places and routines. - Notice similarities and differences in how people live.	- Talk about things that are special to themselves and others. - Ask simple questions about why things matter. - Share their own experiences and feelings.	- Ask questions about religion and beliefs. - Share simple opinions. - Listen respectfully to others.
Y1	- Retell simple religious stories. - Identify key people within stories. - Recognise that stories can teach believers important lessons.	- Describe simple religious practices. - Identify special objects, places and celebrations. - Explain why some activities are important to believers.	- Explain why a story, object or celebration is important. - Talk about what is special to different people.	- Identify simple similarities and differences. - Ask and answer basic questions. - Express personal views.
Y2	- Describe what some Christians, Muslims and others believe. - Explain the main message of a religious story. - Identify links between beliefs and stories.	- Describe how beliefs affect daily life. - Explain the purpose of festivals and celebrations. - Identify similarities between religious practices.	- Suggest why beliefs and practices matter to believers. - Explain the importance of key events and festivals.	- Compare beliefs and practices. - Give reasons for their ideas. - Recognise that people may think differently.
Y3	- Use stories and texts to find out what believers think about God. - Identify key teachings from sacred texts. - Explain how stories influence believers.	- Explain how beliefs influence actions. - Describe worship and religious practices. - Recognise differences within religious communities.	- Explore how stories and beliefs provide guidance. - Explain why religious practices have meaning.	- Compare religions and worldviews. - Discuss different viewpoints respectfully. - Use examples to support answers.
Y4	- Explain how sacred texts guide believers. - Identify different interpretations of stories and teachings. - Make connections between beliefs and scripture.	- Explain why people worship in different ways. - Describe how religious teachings influence behaviour. - Explore diversity within religions.	- Describe how beliefs help people make decisions. - Explain the significance of symbols, rituals and celebrations.	- Make informed comparisons between religions. - Use evidence to answer enquiry questions. - Explain reasons for different beliefs and practices.

Stage	Beliefs, texts and stories	Practices and ways of living	Meaning and significance	Comparison, reasoning and response
Y5	• Compare teachings from different religions and worldviews. • Explain how beliefs are supported by sacred texts. • Discuss different understandings of religious teachings.	• Compare how beliefs affect people's choices and lifestyles. • Explain differences between religious communities. • Analyse the relationship between belief and action.	• Analyse how beliefs give purpose and meaning. • Explain why religious ideas influence actions and values.	• Investigate philosophical and ethical questions. • Use evidence from texts, stories and practices. • Justify opinions with reasons.
Y6	• Evaluate how beliefs are expressed through sacred texts. • Explain how and why interpretations differ. • Use evidence from religious texts to support explanations. • Use beliefs and sacred texts as evidence when explaining religious worldviews. • Understand that teachings may be interpreted in different ways.	• Evaluate how beliefs influence identity and ways of living. • Explain how religion shapes communities and society. • Compare religious and non-religious ways of life. • Explain how beliefs influence behaviour, identity and community life. • Understand diversity within and between religions and worldviews.	• Evaluate the significance of religious beliefs and practices. • Consider how religion and worldviews help people answer life's big questions. • Explain different perspectives on meaning and purpose. • Explain how religious and non-religious worldviews provide meaning and purpose. • Evaluate the significance of beliefs, practices and values.	• Evaluate different viewpoints using evidence. • Construct balanced arguments. • Reach reasoned conclusions about religious and ethical questions. • Compare and evaluate beliefs, practices and worldviews. • Use evidence to support reasoned conclusions. • Respectfully discuss and respond to different perspectives.