

	All Saints CE Primary School & Nursery		Foundation Subject Overview
	Subject:	Religious Education (RE) Understanding Christianity (Autumn & Spring) Emmanuel Project (Summer)	
HOW DOES THIS SUBJECT FIT IN?			
EYFS Framework: Understanding the World		KS1 National Curriculum:	KS2 National Curriculum:
Aims of Religious Education in our school <ul style="list-style-type: none">• enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today;• develop a strong foundation of the Christian faith through knowledge and understanding that includes Christian beliefs and values, the Bible, Old Testament characters, the life and teachings of Jesus, prayer and worship, saints, the local church, the Christian community, living out the faith, rites of passage and Christian festivals;• apply an understanding of Christianity to make reasoned and informed responses to life issues and moral choices;• develop their knowledge and understanding of the other principal religions represented in the United Kingdom (Buddhism, Hinduism, Islam, Judaism and Sikhism), applying an understanding of religion to develop respect, empathy and sensitivity towards all people;• develop the ability to reflect on their own beliefs, values and experiences and communicate issues of faith and truth;• develop skills of critical analysis and evaluation and the promotion of understanding from different faith backgrounds and none.• developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;• responding to the fundamental questions of life in the light of their experience and with reference to religious beliefs and practices;• reflecting on their own beliefs, values and experiences in the light of their study;• expressing their own personal viewpoints in a thoughtful, reasoned and considerate way;• recognising the right of people to hold different beliefs within an ethnically and socially diverse society.			

What is taught when?

RE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Creation Why is the word God so important to Christians <i>(Understanding Christianity)</i>	Creation Who made the world? <i>(Understanding Christianity – Core Learning)</i>	Creation Who made the world? <i>(Understanding Christianity – Digging Deeper)</i>	Creation What do Christians learn from the creation story? <i>(Understanding Christianity – Core Learning)</i>	Creation What do Christians learn from the creation story? <i>(Understanding Christianity – Digging Deeper)</i>	Creation Creation and science: conflicting or complementary? <i>(Understanding Christianity – Core Learning)</i>	Creation Creation and science: conflicting or complementary? <i>(Understanding Christianity – Digging Deeper)</i>
Autumn 2	Incarnation Why do Christians perform nativity plays at Christmas? <i>(Understanding Christianity)</i>	Incarnation Why does Christmas matter to Christians? <i>(Understanding Christianity – Core Learning)</i>	Incarnation Why does Christmas matter to Christians? <i>(Understanding Christianity – Digging Deeper)</i>	Incarnation What is the Trinity? <i>(Understanding Christianity – Core Learning)</i>	Incarnation What is the Trinity? <i>(Understanding Christianity – Digging Deeper)</i>	Incarnation Was Jesus the Messiah? <i>(Understanding Christianity – Core Learning)</i>	Incarnation Was Jesus the Messiah? <i>(Understanding Christianity – Digging Deeper)</i>
Spring 1	Salvation Why do Christians put a cross in an Easter garden? <i>(Understanding Christianity)</i>	Gospel What is the good news that Jesus brings? <i>(Understanding Christianity – Core Learning)</i>	Gospel What is the good news that Jesus brings? <i>(Understanding Christianity – Digging Deeper)</i>	Gospel What kind of world did Jesus want? <i>(Understanding Christianity – Core Learning)</i>	Gospel What kind of world did Jesus want? <i>(Understanding Christianity – Digging Deeper)</i>	Gospel What would Jesus do? <i>(Understanding Christianity – Core Learning)</i>	Gospel What would Jesus do? <i>(Understanding Christianity – Digging Deeper)</i>
Spring 2		Salvation Why does Easter matter to Christians? <i>(Understanding Christianity – Core Learning)</i>	Salvation Why does Easter matter to Christians? <i>(Understanding Christianity – Digging Deeper)</i>	Salvation Why do Christians call the day Jesus died 'Good Friday'? <i>(Understanding Christianity – Core Learning)</i>	Salvation Why do Christians call the day Jesus died 'Good Friday'? <i>(Understanding Christianity – Digging Deeper)</i>	Salvation What did Jesus do to save human beings? <i>(Understanding Christianity – Core Learning)</i>	Salvation What difference does the resurrection make for Christians? <i>(Understanding Christianity – Digging Deeper)</i>
Summer 1	What makes a place special? <i>(St Albans Diocese Unit)</i>	God What do Christians believe God is like? <i>(Understanding Christianity – Core & Deeper Learning)</i>	Islam How do Muslims show compassion? <i>(Emmanuel Project)</i>	Sikhism How do Sikhs put their beliefs about equality into practice? <i>(Emmanuel Project)</i>	Hinduism How does the story of Rama and Sita inspire Hindus to follow their dharma? <i>(Emmanuel Project)</i>	Buddhism How did Buddha teach his followers to reach enlightenment? <i>(Emmanuel project)</i>	Buddhism How does the triple refuge help Buddhists on their journey through life? <i>(Emmanuel Project)</i>

Summer 2		Judaism Why do Jewish Families say Tefillah? <i>(Emmanuel Project)</i>	Sikhism How does the teaching of the Guru's move Sikhs from dark to light? <i>(Emmanuel Project)</i>	Hinduism Why does a Hindu want to collect good karma? <i>(Emmanuel Project)</i>	Islam How does a Muslim show their submission and obedience to Allah? <i>(Emmanuel Project)</i>	Judaism What is holiness for Jewish people: a place, a time, an object or something else? <i>(Emmanuel Project)</i>	Humanism Why do humanists say happiness is the goal of life? <i>(Emmanuel Project)</i>
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EYFS

Unit/Theme	Objectives
Understanding Christianity: Creation Why is the word God so important to Christians?	Children know that: <ul style="list-style-type: none"> The word God is a name Christians believe God is the creator of the universe Christians believe God made our wonderful world so we should look after it.
Understanding Christianity Core Learning: Incarnation Why do Christians perform nativity plays at Christmas?	Children know that: <ul style="list-style-type: none"> Christians believe God came to Earth in human form as Jesus Christians believe Jesus came to show that all people are precious and special to God
Understanding Christianity Core Learning: Salvation Why do Christians put a cross in an Easter garden?	Children know that: <ul style="list-style-type: none"> Christians remember Jesus' last week at Easter Jesus' name means 'He saves' Christians believe Jesus came to show God's love Christians try to show love to others
Special Places: What makes a place special?	Children will be able to: <ul style="list-style-type: none"> Talk about a special place and say why it is special to them Use some descriptive words to describe a special place and the feeling it gives them (such as calm, happy, friendly) Recognise and name special places to other people, such as a church, a mosque, a temple etc. Name some artefacts in a church using the correct words (altar, pew, lectern, font, organ, bells etc.)

Year 1

Unit/Theme	Objectives
Understanding Christianity Core Learning: Creation	<ul style="list-style-type: none"> Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. They know that the creation story includes a day of rest. They know that Harvest Festival is a time when Christians say thank you to God for creation.

Who made the world?	<ul style="list-style-type: none"> Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example
Understanding Christianity Core Learning: Incarnation Why does Christmas matter to Christians?	<ul style="list-style-type: none"> Pupils know that Christians celebrate Jesus' birth. They are aware of Advent but can't explain its significance. They know aspects of the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger, Angels appeared to the shepherds.
Understanding Christianity Core Learning: Gospel What is the good news that Jesus brings?	<ul style="list-style-type: none"> Pupils will know that Christians believe that Jesus brings the good news that God loves them and he will forgive them when they go wrong. Pupils will know that Christians believe that you should also forgive others. Pupils know the story of the calling of Matthew the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless. Pupils know that Christians will pray to God
Understanding Christianity Core Learning: Salvation Why does Easter matter to Christians?	<ul style="list-style-type: none"> Pupils will know that Easter is very important in the 'Big story' of the Bible. Pupils will know some of the events of the Easter story. Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. Pupils will know that Christians believe in life after death. Pupils will know some of the ways its local church celebrates Easter.
Understanding Christianity Core Learning: God What do Christians believe God is like?	<ul style="list-style-type: none"> Pupils will know that Christians believe in God, and that they find out about God in the Bible. Pupils will know that Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this. Pupils will know that Christians worship God, and try to live in ways that please him.
Emmanuel Project Learning: Judaism Why do Jewish Families say Tefillah?	I can recognise a Jewish sukkah. I can recall when a Jewish person might say a special blessing. I can describe what is special about Shabbat. I can describe what some Jewish people wear when they pray.

Year 2

Unit/Theme	Objectives
Understanding Christianity Digging Deeper: Creation Who made the world?	<ul style="list-style-type: none"> Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest. Pupils know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. They know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this. Pupils know that Christians believe they should care for the world because it belongs to God. They can give at least two examples.

Understanding Christianity Digging Deeper: Incarnation Why does Christmas matter to Christians?	<ul style="list-style-type: none"> • Pupils know that Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming. • Pupils know that Christians believe that Jesus is God. They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts. • The Bible points out that his birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor in Luke) • Pupils use the term incarnation. They can talk about examples of how this theme has been explored in art and music (including hymns) by Christians.
Understanding Christianity Core Learning: Gospel What is the good news that Jesus brings?	<ul style="list-style-type: none"> • Pupils will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. • Pupils will know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God. • Pupils know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless. • Pupils know that Christians will pray to God prayers to say sorry to ask for things to say thank you.
Understanding Christianity Core Learning: Salvation Why does Easter matter to Christians?	<ul style="list-style-type: none"> • Pupils will know that Easter is very important in the 'Big story' of the Bible. • Pupils will know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene. • Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. That Jesus did this to build a bridge between man and God. By rising from the dead he gives Christians a hope in a new life. • Pupils will know that Christians believe in life after death. • Pupils will know some of the ways its local church celebrates Easter.
Emmanuel Project Learning: Islam How do Muslims show compassion?	<ul style="list-style-type: none"> • I can recognise that the names 'Allah' and 'Muhammad' are important to Muslims. • I can tell a story about Muhammad and an animal and say that it teaches a Muslim about compassion. • I can recall some of the different names of Allah e.g. the doer of good, the generous. • I can talk about what Muslims do during Ramadan. Use the words 'fasting' and 'sharing.' • I can talk about how some Muslims show compassion at Eid with examples like giving gifts to those in need.
Emmanuel Project Learning: Sikhism How does the teaching of the Guru's move Sikhs from dark to light?	<ul style="list-style-type: none"> • I can understand that Guru means teacher and the purpose of a Guru to share the light of God. • I can describe what a Sikh might learn from stories of Guru Nanak. • I can understand the significance of Ik Onkar as representing the Sikh belief in one god. • I can describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated. • I can understand how a Sikh will listen to the true Guru through chanting and meditating.

Year 3

Unit/Theme	Objectives
Understanding Christianity Core Learning: Creation What do Christians learn from the creation story?	<ul style="list-style-type: none"> Pupils know that Christians believe that although God made the world humans spoiled that friendship with God, and that Christians call this the Fall. Pupils are aware of the story of Adam and Eve but cannot give the detail. Pupils know that Christians believe that God gives guidelines such as the 10 commandments and offers forgiveness when they fall short. Pupils understand that many Christians believe they should be stewards or caretakers of God's creation.
Understanding Christianity Core Learning: Incarnation What is the Trinity?	<ul style="list-style-type: none"> Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. That Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. They can talk about the Baptism of Christ but are not able to explain the story's significance. They can talk about some aspects of Christian Baptism
Understanding Christianity Core Learning: Gospel What kind of world did Jesus want?	<ul style="list-style-type: none"> Pupils will know that Christians believe that through his teachings Jesus make people think about the way they live. Pupils will know that it is claimed that Jesus could heal a Leper. Pupils will know what a parable is. Pupils are aware of the parable of the Good Samaritan but cannot recall the whole story They can name the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid
Understanding Christianity Core Learning: Salvation Why do Christians call the day Jesus died 'Good Friday'?	<ul style="list-style-type: none"> Pupils will know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. Pupils will be able to say what some of the events of Holy week means for Christians. Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They know that for some Christians today standing up for your faith can risk persecution.
Emmanuel Project: Learning: Sikhism How do Sikhs put their beliefs about equality into practice?	<ul style="list-style-type: none"> I can describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality. I can describe how the names 'kaur' and 'singh' show the belief that all Sikhs are equal, valued and united. I can explain and describe the practice of the langar.
Emmanuel Project: Learning: Hinduism Why does a Hindu want to collect good karma?	<ul style="list-style-type: none"> I can explain how snakes and ladders links with the idea of karma. That good choices have good results. I can begin to describe what Hindus might learn from one of their stories about living the right way. I know that Hindus are encouraged to perform acts of selfless kindness. I can talk about how karma influenced Ghandi. I know that even Hindu children must learn to take responsibility for gathering good karma.

Year 4

Unit/Theme	Objectives
<p>Understanding Christianity Digging Deeper: Creation</p> <p>What do Christians learn from the creation story?</p>	<ul style="list-style-type: none"> • Pupils know that Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall. • Pupils know the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise. • Pupils know that Christians believe that God wants to help people to get close to him again. He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short. • Pupils understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement. • They know that some people don't believe that God made the world.
<p>Understanding Christianity Core Learning: Incarnation</p> <p>What is the Trinity?</p>	<ul style="list-style-type: none"> • Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus • Pupils know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. • Pupils know the story of Jesus Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests. • Pupils can describe a Christian Baptism (child and adult) including the terminology of 'in the name of the father, the son and the Holy spirit'
<p>Understanding Christianity Core Learning: Gospel</p> <p>What kind of world did Jesus want?</p>	<ul style="list-style-type: none"> • Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live. • Pupils will know that Jesus first disciples left their jobs and families to follow Jesus. • Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities. • Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan (including the man being attacked, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man's neighbour). • They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work.
<p>Understanding Christianity Core Learning: Salvation</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<ul style="list-style-type: none"> • Pupils will know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • Pupils will be able to say what each event of Holy week means for Christians today inc: Palm Sunday: washing disciples' feet at the Last Supper: Bread and wine at the Last Supper; Judas' betrayal; Peter's denial; the Crucifixion; the Resurrection. • Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday • They know that for some Christians today standing up for your faith can risk ridicule and even persecution.
<p>Emmanuel Project</p> <p>Learning: Hinduism</p>	<ul style="list-style-type: none"> • I can describe what a Hindu might learn from the story of Rama and Sita. • I can describe some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali.

How does the story of Rama and Sita inspire Hindus to follow their dharma?	<ul style="list-style-type: none"> I can explain why Hindu children are encouraged to 'Be as Rama' or 'as Sita.'
Emmanuel Project Learning: Islam How does a Muslim show their submission and obedience to Allah?	<ul style="list-style-type: none"> I can explain how a Muslim responds when hearing the Adhan. I can explain that Muslim means 'one who 'submits' or who willingly does what God wants them to do. I can explain a Muslim learns from the story of Bilal and the first call to prayer to submit to Allah. I can describe some things Muslims do when they get ready for prayer and how the physical actions show submission to Allah. I can understand that saying the Bismillah reminds Muslims that Allah is involved in everything.

Year 5

Unit/Theme	Objectives
Understanding Christianity Core Learning: Creation Creation and science: conflicting or complementary?	<ul style="list-style-type: none"> Pupils know that there is much debate and controversy around the relationship between Creation stories in Genesis and scientific accounts. They know that there are many scientists who are also Christians. Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted. And that not all Christians agree on this issue. Pupils know and have heard Psalm 8 and make a link to the Christian belief that we should care for the world
Understanding Christianity Core Learning: Incarnation Was Jesus the Messiah?	<ul style="list-style-type: none"> Pupils know that Jesus was Jewish and that the old testament talked of a Messiah who would rescue his people. They know that Christians believe Jesus was this Messiah and that Christians believe he is their saviour. They can give an opinion on the question 'Was Jesus the Messiah'?
Understanding Christianity Core Learning: Gospel What would Jesus do?	<ul style="list-style-type: none"> Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about making the world better. Pupils will be aware of a number of Jesus teachings: The wise and foolish builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. Pupils will be able to make a link to activities undertaken by Christian groups and by the church.
Understanding Christianity Core Learning: Salvation What did Jesus do to save human beings?	<ul style="list-style-type: none"> Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe some of these appearances; Pupils know that most Christians believe that Jesus resurrection means that death isn't the end and they have hope to be with God in heaven. Pupils are aware of some modern and traditional songs worship songs that reflect this. They know a number of Good Friday and Easter Sunday celebrations across a range of denominational settings. They can say what might happen at a Christian funeral.
Emmanuel Project	<ul style="list-style-type: none"> I can retell the story of Buddha's enlightenment.

Learning: Buddhism How did Buddha teach his followers to reach enlightenment?	<ul style="list-style-type: none"> • I can explain how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment. • I can describe different practices of Buddhists in search of enlightenment on the Eightfold Path. • I can explain Buddhist teachings including reference to the four noble truths.
Emmanuel Project Learning: Judaism What is holiness for Jewish people: a place, a time, an object or something else?	<ul style="list-style-type: none"> • I can explain what the burning bush story in Exodus teaches about holiness. • I can explain in what way Shabbat is holy and how Jewish families mark its beginning and ending. • I can give examples of what the Torah says about living a holy life.

Year 6	
Unit/Theme	Objectives
Understanding Christianity Digging Deeper: Creation Creation and science: conflicting or complementary?	<ul style="list-style-type: none"> • Pupils know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. They can outline both points of view. They know that there are many scientists who are also Christians. • Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God. • Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account. • Pupils know that not all Christians believe the same about the relationship between Creation and science. • Pupils know and understand the significance of Psalm 8 for the Christian belief in stewardship.
Understanding Christianity Core Learning: Incarnation Was Jesus the Messiah?	<ul style="list-style-type: none"> • Pupils know that Jesus was Jewish. They understand that 'Christ' is the Greek word for 'anointed one', or 'Messiah'. And that the Old Testament talks about a 'rescuer' or 'anointed one' – a Messiah. That Isaiah 9 v2-7 texts talks about what this 'Messiah' would be like. • Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See Salvation). They can give their own view to answer the questions 'Was Jesus the Messiah?' supported by a reasoned argument
Understanding Christianity Core Learning: Gospel What would Jesus do?	<ul style="list-style-type: none"> • Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world. • Pupils will know a range of Jesus teachings: The wise and foolish builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. (select specific detail to retell).

	<ul style="list-style-type: none"> • Pupils will be able to relate these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities. • Pupils will know that although these texts are fixed the way that different Christians have interpreted them over the years and in different cultures will vary.
Understanding Christianity Core Learning: Salvation What difference does the resurrection make for Christians?	<ul style="list-style-type: none"> • Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe these appearances; to the women at the Tomb, The road to Emmaus and to the disciples on the beach. • Pupils know that most Christians believe that Jesus resurrection means that death isn't the end and that they have hope in a new life with God in heaven. Pupils can explain how this is reflected in Christian worship in both modern and traditional songs. • They can describe a number (add specifics) of Good Friday and Easter Sunday celebrations across a range of denominational settings. • They can explain why certain things might happen at a Christian funeral.
Emmanuel Project Learning: Buddhism How does the triple refuge help Buddhists on their journey through life?	<ul style="list-style-type: none"> • I can show how Buddhists express their belief that the Buddha is a refuge and guide. • I can explain how the Buddha's teachings (dharma) help Buddhists journey along the path. • I can use the right religious words to describe the practices and experiences of Buddhists belonging to the Sangha, both lay and monastic. • I can explain how members of the Sangha support each other at the festival of Wesak.
Emmanuel Project Learning: Humanism Why do humanists say happiness is the goal of life?	<ul style="list-style-type: none"> • I can explain why some people choose to belong to a Humanist group, including a reference to people who may have inspired them to do so. • I can show how some Humanists express their secular beliefs in different ways, e.g. in slogans, bus advertising, and suggest why • I can explain some key beliefs and ideas promoted by local Humanists, or by the British Humanist Association, about God and about how to live. • I can understand why Humanists choose non-religious ceremonies and some of the features of these.

Resources

Understanding Christianity

RE Today Books

Emmanuel Project- World Religions planning