

The Echelford Primary School – Religion and Worldviews Progression Document



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1						
<p>Who Am I and where do I belong?</p> <p>To talk about groups that they belong to and show an awareness that other children belong to different groups.</p> <p>To talk about a place, a special story or person belonging to a faith or belief community using appropriate vocabulary.</p> <p>To recognise that others' views may be different from their own.</p> <p>Talk about groups they belong to.</p> <p>Show an awareness that other children belong to different groups.</p>	<p>CHRISTIANITY: Why do Christians call God 'creator'?</p> <p>To give a reason why something may be of value to themselves and/or others.</p> <p>To ask thoughtful questions about their own and others' ideas, feelings and experiences.</p> <p>To identify how belief is expressed in different ways for different people.</p> <p>To use appropriate subject-specific vocabulary when they talk.</p> <p>Understand that Christians believe:</p> <ul style="list-style-type: none"> - God is the creator of the world 	<p>CHRISTIANITY: What is God like for Christians?</p> <p>To give a reason why something may be of value to themselves and/or others.</p> <p>To talk about different communities of people.</p> <p>To identify similarities in features of religion and belief.</p> <p>Understand that Christians believe:</p> <ul style="list-style-type: none"> - God is the 'creator' - God can be seen as a shepherd, king and parent in the Bible 	<p>CHRISTIANITY: How can artists help us to understand what Christians believe and do?</p> <p>To Investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience.</p> <p>To describe and suggest meanings for symbols and other forms of expression for people of faith or belief.</p> <p>To make links between concepts / beliefs, texts / stories and practices</p>	<p>CHRISTIANITY: What did God promise to his people?</p> <p>To make links between what they and other people think about God.</p> <p>To Investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience.</p> <p>Understand that Christians believe:</p> <ul style="list-style-type: none"> - A covenant is a promise or agreement made between two or more people. 	<p>CHRISTIANITY: What do Christians believe about creation?</p> <p>To develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal knowledge.</p> <p>To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities.</p> <p>To describe the impact of beliefs and practices for different people e.g. on communities and cultures.</p> <p>Understand that Christians believe:</p> <ul style="list-style-type: none"> - Salvation is a key theme 	<p>CHRISTIANITY: How is God Three – and yet One?</p> <p>To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities.</p> <p>To investigate and describe similarities and differences in lived experience within religions.</p> <p>To explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate.</p> <p>Understand that Christians believe:</p> <ul style="list-style-type: none"> - The Trinity is the Father, Son and Holy spirit

<p>Understand that:</p> <ul style="list-style-type: none"> - Every person is special and unique - Some people believe God made them this way - People belong in different ways/ together (religious & non-religious). - Special people in different religions (e.g. Jesus / Prophet Muhammad (pbuh) / Moses. 	<ul style="list-style-type: none"> - Art shows different versions of the creation story - There is only one 'big story' of creation - Celebration of Harvest <p>The bible is a special book for Christians.</p> <p>It is a collection of stories, such as Jesus' parables, that tell the big story of God. The first story in the Bible tells Christians of how God made the world.</p>		<p>(believing, belonging and behaving).</p> <p>Understand that Christians believe:</p> <ul style="list-style-type: none"> - Ideas about God are shown through art (incarnation, bible stories & important figures) - There are different crosses around the world that symbolise different aspects of the Christian faith. <p>Incarnation is the concept of God coming to earth as Jesus, God's Son, who is both fully God and fully human.</p>	<ul style="list-style-type: none"> - There are 10 commandments that were a covenant given to Moses by God on tablets of stone. - There are Covenants and stories from old testament, including creation. 	<p>across Christianity (looking at Bible stories and Easter)</p> <ul style="list-style-type: none"> - •All of God's creation is affected by 'the fall'. - •Through his death, Jesus rescued people from sin (a - •Humans were made for relationship with God. - •God is the Great Rescuer, who also came to Earth in the person of Jesus, the saviour. - •Through his death, Jesus rescued people from sin (atonement). - •Humanity has choices – 'free will'. - •All of creation is affected by 'the fall' One day there will be a new creation. 	<ul style="list-style-type: none"> - God is three and yet one - The Son (Jesus was sent by God) - The Holy spirit (work of God in the world through the lives of Christians) - The Father (God is the creator)
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Autumn 2

Why do we have celebrations?

To show an awareness that festivals are special times for different people and describe how people celebrate them.

To talk about their own times of celebration or about things that are special to them, such as beliefs, places, books, objects and people (communities).

To respond with growing sensitivity and responsibility to the world around them.

Talk about their own times of celebration

Recognise that others' views may be different from their own

Understand that:

- Everyone has a "birth- day"
- Celebrations are joyful times and a time to say "Thank you"
- Christians celebrate special festivals (Harvest, Christmas, Easter)

CHRISTIANITY: What is the 'Nativity' and why is it important to Christians?

To give a reason why something may be of value to themselves and/or others.

To ask thoughtful questions about their own and others' ideas, feelings and experiences.

To use appropriate subject-specific vocabulary when they talk.

Understand that:

- The Nativity story is important (Birth of Christ)
- The Nativity story can look different around the world
- Incarnation – the concept of God coming to earth as Jesus, God's Son, who is both fully God and fully human
- There were other important people at The Nativity. These include:

CHRISTIANITY: Why is giving important to Christians?

Give a reason why something may be of value to themselves and/or others.

To talk about different communities of people.

To identify how belief is expressed in different ways for different people.

Understand that Christians believe:

- God's nature is to give and that he gave Jesus as a gift to the world.
- Christians believe that Giving to others is important and that worship, including prayer and volunteering, is a way of giving to God.
- Christians as the 'Church' give in different ways

CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians?

To Investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience.

To give reasons for beliefs, attitudes and actions.

Understand that Christians believe:

- The Bible is like a 'treasure'
- The bible tells the story of God & his people
- At the centre of everything is Jesus

CHRISTIANITY: What did Jesus say about God's kingdom & why is it 'good news'?

To Investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience.

To give reasons for beliefs, attitudes and actions.

Understand that Christians believe:

- God's kingdom is the reign of Jesus
- The Kingdom of God is in human hearts and minds, lives and communities.
- Jesus' teaching

CHRISTIANITY: Why is the idea of 'rescue' so important to Christians?

To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities.

To describe the impact of beliefs and practices for different people e.g. on communities and cultures.

To explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate.

Understand that Christians believe:

- There are various stories of creation (The Big Bang, God, Evolution)
- One day there will be a new creation
- Christians have responsibility for the Earth from God

CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news?

To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities.

To describe the impact of beliefs and practices for different people e.g. on communities and cultures.

To suggest some ways in which different people might interpret key texts / sources.

- A prophecy is a message from God.
- Christians believe there are prophets and prophecies that are followed (some more important than others)
- Jesus fulfilled many Old Testament prophecies, and because of this, Jesus is the 'Messiah'
- What Jesus said about himself & how these relate to many Christians' beliefs

<ul style="list-style-type: none"> - Other religions have celebrations - (Diwali) (Meaning behind the festival good vs Evil) - We have School-based celebrations. 	<p>Angel – a messenger from God</p> <p>Wise men- who made a journey to meet Christ</p> <p>- ,</p>	<p>e.g. 'service', food bank.</p> <ul style="list-style-type: none"> - Commandments to 'love God & love others'. - What to give at christmas-link to Bible story - Christians believe that giving to others at Christmas is a reminder of how God gave Jesus, and also of the gifts of the wise men, who worshipped him. 		<p>about God's Kingdom in the Sermon on the Mount & the Great Commandment</p> <p>Christians living as citizens of God's Kingdom.</p>		<p>about Jesus as the Messiah</p>
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Spring 1

<p>What makes a place special?</p> <p>To talk about their own times of celebration or about things that are special to them, such as beliefs, places, books, objects and people (communities).</p> <p>To respond with growing sensitivity and responsibility to the world around them.</p> <p>Talk about things that are special to them, such as beliefs, places, books, objects and people.</p> <p>Understand that</p> <ul style="list-style-type: none"> - Some people have places that are special to them. - There are special buildings where some people go to think and learn about God. - Some people feel close to God anywhere or in their own special places. 	<p>ISLAM: Who is Allah and how do Muslims worship him?</p> <p>To talk about different communities of people.</p> <p>To ask thoughtful questions about their own and others' ideas, feelings and experiences.</p> <p>To identify how belief is expressed in different ways for different people.</p> <p>Understand that Muslims believe that:</p> <ul style="list-style-type: none"> - There is one God- Allah - There are 99 names to describe/ represent Allah - Prayer is a part of worshipping Allah. - 	<p>CHRISTIANITY: Why do Christians call Jesus 'Saviour'?</p> <p>To give a reason why something may be of value to themselves and/or others.</p> <p>To ask thoughtful questions about their own and others' ideas, feelings and experiences.</p> <p>To use appropriate subject-specific vocabulary when they talk.</p> <p>Understand that Christians believe:</p> <ul style="list-style-type: none"> - A saviour is a person who saves someone or something from danger. - Christians refer to Jesus as 'Saviour'. - The Bible contains stories about people Jesus met and 'rescued/save d'. - The elements in an Easter garden are symbols of Jesus' death 	<p>CHRISTIANITY: How did Jesus change lives – and how is it 'good news'?</p> <p>To identify the impact of beliefs and practices on people's lives e.g. in how people live.</p> <p>To make links between what they and other people think about God and how to behave.</p> <p>Understand that Christians believe:</p> <ul style="list-style-type: none"> - Some miracles & stories about Jesus were told through the eyes of Peter. - 'Gospel' is also known as 'good news'. - Forgiveness & restoration is important to Christians. 	<p>CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?</p> <p>To identify the impact of beliefs and practices on people's lives e.g. in how people live.</p> <p>To ask significant questions about life, comparing their ideas with others.</p> <p>Understand that Christians believe:</p> <ul style="list-style-type: none"> - Communion as a sacrament to 'remember'. <p>Passover & new covenant (& Easter).</p> <p>Communion & symbolism across the world.</p> <p>Jesus was Jewish and so celebrated Passover. The Last Supper was a Passover meal. He blessed bread and wine and said they were his body and blood. Most Christians</p>	<p>CHRISTIANITY: How did the Church begin, and where is it now?</p> <p>To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities.</p> <p>To describe the impact of beliefs and practices for different people e.g. on communities and cultures.</p> <p>Understand that Christians believe/ understand:</p> <ul style="list-style-type: none"> - The start of the church happened at Pentecost - The Pentecost is the birth of the Holy Spirit - Baptism, worship & service are signs of membership. - There are different denominations of a Church - The feast of Pentecost is often referred to as the birthday of the Church because it is when the apostles went out among 	<p>CHRISTIANITY: For Christians, what difference does it make to belong to God's Kingdom?</p> <p>To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities.</p> <p>To describe the impact of beliefs and practices for different people e.g. on communities and cultures.</p> <p>Most Christians believe:</p> <ul style="list-style-type: none"> • They are called to live in a new and distinctive way, enabled by the Holy Spirit. • Pursuing justice, seeking reconciliation and serving others are all biblical commandments, which serve to shape this distinctive life and lead many Christians to undertake action in the world.
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		<p>and resurrection.</p> <ul style="list-style-type: none"> - Jesus' offer of forgiveness is a part of the rescue at the heart of Easter. - Jesus is a Saviour Jesus changed lives e.g. Zacchaeus. - Salvation is a key part in the Easter story (symbols in Easter garden.) 		<p>believe Jesus chose to die. Communion is a sacrament to 'remember'. By sharing communion as a group, Christians are showing unity and are 'in communion ' with each other.</p>	<p>the people and began spreading Jesus' message.</p> <ul style="list-style-type: none"> - God calls the Church to do God's work in the world and deliver 'good news'. - Baptism, worship & service are signs of membership to the Church. - 	
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Spring 2

<p>What can we learn from stories?</p> <p>To show a range of feelings in response to their learning e.g. wonder, sadness, joy etc.</p> <p>Talk about things that are special to them such as books.</p> <p>Talk about how things can be true/ 'real' and not.</p> <p>Show curiosity; ask questions about their learning.</p> <p>Understand that:</p> <ul style="list-style-type: none"> - People can have favourite stories. - Through stories people share ideas and values about how to live. - Some books are special to religious groups e.g. Bible (Christians) Torah (Jews) Qur'an (Muslims) and talk about God. - Some stories are about special people e.g. Jesus, Prophet Muhammad 	<p>JUDAISM: What is the Torah & why is it so important to Jewish families?</p> <p>To talk about different communities of people.</p> <p>To ask thoughtful questions about their own and others' ideas, feelings and experiences.</p> <p>To give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives.</p> <p>Understand that the Jewish people believe:</p> <ul style="list-style-type: none"> - The Torah is special as it contains God's words & rules for living (mitzvot). - The Torah is treated in a certain way and kept in a special place 	<p>JUDAISM: Why do Jewish families celebrate the gift of Shabbat?</p> <p>To talk about different communities of people.</p> <p>To ask thoughtful questions about their own and others' ideas, feelings and experiences.</p> <p>To give examples of how people put their beliefs into practice.</p> <p>To give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives.</p> <p>Understand that the Jewish people believe:</p> <ul style="list-style-type: none"> - Shabbat is a special gift of rest. - Friday night meal-symbols: A day of rest - Saturday night - ceremony as start of a new week. 	<p>JUDAISM: What are important times for Jewish people?</p> <p>To identify the impact of beliefs and practices on people's lives, individually, or as a community e.g. in how people live and/or worship.</p> <p>To make links between what they and other people think about God and what is important in life.</p> <p>Understand that the Jewish people believe:</p> <ul style="list-style-type: none"> - The importance of 'remembering' in Judaism. - There are Key festivals: Passover & Sukkot (links to stories & practices.) - Bar/Bat Mitzvah are a commitment to keep mitzvot. 	<p>SIKHI: What do Sikhs value?</p> <p>To identify the impact of beliefs and practices on people's lives, individually, or as a community e.g. in how people live and/or worship.</p> <p>To make links between what they and other people think about God and what is important in life.</p> <p>Understand that Sikh's believe:</p> <ul style="list-style-type: none"> - There are Duties of Sikhs : pray, work and give. - Equality is important to Sikhs & is expressed in langar & Sikh community. - Gurus are teachers & leaders. 	<p>ISLAM: What helps Muslims to live a good life?</p> <p>To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities/</p> <p>To express their understanding of concepts in theological terms.</p> <p>Understand that Muslims believe:</p> <ul style="list-style-type: none"> - There are Five pillars as duties for living a good life. - Fasting and celebrating contribute to a good life. - Hadith & sunnah are guidance to follow a good life 	<p>JUDAISM: What does it mean to be part of a synagogue community?</p> <p>To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities.</p> <p>To express their understanding of concepts in theological terms.</p> <p>Understand that the Jewish people believe:</p> <ul style="list-style-type: none"> - The Centrality of Torah to worship (e.g. <i>shema</i>). - There are impacts of commitment to justice / living according to mitzvot in the Torah / remembering (Yom Kippur). - The Synagogue is a place of : learning, worship & gathering for different types of Jewish people.
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(pbuh*), Moses etc.						
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Summer 1

<p>What makes something 'special'?</p> <p>To show curiosity and ask questions about their learning.</p> <p>To recognise that others' views may be different from their own.</p> <p>Talk about things that are special to them, such as, beliefs, places, books, objects and people.</p> <p>how a range of feelings in response to their learning for example, awe, wonder, sadness etc</p> <p>Understand that:</p> <ul style="list-style-type: none"> - Different things are special to people for different reasons. - Its important to look after and respect things that are special to others. 	<p>CHRISTIANITY: What do Christians learn from stories of Jesus?</p> <p>To talk about different communities of people.</p> <p>To ask thoughtful questions about their own and others' ideas, feelings and experiences.</p> <p>To retell religious, spiritual and moral stories.</p> <p>Understand that Christians believe:</p> <ul style="list-style-type: none"> - There are Stories in the Bible about Jesus, baby → man, his parable and miracles - Jesus is a divine human (Human -'like us') (divine, 'like God'.) - Christians are 'followers' of Jesus 	<p>ISLAM: What is important for Muslim families?</p> <p>To give a reason why something may be of value to themselves and/or others.</p> <p>Talk about different communities of people.</p> <p>To identify how belief is expressed in different ways for different people.</p> <p>Understand that Muslims believe that:</p> <ul style="list-style-type: none"> - Muhammad (pbuh) is the most important Prophet (messenger) for Muslims. - Muslims learn from his life & example. - The Qur'an contains the holy words of Allah. 	<p>ISLAM: How does 'ibadah' (worship) show what's important to Muslims?</p> <p>To identify the impact of beliefs and practices on people's lives, individually, or as a community e.g. in how people live and/or worship.</p> <p>To make links between what they and other people think about God and what is important in life.</p> <p>Understand that Muslims believe that:</p> <ul style="list-style-type: none"> - Prayer (salah) shows submission to Allah. - Ummah as an equal community of believers. - Qur'an as final revelation & 	<p>HUMANISM: How do non-religious people celebrate new life?</p> <p>To compare their own ideas, influences and/or feelings with those of others.</p> <p>To identify simple similarities and differences between concepts / religions / beliefs, giving examples from their learning.</p> <p>To Identify and connect aspects of religion and beliefs, identifying some similarities and differences in people's lived experience.</p> <p>Understand that Humanists believe:</p> <ul style="list-style-type: none"> - Naming ceremonies allow a child to follow their own path in life 	<p>BUDDHISM: What is the 'Buddhist way of life'?</p> <p>To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities.</p> <p>To suggest some ways in which different people might interpret key texts / sources.</p> <p>To suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning.</p> <p>Understand that Buddhists believe:</p> <ul style="list-style-type: none"> - The Eightfold Path is the way to 'enlightenment' - Buddha was 'enlightened' - Buddhists follow dhamma (teachings) to avoid bad karma 	<p>HINDU (SANATANA) DHARMA: What helps Hindus (Sanatanis) to worship?</p> <p>To comment on connections between beliefs, practices and ways of life, explaining their importance to different communities.</p> <p>To express their understanding of concepts in theological terms.</p> <p>Understand that Hindu's believe:</p> <ul style="list-style-type: none"> - 'Sanatana Dharma' is a way of life . - Brahman present in all things & represented in many forms esp. Trimurti. - There are Key deities within Hinduism - Deities are important in Hindu worship - Most Hindus (Sanatanis) believe in only one Supreme Being – Brahman – and that all other deities are an incarnation/representation of Brahman to help them to focus on worship.
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<ul style="list-style-type: none"> - People can use objects to help them remember special times and places. - Some objects are 'religious' objects and help people to think about God. 			<p>guide for living.</p>	<ul style="list-style-type: none"> - Celebrating new life is important to religious & non-religious people. - We have one life to live & it's worth celebrating; freedom to choose. 	<p>& escape cycle of samsara.'</p>	<ul style="list-style-type: none"> - Most Hindus believe that every living thing has a spark of Brahman (atman) in it and therefore that Brahman exists in every living creature. - Hindu beliefs are expressed through features and practices of worship, including puja. - Festivals and pilgrimage are ways in which some Hindus show their devotion to Brahman.
<p>Summer 2</p>						

<p>What makes our world wonderful?</p> <p>To show curiosity and ask questions about their learning.</p> <p>•To show a range of feelings in response to their learning e.g. wonder, sadness, joy etc.</p> <p>Respond with growing sensitivity and responsibility to the world around them.</p> <p>Understand that:</p> <ul style="list-style-type: none"> - Our world is a place of wonder & we should look after it. - People are naturally 'creative'. - Some people believe our world was created by God and that this is an important story in their special books. - Some people believe that the world came about naturally and that science is the best way to understand it. 	<p>Why do people tell stories?</p> <p>To ask thoughtful questions about their own and others' ideas, feelings and experiences.</p> <p>To give a simple reason for a view that they have.</p> <p>To identify how stories / symbols / objects might show what people believe.</p> <p>To recognise different viewpoints.</p> <p>Understand that:</p> <ul style="list-style-type: none"> - Stories help us understand life; (they teach us to be better people, about real events, bring comfort & link us to others.) - Stories link to festivals; (Hanukkah / Purim.) - Stories allow us to learn (Aesop's Fables / Badger's Parting Gifts.) 	<p>Is giving better than receiving?</p> <p>To recognise different viewpoints.</p> <p>To respond to questions about whether things are 'good' / 'bad', 'right/wrong'.</p> <p>To give a simple reason for a view that they have.</p> <p>To recognise that some questions about life are difficult to answer.</p> <p>To respond sensitively and imaginatively to questions about being human.</p> <p>To talk simply about core beliefs and concepts and what they mean.</p> <p>Understand that:</p> <ul style="list-style-type: none"> - Giving & receiving can be celebrated through festivals . (Harvest festivals / Christmas / Easter / Eid.) - There are gifts of Creation (Shabbat / 	<p>Why do people use creative ways to express their beliefs?</p> <p>To give reasons for beliefs, attitudes and actions, especially in relation to their own personal knowledge.</p> <p>To compare their own ideas, influences and/or feelings with those of others.</p> <p>Understand that:</p> <ul style="list-style-type: none"> - People express themselves differently (art, music, writing etc) - There are reasons why people express themselves differently. - Some ideas and beliefs are easier to express through the arts / symbolism. 	<p>Are words more important than actions?</p> <p>To give reasons for beliefs, attitudes and actions, especially in relation to their own personal knowledge.</p> <p>To give reasons for beliefs, attitudes and actions, especially in relation to their own developing worldview ('personal knowledge').</p> <p>To ask significant questions about life, comparing their ideas with others' and suggesting answers from their learning.</p> <p>Understand that:</p> <ul style="list-style-type: none"> - Everyone has words/ actions that are important to them - Everyone has different 'creeds' <p>Questions to explore:</p> <p>Is it more important to believe words or live them?</p> <p>Which words / actions do you live by?</p>	<p>Is life a journey?</p> <p>To reflect on possible connection between worldviews and the human search for meaning of life.</p> <p>To describe the impact of beliefs and practices for different people e.g. on individuals, groups and communities.</p> <p>To explain how sources of inspiration and influence make a difference to themselves and others, recognising that others may think differently.</p> <p>To develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview.</p> <p>To suggest meanings for a range of forms of expression, using accurate vocabulary.</p> <p>Understand that:</p> <ul style="list-style-type: none"> - Everyone has Milestones in their lives - Everyone has a different 'journey' in life - Everyone overcomes hurdles & they 	<p>Who am I and where do I belong?</p> <p>To reflect on possible connection between worldviews and the human search for meaning of life.</p> <p>To describe the impact of beliefs and practices for different people e.g. on individuals, groups and communities.</p> <p>To explain how sources of inspiration and influence make a difference to themselves and others, recognising that others may think differently.</p> <p>To develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview.</p> <p>To suggest meanings for a range of forms of expression, using accurate vocabulary.</p> <p>Understand that :</p> <ul style="list-style-type: none"> - Everyone is different - Every 'community' is different- people gain a sense of identity from these communities. <p>Questions to explore:</p> <p>How do communities gain a sense of personal identity</p>
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		<p>Torah / Qur'an / Jesus.)</p> <ul style="list-style-type: none">- Some religions give for different reasons (Sikhism) & (Non Religious reasons)			<p>are overcome differently</p> <p>Questions to explore:</p> <p>How do people decide which way to go?</p> <p>Is a journey better shared?</p> <p>Is a pilgrimage different from a journey?</p>	<p>through the things they believe?</p> <p>What are the things that I believe – and where have my ideas come from?</p> <p>How might these ideas help me as I move into Y7?</p>
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