

Progression in RE *(taken from Merton SACRE)*

Curriculum Drivers: Well-being, Diversity & Inclusion, Real-life experiences, Oracy, Vocabulary Development

Early Years

In the EYFS, Religious Education is taught through ‘Personal, Social and Emotional’ and ‘Understanding of the World’ development. Children learn about similarities and differences between religious and cultural communities around the world. Children are taught about the importance of respecting each other and different beliefs. The following topics are covered through PSED and UTW planning:

We are Special

- Talk about themselves, their family & their friends
- Listen to stories from the Bible and, where appropriate from other faiths
- Begin to be aware of their responses and feelings to home and school situations
- Identifies similarities, differences and changes

Special Times

- begin to recognise that some celebrations and festivals are linked to religions
- encounter and respect relevant cultural and spiritual events
- feel valued and value others
- be sensitive to the needs and feelings of others
- express their feelings and respect the feelings of others

Special Stories

- talk about their own favourite stories
- begin to know that certain books are special to different people including religious books
- begin to be aware that not everyone believes or celebrates the same thing
- respond to stories from the Bible and where appropriate other faiths

Our Wonderful World

- talk about the environment
- experience a variety of religious stories
- treat things with care and concern
- care for the local environment
- show a range of feelings in response to their experiences of the natural world

Special Things

- identify something which is special to them
- talk about what makes something special
- be aware of and sensitive to other people’s special things
- treat living things, property and their environment with care and concern

Special Places

- talk about their homes and belongings
- begin to develop an awareness that some people worship in special buildings
- recognise that people have special places, some of which are religious
- have respect for people, their beliefs and cultures

Cultural Capital Experiences (clubs, visitors, trips)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Visit from a member of the Islam community. • Visit to St Lawrence’s Church • Nativity play • Easter celebrations • Children sharing experiences linked to focus religion 	<ul style="list-style-type: none"> • Visit from a member of the Christian community. • Visit to the local mosque. • Nativity play • Easter celebrations • Children sharing experiences linked to focus religion. 	<ul style="list-style-type: none"> • Visit to a local church • Buddhist Temple • Assemblies • Carol Concert performance at St Lawrence’s Church • Live Action Nativity at Deen City Farm 	<ul style="list-style-type: none"> • Hindu Temple (Wimbledon) • Carol Concert • Easter celebrations • Christmas celebrations • Children sharing experiences linked to focus religion 	<ul style="list-style-type: none"> • Bible Explorers visiting school. • Visit from a member of the Jewish community. • Ahmadiyya Mosque Visit. • RE themed songs for singing. • Celebration of Christmas 	<ul style="list-style-type: none"> • Carol Concert performance at St Lawrence’s Church • Visit to Hindu Temple (Stoneleigh) • Bible Explorers visiting school • Children sharing experiences linked to focus religion

DISCIPLINARY KNOWLEDGE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AT1 Learning About Religions Knowledge and understanding of beliefs and teachings. Practices and lifestyles, expression and language	Recount parts of stories, recognise features.	Describe stories, beliefs and features, describe some messages and meanings.	Demonstrate some knowledge of beliefs, ideas, teachings and characteristics. Identify symbolism.	Explain significance of beliefs and teachings, what is involved in belonging and how believers express themselves.	Explain the links between religions, the effect of religion on lives and how beliefs are expressed in a variety of forms.	Using knowledge and understanding, explain variations within and between communities and the ideas and feelings which underlie them.
Learning About Religion (AT1): Beliefs, Teachings and Sources.	Remember a religious story and talk about it.	Tell a religious story and say some things that people believe.	Describe what a believer might learn from a religious story.	Describe how a believer might live their life from religious teaching.	Make links between the beliefs/teachings /sources of different religious groups and show how they are connected to the believer's lives.	Suggest reasons for the similar and different beliefs which people hold and explain how religious sources are used to provide answers to important questions about life and morality.
Practices and Ways of Life.	Use the correct names for things that are special to people of a religion.	Talk about some of the things that are the same for different religious people.	Describe some of the things that are the same and different for religious people.	Describe some of the things that are the same and different for people between religions and also within the same religion.	Use the correct religious vocabulary to describe and compare the practices and experiences that are involved in belonging to different religious groups.	Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.
Forms of expression.	Recognise religious art, symbols and words and talk about them.	Say what some religious symbols stand for and say what some of the ways in which the religion is expressed are about.	Use religious vocabulary to describe some of the different ways in which people show their beliefs.	Use a wider range of religious vocabulary consistently to illustrate different ways in which people express their beliefs.	Express religious beliefs/ideas/feelings, etc. in a range of styles and words used by believers and suggest what they mean.	Use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions.

AT2 Learning From Religion Response, evaluation & application of questions of identity & experience, meaning & purpose, values & commitments	Recognise aspects of life which are important, the differences between right and wrong.	Describe experience and feelings, ask questions and suggest answers about the world around them and moral dilemmas.	Using personal experiences as a starting point, identify questions about their own life, the world around them and moral behaviour.	Explain own and other people's ideas experiences, questions and dilemmas in the light of religious teaching.	Express views and responses to their own identity, ultimate questions, values and commitments in the light of religious teaching.	Evaluate the religious and non- religious views and responses of others and relate these to themselves.
Learning From Religion (AT2):	Talk about things that happen to them.	Ask about what happens to others, with respect for their feelings.	Compare some of the things that influence me with those that influence other people.	Reflect deeply on their personal influences and compare these with what influences other people.	Ask questions about who they are and where they belong and suggest answers which refer to people who have inspired and influenced themselves and others.	Give their own and others' views on questions about who we are and where we belong and on how commitment to a religion can have challenges and explain what inspires & influences them.
Identity and Belonging						
Meaning, Purpose and Truth.	Talk about what they find interesting or puzzling.	Talk about some things in stories that lead people to ask questions.	Ask important questions about life and compare their ideas with those of other people.	Consider big questions about life and compare their ideas with those of other people and faiths.	Ask questions about the meaning and purpose of life and suggest a range of answers which might be given by them as well as members of different religious groups, with reference to their faith.	Ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives.
Values and Commitments	Talk about what is important to me and to other people.	Talk about what is important to me and to others, with respect for their feelings.	Link things that are important to me and to other people with the way I think and behave.	Relate deeply the values that I have to how I think and choose to live my life.	Ask questions about the moral decisions I and other people make and suggest what might happen as a consequence of different decisions, including those made with reference to religious beliefs.	Ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives.

SUBSTANTIVE KNOWLEDGE

	Year 1 – Autumn 1	Year 4 – Autumn 1
Belonging and Identity	<p><u>Belonging</u> Key Vocabulary: <i>Belonging, beliefs, values, culture</i></p> <ul style="list-style-type: none"> • Know that religious people belong to a faith. • Identify an example of something that is worn by a religious person to show that they belong. • Identify ways in which they show they belong. • Show respect for other people’s beliefs, values and culture. 	<p><u>Belonging and identity</u> Key Vocabulary: <i>Belonging, identity, symbols, communities, welcome, baptism, infant baptism, church</i></p> <ul style="list-style-type: none"> • Recognise the different symbols of the world faiths. • Talk about a welcoming ceremony in a religion they have studied identifying the symbols and their significance. • Make links between the story of Jesus’ baptism and Christian baptism recognising that different denominations vary in their practice of infant and believers’ baptism. • Identify ways their own family would welcome a new baby. • Identify the different communities they belong to and how they demonstrate their belonging. • Consider how belonging to a religious community affects daily life.
Birth Rites, Death & Loss	<p style="text-align: center;">Year 4 – Spring 1</p> <p><u>Birth Rites</u> Key Vocabulary: <i>Rituals, birth rites, symbolism, community, beliefs</i></p> <ul style="list-style-type: none"> • Compare and contrast birth rites from at least two religions and talk about some of the similarities and differences. • Use key terminology correctly when describing birth rites within two different religions. • Appreciate family traditions in naming and celebrating birth. • Reflect upon their own understanding about the uniqueness of each individual born in the world. 	<p style="text-align: center;">Year 6 – Autumn 1</p> <p><u>Death and loss</u> Key Vocabulary: <i>Death rites, loss, afterlife, remembrance, Mourning</i></p> <ul style="list-style-type: none"> • Compare, contrast beliefs about death and the after- life within two different religions. • Identify different symbols used in death rites and explore their significance within the religions studied. • Express and share feelings about loss and bereavement. • Appreciate there are a variety of responses to the mystery of death • recognise that family and cultural traditions vary over mourning and loss.
Buddhism	<p style="text-align: center;">Year 3 – Summer 2</p> <p><u>Buddhism and Festivals (ASU)</u> Key Vocabulary: <i>Buddha, Dhamma, Nirvana</i></p> <ul style="list-style-type: none"> • Explain who and where Buddhism was founded • explain the main beliefs held by Buddhists. • Explain which places are special for Buddhists. • Explain what happens at the major Buddhist festival. • Explain what the Buddhist holy book is and what is in it. • Name and explain the meaning of Buddhist symbols. 	

Christianity	Year 1 – Spring 1	Year 2 – Spring 1 & 2	Year 3 – Autumn 2 –	Year 4 – Autumn 2	Year 5 – Autumn 1/ Summer 1	Year 6 – Spring 2/ Summer 1
	<p>The Christian Bible Key Vocabulary: <i>The Bible, Old Testament, New Testament</i></p> <ul style="list-style-type: none"> Retell a story from the Bible and identify its significance for Christians realise that the Bible contains elements that are puzzling (eg miracles). 	<p>The Christian Bible Key Vocabulary: <i>The Bible, Old Testament, New Testament, psalm, proverb, law, letter</i></p> <ul style="list-style-type: none"> Demonstrate understanding that Christians read the Bible to learn about God. See the relevance in their own lives of some of the teaching from the Bible (eg forgiveness, caring for others). <p><u>Christian Faith and Values</u> Key Vocabulary: God, Christian, values, commandments, Creator, symbols, cross, fish, prayer, grace</p> <ul style="list-style-type: none"> Identify some Christian beliefs and teachings from the Bible. 	<p>The Christian Bible Key Vocabulary: <i>The Bible, Old Testament, New Testament, literature, psalm, proverb, law, letter, translations</i></p> <ul style="list-style-type: none"> Develop a timeline showing the different periods in which the Bible came to be written. Talk about the different genres in the Bible give examples of each genre using the names of people, Biblical books or historical event suggest how different genres might affect the way we understand the passage. Ask sensible questions about a story to try and understand it. 	<p>Jesus: His early life & teaching Key Vocabulary: <i>Jesus, baptism, temptation, disciples, Kingdom of God, parable, miracles, Gospels, ministry</i></p> <ul style="list-style-type: none"> Identify key moments in the life of Jesus and explain their significance for Christians today. Show understanding of who Christians believe Jesus to be and why. Explain why Jesus used parables and performed miracles, with examples of each. Raise questions about the life of Jesus which they find puzzling, giving their own considered response. Rewrite a parable in a contemporary format identifying the message being taught. 	<p>The Bible as the Holy book of Christians Key Vocabulary: <i>The Bible, holy, Christians, God’s Word, translation, worship, guidance, inspiration, manual for life</i></p> <ul style="list-style-type: none"> Give reasons why the Bible is important to Christians explain how the Bible is used both in public worship and privately. Describe examples of people whose lives were greatly involved with or affected by the Bible. Reflect on what influences them and their behaviour. Suggest what sort of guidance people need and value in life. <p><u>Christian Denominations</u> Key Vocabulary: Christian Reformers, commandments, the Beatitudes, values</p> <ul style="list-style-type: none"> Talk about two different Christian denominations using the correct terminology. Identify different styles of worship from two different Christian denominations. Talk about how people have different needs when they 	<p>Jesus: His later life and passion Key Vocabulary: Jesus, Holy week, Palm Sunday, Maundy Thursday, Good Friday, Crucifixion, Resurrection, Pentecost, Christmas, Easter, Passion</p> <ul style="list-style-type: none"> Outline the main events of Holy Week and Easter. Show some understanding of what Christians believe about the death and resurrection of Jesus. Comment on some portrayal of Jesus in worship, art or the media, identifying appropriate symbolism. Ask questions raised by the death and resurrection of Jesus and suggest answers from their own and Christians’ point of view.

		<ul style="list-style-type: none"> • Demonstrate understanding of the importance of the Cross in the Christian faith. • Realise that some questions that cause people to wonder are difficult to answer. • Respond sensitively to Christian values about the way we treat one another. 	<ul style="list-style-type: none"> • Explain how the Bible is different to the Tenakh. • Find a passage using a Bible reference. • Choose a passage from the Bible and suggest what Christians might learn from it. 	<ul style="list-style-type: none"> • Reflect on issues of right and wrong in the light of Jesus teaching. 	<p>want to express their most important feelings.</p> <ul style="list-style-type: none"> • Talk about different organisations to which they belong. <p><u>The Christian Way of Life – 1</u> Key Vocabulary: <i>Christian, reformers, commandments, The Beatitudes, Values</i></p> <ul style="list-style-type: none"> • Make links between rules/codes in Christianity and other religions. • Recall a passage from the Sermon on the Mount and apply it to a real-life situation today. 	<ul style="list-style-type: none"> • Suggest a Christian answer to questions about the meaning and purpose of life. • Show awareness of Christianity’s distinctive claims regarding the death and resurrection of Jesus. <p><u>The Christian Way of Life – 2</u> Key Vocabulary: <i>Christian Reformers, commandments, The Beatitudes, Values</i></p> <ul style="list-style-type: none"> • Identify what motivates great Christian leaders/individuals, linking their lives with some of the teachings of Jesus. • Identify the key values which lie at the heart of Christianity and talk about the values which they share with friends and family.
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Creation	Year 1 – Spring 2		Year 4 – Summer 2	
	<p>Creation Key Vocabulary: <i>Creation, Creator, faiths, communities, belief, Harvest, Sukkah, responsibilities, recycling</i></p> <ul style="list-style-type: none"> Retell a creation story and identify some religious beliefs. Identify ways in which religious people might respond to God the Creator. Respond to the world with a sense of wonder and appreciation. Develop their own sense of awareness and responsibility for the world in which they live. 		<p>Creation and God Key Vocabulary: <i>Creation, the Trinity, Father, Son and Holy Spirit, Creator, Genesis</i></p> <ul style="list-style-type: none"> Use some of the key words Christians use to describe God. Identify and explain some distinctive Christian beliefs about God. Demonstrate knowledge of the Jewish/Christian accounts of creation. Show understanding of the ways people come to know God. Share their own experiences of moments of insight, awe and wonder. Evaluate whether humanity is looking after the planet in accordance with the author of the Genesis narrative. Ask ‘why?’ questions about life on earth and suggest answers from a Christian point of view as well as their own. Offer reasons why some people believe in God and some do not. 	
Festivals (inc. Marriage)	Year 1 – Autumn 2	Year 2 – Autumn 2	Year 4 – Spring 2	Year 6 – Spring 1
	<p>Festivals Key Vocabulary: <i>Festivals, celebrations, sad, happy, memories, stories, practices</i></p> <ul style="list-style-type: none"> Identify the practises associated with a festival. Retell a story behind a festival. Talk about a celebration which is special to them and explain why. Sensitively connect the ideas of celebrating in their own lives with those of others. 	<p>Christian Festivals Key Vocabulary: <i>Festival, celebration, Christmas, birth, crib, star, symbols, Easter, Paschal Candle, cross, light</i></p> <ul style="list-style-type: none"> Identify the main symbols/ artefacts of Christmas/Easter and talk about their meanings. Retell some of the events of Christmas/Easter and identify some of the religious beliefs and teachings. Realise that some questions related to Christmas/Easter are difficult to answer. Respond sensitively to the emotions of sadness, happiness, disappointment and joy within the festivals studied. 	<p>Festivals (ASU) Key Vocabulary: <i>Festivals, celebrations, memories, stories, practices</i></p> <ul style="list-style-type: none"> Acquire a wider and deeper knowledge about religious beliefs and practices. Identify the festival of Holi, (Hindu). Identify the festival of Purim, (Jewish). 	<p>Marriage rites Key Vocabulary: <i>Marriage, rites, rituals, promises, commitment</i></p> <ul style="list-style-type: none"> Talk about different religious traditions and rituals for marriage. Identify symbols in marriage rites and what they signify for the faith community. Identify examples of strategies for long-term commitment. Reflect on their own views of marriage within society today.

Hinduism	Year 4 – Summer 1		Year 6 – Summer 2	
	<p><u>Hinduism: God and sacred writings</u> Key Vocabulary: <i>Hinduism, sacred, Vedas, Bhagaved, Gita, Ramayana, Brahman</i></p> <ul style="list-style-type: none"> Identify some images of the Hindu deities and explain the significance of the symbols associated with them. Show understanding of how the many Hindu Gods all express different symbolic representations of Brahman. Retell a story from the Hindu sacred books. Show, using correct terms, how some Hindu beliefs can be expressed through symbols and stories. Compare their own views about the existence and nature of God with those of Hinduism. Reflect on concepts such as right and wrong, good conquering evil as illustrated in Hindu stories and relate them to their own lives. Identify qualities needed for heroes and leaders in both Hindu stories and their own lives. 		<p><u>Hinduism: Worship, Celebrations and Values</u> Key Vocabulary: <i>Worship, celebration, mandir, images, om, lotus flower, Divali, rituals, Holi</i></p> <ul style="list-style-type: none"> Describe how puja is performed in the home and mandir using appropriate terminology. Identify some customs of Hindu festivals with the story(ies) being celebrated. Describe some of the customs associated with the ‘stepping stones’ of a Hindu’s life. Connect the themes of light and darkness to the concepts of right and wrong, good and evil. Express an opinion on the value of the home and rites of passage for Hindus. 	
Islam	Year 1 – Summer 1	Year 2 – Summer 1	Year 3 – Summer 1	Year 5 – Autumn 2
	<p><u>Islam</u> Key Vocabulary: <i>Allah, Islam, Qur’an, Muslim, Prophet Muhammed, Festivals</i></p> <ul style="list-style-type: none"> Identify some religious practises of the Muslim faith such as prayer, and that prayer is important for Muslims. Respond sensitively to the experiences and feelings of others. 	<p><u>Islam</u> Key Vocabulary: <i>Allah, Islam, Qur’an, Muslim, Prophet Muhammed, Festivals, Id-ul-Fitr, Id-ul-Adha, Salah</i></p> <ul style="list-style-type: none"> Retell some stories of the life of the prophet Muhammed. Respond sensitively to the experiences and feelings of others. Respond sensitively to Islamic values, particularly within the Muslim home. 	<p><u>Islam</u> Key Vocabulary: <i>Allah, Shirk, guidance, Qur’an, Prophet Muhammed</i></p> <ul style="list-style-type: none"> Explain why Muslims forbid images. Reflect on the use of images in worship in other religions other than Islam and whether they help or hinder the believer. Describe some key Muslim beliefs about Allah, Muhammad and the Qu’ran. Identify key moments from the life of the Prophet Muhammad and explain their significance for Muslims. Suggest reasons why Muslims hold Muhammad to be an example to follow. Reflect on the need to respect the environment from their own viewpoint and that of a Muslim. 	<p><u>Islam: Worship, Festivals and Practices</u> Key Vocabulary: <i>Mosque, the Five Pillars, The Shahadah, Salah and Wudu, Sawm and Eid-ul-Fitr, Zakah and Khums, Hajj and Eid-ul-Adha pilgrimage, fasting, almsgiving, prayer, Eid</i></p> <ul style="list-style-type: none"> Identify and explain the function of the main features of a mosque. Know the five pillars of Islam and use simple technical terms to explain them. Show how Muslim beliefs are expressed through their birth and marriage customs. Offer an opinion on the value of structured practices like the Five Pillars for expressing faith. Discuss the importance of respect for others from their own and a Muslim point of view. Suggest answers as to what Muslims see as the purpose of life.

Judaism	Year 3 – Spring 1		Year 5 – Spring 1		
	<p>Judaism Key Vocabulary: <i>Shema, Ten Commandments, Torah, Ark, Tenakh, synagogue, beliefs</i></p> <ul style="list-style-type: none"> • Demonstrate how the Genesis story of creation can be interpreted literally or as creation myth. • Identify some of the questions and answers within the Genesis narrative of creation. • Research a story within the Tenakh and what it tells us about Jewish belief and practice. • Describe the main Jewish beliefs about God and the Torah. • Reflect on Jewish ideas about the existence and nature of God and how these compare with their own beliefs. • Express their own views about creation making reference to the ideas and beliefs within the Genesis narrative. • Analyse the Ten Commandments and evaluate their application and significance to daily life in society. 		<p>Judaism within the Home and Synagogue Key Vocabulary: <i>Synagogue, Rabbi, prayer, Shema, Shabbat, Pesach (Passover) Seder meal, Sukkot, Hanukkah, Commandments, Bar/Bat Mitzvah</i></p> <ul style="list-style-type: none"> • Recognise some symbols found within a Jewish wedding ceremony and explain their significance. • Investigate how the Jewish home nurtures a sense of belonging and Jewish identity. • Describe the main features of a synagogue using the correct terminology and demonstrate an understanding of their significance. • Give meanings to some of the symbols associated with Shabbat, Pesach, Sukkot and Hanukkah. • Show knowledge of the importance of the home and the synagogue in the life of Jews today. • Show how Jewish people’s beliefs are reflected in everyday life at home, in the community and through their rites of passage and compare these with their own lives. • Discuss the value of ‘a day of rest’ in society today • express an opinion on the value of learning from the past. • Talk about the meaning of freedom and responsibility. 		
Places of Worship; Sacred Writings; Symbols in Religion; Faith (and the Arts)	Year 1 – Summer 2	Year 2 – Autumn 1/ Summer 2	Year 3 – Autumn 1/ Spring 2	Year 5 – Summer 2	Year 6 – Autumn 2
	<p>The Church Key Vocabulary: <i>Christianity, church, symbols, altar, communion table, font, baptismal pool, significance, promise, dedication</i></p> <ul style="list-style-type: none"> • Identify the main features in a church. • Show respect when visiting a Christian place of worship. • Talk about why Sunday is a special day for Christians and how other 	<p>Sacred Writings Key Vocabulary: <i>Sacred books, respect, calligraphy</i></p> <ul style="list-style-type: none"> • Name a religious book and the faith group it is associated with. • Retell a story from a religious book and identify some beliefs and teaching. • Be positive about the values and concerns of others. • Identify from their own experience the feelings of people in the story 	<p>Symbols in Religions Key Vocabulary: <i>Worship, celebration, mandir, images, om, lotus flower, Divali, rituals, Holi</i></p> <ul style="list-style-type: none"> • Identify the main symbols of the world religions and what they represent. • Identify the symbols used in Christian art and what they tell us about Christian beliefs. • Talk about how symbols help us in our daily lives. • Explore their own responses to a variety of religious symbols. 	<p>What is faith and what difference does it make? Key Vocabulary: <i>Faith, faithfulness, sacrifices, morality</i></p> <ul style="list-style-type: none"> • Explain the difference faith can make to a person’s life. • Talk about a person of faith they have researched drawing out how the person’s beliefs motivated their actions. • Consider their own view of faith in relation 	<p>Faith and the Arts Key Vocabulary: <i>Feelings, emotions, art forms, expression, Shirk, Ramayana, colour, mysteries, appreciation</i></p> <ul style="list-style-type: none"> • Talk about how religions use different art forms to express religious beliefs. • Compare and contrast ways in which different religions use the expressive arts to convey beliefs. • Appreciate that mysteries in life can be difficult to explain in words.

	<p>religions have their own special day.</p> <ul style="list-style-type: none"> Discusses and identify a community, group they belong to and why many Christians feel they need to meet and worship together. 	<p><u>Places of Worship</u> Key Vocabulary: <i>Worship, places, special, church, mosque, synagogue, mandir, symbols</i></p> <ul style="list-style-type: none"> Identify and describe some features of a religious building. Identify and describe some purposes of a religious building. Talk about a building or place which is special to them. Explain how they feel in their special place and respond sensitively to the feelings of others. 	<p><u>The Church, Worship, Festivals and Practices</u> Key Vocabulary: <i>Church, community, commitment, ceremonies, baptism, place of worship, the Church's Year, festivals</i></p> <ul style="list-style-type: none"> Identify key features within a place of worship visited and what these tell us about Christian worship. Compare places of worship of different Christian denominations and what these signify. Identify key features of what it means to belong to a Christian community/ church. Translate the Lord's Prayer into contemporary language and draw out some of the key Christian beliefs within it. Evaluate the impact of belonging to a church on the way a believer tries to live their daily life. Consider why some people only pray when they experience difficulties in life. Explore 'stepping stones' within their own lives and why they are significant moments. 	<p>to the person they have studied.</p> <ul style="list-style-type: none"> Talk about some of the moral issues raised by their 'person of faith'. 	<ul style="list-style-type: none"> Appreciate that the expressive arts can be a useful vehicle for conveying deeply held beliefs and values.
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