

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
<a href="#">Hinduism: Being Human - How do Hindu beliefs about atman, samsara, karma and dharma relate to ways in which Hindus may choose to live/act?</a>	<a href="#">What is a worldview?</a>	1	To know that everybody has beliefs and / or values which impact on how they live their lives.	<p>I can say what a worldview is: the way a person sees the world, based on their beliefs and values.</p> <p>I can give examples of beliefs or values that people hold.</p> <p>I can explain how beliefs and values affect the way people live and the choices they make.</p> <p>I can recognise that different people have different worldviews.</p>	<p>I can explain in my own words what a worldview is and how it shapes a person's life.</p> <p>I can give examples of how different beliefs and values lead to different actions or choices.</p> <p>I can compare the worldviews of different people and explain similarities and differences.</p> <p>I can reflect on how a person's beliefs or values influence their behaviour, relationships, and decisions.</p> <p>I can explain why it is important to respect different worldviews.</p>
	<a href="#">What is the lived experience for a Hindu?</a>	2	To know that Hindu practices are linked to key beliefs. To appreciate the lived experience of a Hindu (Mrs Patel).	<p>I can name some Hindu practices, such as puja, meditation, festivals, or offerings.</p> <p>I can explain that these practices are linked to key Hindu beliefs, such as Brahman, karma, dharma, and respect for all life.</p> <p>I can describe what daily life might be like for a Hindu.</p> <p>I can show some understanding of why Hindu practices are important to believers</p>	<p>I can explain in my own words how Hindu practices reflect key beliefs.</p> <p>I can describe how these beliefs shape a Hindu's daily life, choices, and celebrations.</p> <p>I can make links between different practices and the beliefs they reflect.</p> <p>I can reflect on how a Hindu's faith guides their actions, decisions, and interactions with others.</p> <p>I can show understanding of the lived experience of Hindus and how it might be similar or different from my own life.</p>
	<a href="#">What is karma and how does it drive the cycle of samsara?</a>	3	To know that Brahman, the Trimurti, samsara, atman, karma and moksha are all key beliefs of Hindus.	<p>I can name some key Hindu beliefs, such as Brahman, the Trimurti, samsara, atman, karma, and moksha.</p> <p>I can explain that karma is the idea that our actions have consequences.</p> <p>I can say that karma affects the cycle of samsara (being born, living, dying, and being reborn).</p> <p>I can say that Hindus try to live well to have good karma and move closer to moksha (liberation from the cycle).</p> <p>I can give a simple explanation of the role of atman (soul) in the cycle of rebirth.</p>	<p>I can explain in my own words how Brahman, the Trimurti, atman, karma, samsara, and moksha are connected in Hindu beliefs.</p> <p>I can explain how karma drives the cycle of samsara, and why Hindus try to act in good ways.</p> <p>I can describe how the belief in atman links to samsara and moksha.</p> <p>I can explain why Hindus see living according to dharma and creating good karma as important for their spiritual journey.</p> <p>I can reflect on how understanding these beliefs might influence the way Hindus live their lives</p>
	<a href="#">How might Hindus seek to achieve moksha?</a>	4	To know that Hindus try and fulfil their dharma (duty) by carrying out good actions (karma) and avoiding bad actions (karma). To know the story of Rama and Sita help Hindus understand the significance of duty. To explore ethical scenarios and how Hindus might react to them.	<p>I can say that Hindus try to follow their dharma (duty) by doing good actions and avoiding bad actions.</p> <p>I can explain that karma is the result of good or bad actions.</p> <p>I can retell the story of Rama and Sita and explain how it shows the importance of duty.</p> <p>I can give simple examples of ethical choices and suggest how a Hindu might act.</p> <p>I can show understanding that following dharma and creating good karma helps Hindus move towards moksha.</p>	<p>I can explain in my own words how dharma, karma, and moksha are connected in Hindu beliefs.</p> <p>I can analyse how the story of Rama and Sita teaches Hindus about duty and making the right choices.</p> <p>I can explore ethical scenarios and explain how Hindus might act, giving reasons linked to beliefs about dharma and karma.</p> <p>I can explain how creating good karma by following dharma affects a Hindu's spiritual journey toward moksha.</p> <p>I can reflect on how these beliefs might influence a Hindu's daily decisions and behaviour.</p>

	<a href="#">How does ahimsa influence daily life?</a>	5	To know that ahimsa is the principle of non-violence. To know that stories of Krishna have influenced how Hindus treat the natural world. To know that Mahatma Gandhi lived his life guided by ahimsa.	I can say that ahimsa means non-violence. I know that Hindus try to be kind and careful to all living things because of ahimsa. I can give examples of how stories of Krishna teach Hindus to respect the natural world. I know that Mahatma Gandhi followed ahimsa in his life. I can give simple examples of how ahimsa might influence a Hindu's daily actions.	I can explain in my own words what ahimsa means and why it is important to Hindus. I can describe how stories of Krishna guide Hindus to treat the natural world with care. I can explain how Mahatma Gandhi used ahimsa to guide his choices and actions. I can give examples of how ahimsa influences daily life, decisions, and behaviour. I can reflect on how the principle of ahimsa might inspire people today, both Hindus and others.
	<a href="#">What is the Hindu concept of sansang?</a>	6	To know that Satsang is the concept of spiritual togetherness - the idea that community/family/society is important in helping you fulfil dharma. To understand the role of yoga, meditation and renunciation in helping Hindus to focus on Brahman.	I can say that Satsang means spiritual togetherness. I can explain that being part of a community or family can help Hindus follow their dharma (duty). I can name practices such as yoga, meditation, and renunciation. I know that these practices help Hindus focus on Brahman. I can give simple examples of how these practices might support a Hindu's spiritual life	I can explain in my own words what Satsang means and why community is important for fulfilling dharma. I can describe how yoga, meditation, and renunciation help Hindus focus on Brahman and their spiritual goals. I can explain how being part of a spiritual community influences daily life, choices, and behaviour. I can make links between beliefs, practices, and a Hindu's spiritual journey. I can reflect on how these practices might help anyone, not just Hindus, focus on what is important in life.
<a href="#">Islam: Being Human - how does a Muslim's beliefs affect their actions?</a>	What key Islamic beliefs should I know about?	1	To know that Muslims believe in one God, tawhid, everything created in harmony (muslim), humans as 'abd and khalifa to help keep everything in harmony; the straight path (shariah) they follow to help them do this; the guidance God provides to help them follow the straight path – the natural world, the Qur'an and the prophets	I can say that Muslims believe in one God (tawhid). I know that Muslims believe everything in the world is created in harmony. I can explain that humans are called 'abd (servants) and khalifa (stewards) to help keep the world in harmony. I can explain what the straight path (Shariah) is and why Muslims try to follow it. I can name some of the ways God gives guidance, such as the Qur'an, the prophets, and the natural world.	I can explain in my own words what Satsang means and why community is important for fulfilling dharma. I can describe how yoga, meditation, and renunciation help Hindus focus on Brahman and their spiritual goals. I can explain how being part of a spiritual community influences daily life, choices, and behaviour. I can make links between beliefs, practices, and a Hindu's spiritual journey. I can reflect on how these practices might help anyone, not just Hindus, focus on what is important in life.
	Can I remember the Five Pillars of Islam?	2	To know the Five Pillars of Islam and be able to link practice with belief. To appreciate not all Muslims live out their worldview in the same way.	I can name the Five Pillars of Islam: Shahadah, Salah, Zakah, Sawm, and Hajj. I can explain what each Pillar involves. I can link each Pillar to a Muslim belief, for example how prayer (Salah) helps Muslims follow God's guidance. I know that not all Muslims practise their faith in exactly the same way.	I can explain how the Five Pillars reflect key Muslim beliefs about God and living a good life. I can describe how the Pillars guide Muslims' daily choices and actions. I can explain why Muslims might practise their faith differently, giving examples. I can make links between belief, practice, and worldview, showing how they shape a Muslim's life. I can reflect on how different interpretations or circumstances might affect how Muslims follow their faith.

	<p>How should Muslims treat others if they follow the straight path?</p>	<p>3</p>	<p>To know the role of humans in maintaining a harmonious (muslim) world. To understand the Muslim view of the importance of the straight path (shariah) in helping to keep the world in harmony (muslim), as God intends it to be.</p>	<p>I can explain that Muslims believe humans have a role in keeping the world harmonious. I can say that humans are 'abd (servants) and khalifa (stewards) to help maintain harmony. I know that following the straight path (Shariah) helps Muslims live in the way God intends. I can give examples of how Muslims try to keep the world in harmony in their daily lives.</p>	<p>I can explain in my own words the Muslim belief about humans' responsibility to maintain harmony in the world. I can describe how following the Shariah helps Muslims achieve harmony in their communities and the natural world. I can give examples of how Muslims might use beliefs and practices to guide their actions in different situations. I can explain how the concept of the straight path links belief, ethics, and human responsibility. I can reflect on how these beliefs might inspire Muslims to live thoughtfully and care for the world.</p>
	<p>How does family life contribute to following the straight path?</p>	<p>4</p>	<p>To know how family life contributes to following the straight path and helping to provide a harmonious society.</p>	<p>I can explain that family life helps Muslims follow the straight path (Shariah). I can give examples of how families teach and support good actions. I can say that following the straight path in family life helps to create a harmonious society. I can describe simple ways that Muslims try to live in harmony with others.</p>	<p>I can explain in my own words how family life supports living according to Shariah. I can describe how parents, children, and extended family help each other follow the straight path. I can explain how following the straight path in family life contributes to harmony in the wider community. I can make links between belief, family practice, and ethical behaviour in Muslim life. I can reflect on how living according to these beliefs might influence society as a whole.</p>
	<p>How does supporting Muslim charities help Muslims follow the straight path?</p>	<p>5</p>	<p>To investigate the work of a Muslim charity and why Muslims consider this work to be important.</p>	<p>I can name a Muslim charity and describe the kind of work it does. I can explain why Muslims consider helping others important. I can say how charity work helps people and communities. I know that giving to charity is linked to following God's guidance and the straight path (Shariah).</p>	<p>I can explain in my own words why Muslims see charity as part of their faith. I can describe how a Muslim charity makes a difference to people's lives. I can make links between charity work and beliefs about God, community, and the straight path. I can reflect on how helping others through charity shows ethical behaviour and faith in action. I can compare the work of a Muslim charity with other charitable work, showing how beliefs influence actions.</p>
	<p>How do the beliefs of a Muslim affect their daily life?</p>	<p>6</p>	<p>To explore the work of contemporary Muslims and the way faith impacts their daily life. To know that Muslims follow the example of Muhammad using the hadith to guide them.</p>	<p>I can say that Muslims follow the example of Muhammad and use the Hadith to guide their actions. I can give examples of how contemporary Muslims live their faith in daily life. I can describe simple ways that belief influences behaviour, work, and family life. I know that following Muhammad's example helps Muslims make good choices and follow the straight path (Shariah).</p>	<p>I can explain how the Hadith guides Muslims in different aspects of daily life. I can describe how contemporary Muslims use faith to shape decisions, work, and relationships. I can give examples of how following Muhammad's example affects communities and society. I can make links between belief, practice, and ethical living. I can reflect on how understanding these practices helps me understand the role of faith in people's lives.</p>

<p><a href="#">Christianity: Being Human - What did Jesus do to save human beings? (UC Salvation)</a></p>	<p><a href="#">Where does salvation fit in the Christian Big Story?</a></p>	<p>1</p> <p>To outline the timeline of the 'big story' of the Bible, placing within it the ideas of Incarnation and Salvation.</p> <p>To know that Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p>	<p>I can outline the timeline of the Big Story of the Bible.</p> <p>I can explain where Incarnation and Salvation fit within this story.</p> <p>I know that Christians read the Big Story as showing the need for God to save people.</p> <p>I can explain that Salvation includes restoring humans' relationship with God.</p> <p>I can give simple examples of how Christians understand God's saving work.</p>	<p>I can explain in my own words how Incarnation and Salvation are part of the Big Story.</p> <p>I can describe how the Bible shows the need for God to save people throughout history.</p> <p>I can explain how Christians believe Salvation restores humans' relationship with God.</p> <p>I can make links between the Big Story, Christian beliefs, and practice.</p> <p>I can reflect on why understanding the Big Story is important for Christians today.</p>
	<p><a href="#">Why did Jesus die?</a></p>	<p>2</p> <p>To know that the Gospels give accounts of Jesus' death and resurrection.</p> <p>To suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>To explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>To know that the Gospels give accounts of Jesus' death and resurrection and the New Testament says that Jesus' death was somehow 'for us'.</p>	<p>I can say that the Gospels give accounts of Jesus' death and resurrection.</p> <p>I can suggest simple meanings for the resurrection accounts.</p> <p>I know that Christians believe Jesus' death was 'for us'.</p> <p>I can explain that Jesus' death and resurrection are important for Christians because of Sacrifice, Resurrection, Salvation, Incarnation, and Hope.</p> <p>I can make simple connections between Luke 24 and Christian beliefs about Jesus.</p>	<p>I can explain in my own words how the Gospels describe Jesus' death and resurrection.</p> <p>I can suggest meanings for the resurrection accounts and compare my ideas with how Christians interpret these texts.</p> <p>I can explain why Jesus' death is seen as a sacrifice for humans and how it connects to Salvation and Incarnation.</p> <p>I can describe how Resurrection and Hope are central to Christian belief.</p> <p>I can use theological terms accurately to make connections between Luke 24 and Christian beliefs.</p> <p>I can reflect on why these beliefs are important for Christians today.</p>
	<p><a href="#">How do Christians remember Jesus' sacrifice?</a></p>	<p>3</p> <p>To know that Christians remember Jesus' death and resurrection throughout the year, particularly through the celebration of Communion/Mass/Eucharist/Lord's Supper.</p> <p>To make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>To know that different Christians put belief into practice in different ways.</p>	<p>I can say that Christians remember Jesus' death and resurrection throughout the year.</p> <p>I can name ways Christians remember this, such as Communion, Mass, Eucharist, or the Lord's Supper.</p> <p>I can explain how Christians worship on Good Friday and Easter Sunday.</p> <p>I know that different Christians may practice their beliefs in different ways.</p> <p>I can make simple connections between belief in the Resurrection and worship practices</p>	<p>I can explain in my own words how Christians remember Jesus' sacrifice through different practices.</p> <p>I can describe how belief in the Resurrection shapes Christian worship on Good Friday and Easter Sunday.</p> <p>I can compare different ways Christians put their beliefs into practice.</p> <p>I can explain why remembering Jesus' death and resurrection is central to Christian faith.</p> <p>I can make links between belief, worship, and everyday Christian life, showing understanding of diversity in practice.</p>
	<p><a href="#">How important is the Salvation for Christians?</a></p>	<p>4</p> <p>To understand that the Eucharist is both an celebration and a serious time.</p> <p>To identify which symbols are used in Communion to help Christians remember Jesus, his death and resurrection, and the Last Supper.</p>	<p>I can say that the Eucharist/Communion is both a celebration and a serious time for Christians.</p> <p>I can name some symbols used in Communion, such as bread and wine.</p> <p>I can explain that these symbols help Christians remember Jesus, his death and resurrection, and the Last Supper.</p> <p>I can make simple links between the symbols and Christian beliefs about salvation.</p>	<p>I can explain in my own words why the Eucharist is both joyful and serious for Christians.</p> <p>I can describe how each symbol in Communion represents different aspects of Jesus' life, death, and resurrection.</p> <p>I can explain how Christians use Communion to remember Jesus' sacrifice and celebrate salvation.</p> <p>I can make connections between belief in salvation and the way Christians worship.</p> <p>I can reflect on why the Eucharist is important for Christians' faith and daily life</p>

	<a href="#">Would I sacrifice my own needs?</a>	5	To explain why some people find belief in the Resurrection makes sense and inspires them. To know that Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.	I know Christians remember Jesus' sacrifice everytime they take Holy Communion. I know some Christians are prepared to sacrifice themselves, following Jesus' example. I can consider how much I would sacrifice something for.	I can explain the quote by Martin Luther King: If a man has not discovered something that he will die for, he isn't fit to live, applying it to their own beliefs.
	<a href="#">is sacrifice necessary for making the world a better place?</a>	6	To offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.	I know what a martyr is and can give two examples. I know that following the command 'Love thy neighbour as thyself' may involve some sacrifice.	I can explain how far sacrifice is necessary for making the world a better place.
<p><b>Christianity: Being Human - Incarnation: Was Jesus the Messiah?</b></p> <p><b>(UC Incarnation)</b></p>	<a href="#">What is the Big Story so far?</a>	1	To explain the place of Incarnation and Messiah in the Big Story. To appreciate what life was like at the end of the Old Testament leading into the New Testament. To know that Jesus was a Jew.	I can order the events of the Big Story. I can appreciate the despair and hope felt by Jews at the end of the Old Testament.	I can explain why Jews were full of despair and why this turned to hope towards the end of the Old Testament.
	<a href="#">What kind of saviour?</a>	2	To know that the Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.	I can identify the characteristics of a Messiah. I know that the Jewish followers of Jesus gradually began to see him as the Messiah.	I can use evidence from Matthew's Gospel to explain why some Jews started to see Jesus as the Messiah.
	<a href="#">Was Jesus the Messiah?</a>	3	To know that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) To know that Christians see Jesus as their saviour.	I can put myself in role to think about what Mary and Joseph must have felt when some people started to think of Jesus as the Messiah.	I can interrogate the evidence for and against Jesus being the Messiah.
	<a href="#">Has the true message of Christmas been lost?</a>	4	To know that Christians believe Jesus was God in flesh.	I know the true meaning of Christmas for Christians. I can identify words and phrases that I associate with Christmas and sort them into religious and secular. I can consider how churches try to promote the true meaning of Christmas.	I can investigate some examples of church campaigns identifying the message they are putting across. I can identify which ones are most effective and which ones make good links with the idea of the Messiah or Saviour.
	<a href="#">What do Christians do at Christmas?</a>	5	To show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.	I know the traditional ways Christians celebrate Christmas. I can think about how Christians try to promote peace, good news and Jesus' love at Christmas by undertaking charity / volunteering work eg. handing out Christmas dinners.	I can identify what might motivate a Christian to make Christmas Day not just about being with family, eating good food, watching TV, and giving and receiving presents.
	<a href="#">Was Jesus the Messiah?</a>	6	To know that Christians believe Jesus is God in the flesh and that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. To weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and what difference that might make in people's lives if they hold that belief.	I know Christians believe Jesus is God in the flesh and his incarnation was part of a plan to restore humankind's relationship with God. I know how this belief makes a difference in the way people live their lives.	I can think about what qualities a Messiah for the 21st century might need and how they would save all people, not just those who believe in a God.

<p><a href="#">Being Human - Expressing Belief Through the Arts</a></p>	<p><a href="#">What is creativity and why is it important?</a></p>	<p>1</p> <p>To make connections between creativity and what it means to be human.</p> <p>To recognise different ways in which human beings communicate meaning and that different forms of expression are more suited to particular contexts.</p> <p>To understand the challenges of communication.</p> <p>To consider the difficulties in communicating about God using words.</p> <p>To know the importance of creativity as a way to express meaning, emotion and knowledge.</p> <p>To know the creativity is connected to what it means to be human (and one of the key ways we are different to animals).</p> <p>To know the different ways humans communicate meaning (eg language, art, music, dance, drama, computer code, mathematical equations, scientific formulae).</p> <p>To know the challenges of communication (ie the same word or symbol can mean different things to different people).</p> <p>To know it is difficult to communicate ideas about God, hope, justice, truth and love using words so people look for other ways to express themselves.</p>	<p>I understand the importance of creativity (language, art, music, dance, drama) to communicate meaning.</p> <p>I know it is difficult to communicate ideas about God, hope, justice, truth and love and so people use the arts to help express themselves.</p>	<p>I know that different forms of expression are suited to different situations.</p> <p>I understand this can cause challenges because different words / symbols mean different things to different people.</p>
	<p><a href="#">How do members of a faith community express their beliefs through artwork?</a></p>	<p>2</p> <p>To make connections between creativity and what it means to be human.</p> <p>To consider the difficulties in communicating ideas about God using just words.</p> <p>To explore some examples of religious art and consider what they are communicating.</p> <p>To analyse works of art. To know that in Christianity God can be depicted but in Islam (and Judaism) He can't.</p> <p>To know how different works of art represent key religious beliefs.</p>	<p>I can make simple connections between creativity and what it means to be human, giving examples from their own experience or religious traditions.</p> <p>I can explain why some ideas about God are difficult to communicate using words alone.</p> <p>I can describe religious artwork and identify what it shows about beliefs or ideas about God.</p> <p>I can analyse works of religious art by describing key features and suggesting what the artist may be trying to communicate.</p> <p>I know that in Christianity God can be depicted in art, but in Islam and Judaism God is not shown, and explain why simply.</p> <p>I can identify how different works of art represent key religious beliefs, using examples from Christianity and Islam.</p>	<p>I can make thoughtful connections between creativity, faith, and what it means to be human, showing insight into why humans create art.</p> <p>I can explain why religious believers might choose art, symbols, or metaphor instead of words to express ideas about God.</p> <p>I can compare and contrast different examples of religious art, explaining what they communicate about belief, emotion, or worship.</p> <p>I can analyse religious artworks by interpreting symbolism, style, and context, supporting ideas with evidence.</p> <p>I can explain in more depth why Christianity allows depictions of God, while Islam and Judaism avoid them, linking this to beliefs about God's nature.</p> <p>I can evaluate how effectively different works of art communicate key religious beliefs, expressing their own reasoned viewpoint.</p>

<p><a href="#">How do members of a faith community express their beliefs through architecture?</a></p>	<p>3</p>	<p>To recognise different ways in which human beings communicate meaning and that different forms of expression are more suited to particular contexts.</p> <p>To know the different ways in which human beings communicate meaning. To analyse key examples of religious architecture.</p> <p>To know that in Christianity God can be depicted but in Islam (and Judaism) He can't.</p> <p>To know how different architecture represents key religious beliefs.</p>	<p>I can recognise that humans communicate meaning in different ways (e.g. words, art, buildings, symbols) and that some forms are better suited to certain contexts.</p> <p>I can identify different ways human beings communicate meaning, including through religious architecture.</p> <p>I can describe key features of religious buildings (such as churches, mosques, or synagogues) and say what they are used for.</p> <p>I can analyse simple examples of religious architecture, identifying what they may communicate about belief or worship.</p> <p>I know that in Christianity God can be depicted, but in Islam and Judaism God is not shown, giving a simple reason why.</p> <p>I can identify how features of religious architecture represent key religious beliefs, using examples from at least two religions</p>	<p>I can explain why different forms of communication are suited to different purposes, including why buildings can communicate meaning without words.</p> <p>I can compare different forms of religious expression (e.g. architecture, art, symbols) and evaluate their effectiveness in communicating belief.</p> <p>I can analyse key examples of religious architecture, explaining how design, layout, or decoration reflects religious ideas and values.</p> <p>I can explain in more depth why Christianity allows depictions of God, while Islam and Judaism avoid them, linking this to beliefs about God.</p> <p>I can evaluate how architectural features express key religious beliefs, offering reasoned interpretations supported by examples.</p> <p>I can make thoughtful connections between belief, worship, and architectural design, showing insight into how buildings shape religious experience.</p>
<p><a href="#">How do members of a faith community express their beliefs through music?</a></p>	<p>4</p>	<p>To make connections between creativity and what it means to be human.</p> <p>To recognise different ways in which human beings communicate meaning and that different forms of expression are more suited to particular contexts.</p> <p>To know the importance of creativity as a way to express meaning, emotion and knowledge.</p> <p>To know the different ways in which human beings communicate meaning.</p> <p>To analyse pieces of music.</p> <p>To know how different pieces of music represent key religious beliefs.</p>	<p>I can make simple connections between creativity and what it means to be human, giving examples such as music, art, or storytelling.</p> <p>I can recognise that humans communicate meaning in different ways, and that some forms of expression (e.g. music, words, images) are better suited to particular situations.</p> <p>I can explain why creativity is important as a way to express meaning, emotion, and knowledge.</p> <p>I can identify different ways human beings communicate meaning, including through music.</p> <p>I can analyse pieces of music by describing mood, tempo, instruments, or lyrics, and saying how these make the listener feel.</p> <p>I can identify how different pieces of religious music represent key religious beliefs, using examples from one or more religions</p>	<p>I can make thoughtful and reasoned connections between creativity, music, and what it means to be human, showing insight into why people create and respond to music.</p> <p>I can explain why music can be more effective than words alone in communicating meaning, emotion, or belief in particular contexts.</p> <p>I can explain the importance of creativity as a way to express and share complex ideas, feelings, and religious understanding.</p> <p>I can compare different ways humans communicate meaning, evaluating their effectiveness for different purposes.</p> <p>I can analyse pieces of music by interpreting musical features (such as dynamics, structure, or repetition) and explaining how they communicate meaning.</p> <p>I can evaluate how different pieces of religious music express key beliefs, offering supported interpretations and personal responses.</p>

<p><a href="#">How do members of a faith community express their beliefs through dance?</a></p>	<p>5</p>	<p>To make connections between creativity and what it means to be human.          To recognise different ways in which human beings communicate meaning and that different forms of expression are more suited to particular contexts.          To know the importance of creativity as a way to express meaning, emotion and knowledge.          To know it is difficult to communicate ideas about God, hope, justice, truth and love using words so people look for other ways to express themselves.          To understand the challenges of communication: the same word/symbol can mean different things to different people.          To analyse pieces of dance.          To know how different dance pieces represent key religious beliefs.</p>	<p>I can make simple connections between creativity and what it means to be human, giving examples such as dance, music, or art.          I can recognise that humans communicate meaning in different ways, and that different forms of expression are more suitable for different situations.          I can explain why creativity is important as a way to express meaning, emotion, and knowledge.          I can identify that ideas about God, hope, justice, truth, and love are difficult to express using words alone, and explain why people use movement, dance, or symbols instead.          I can recognise that the same word, symbol, or movement can be understood differently by different people.          I can analyse pieces of dance by describing movements, patterns, or mood, and explaining how they communicate ideas or feelings.          I can identify how different dance pieces represent key religious beliefs, using simple examples</p>	<p>I can make thoughtful connections between creativity, dance, and what it means to be human, showing insight into why humans express beliefs through movement.          I can explain why dance may communicate meaning more effectively than words when expressing complex or emotional religious ideas.          I can explain the importance of creativity in helping people express and explore ideas about belief, emotion, and knowledge.          I can explain in more depth why religious ideas such as God, justice, and love are challenging to communicate, and how dance helps overcome these challenges.          I can analyse how different people might interpret the same movement or symbol differently, giving reasons for these differences.          I can analyse pieces of dance by interpreting movement, pace, space, and expression, explaining how these communicate meaning.          I can evaluate how effectively different dance pieces express key religious beliefs, supporting views with evidence from the performance.</p>
<p><a href="#">How do members of a faith community express their beliefs through drama?</a></p>	<p>6</p>	<p>To make connections between creativity and what it means to be human.          To recognise different ways in which human beings communicate meaning and that different forms of expression are more suited to particular contexts.          To know the importance of creativity as a way to express meaning, emotion and knowledge.          To know it is difficult to communicate ideas about God, hope, justice, truth and love using words so people look for other ways to express themselves.          To understand the challenges of communication: the same word/symbol can mean different things to different people.          To analyse pieces of drama.          To know how different drama pieces represent key religious beliefs.</p>	<p>I can make simple connections between creativity and what it means to be human, giving examples such as drama, storytelling, or performance.          I can recognise that humans communicate meaning in different ways, and that some forms of expression (such as drama) are more suitable for certain contexts.          I can explain why creativity is important as a way to express meaning, emotion, and knowledge.          I can identify that ideas about God, hope, justice, truth, and love are difficult to communicate using words alone, and explain why people use drama and performance to express these ideas.          I can recognise that the same word, symbol, or action in a performance can be understood differently by different people.          I can analyse pieces of drama by describing characters, actions, dialogue, or mood, and explaining what they communicate.          I can identify how different drama pieces represent key religious beliefs, using simple examples.</p>	<p>I can make thoughtful connections between creativity, drama, and what it means to be human, showing insight into why people perform and watch stories about belief.          I can explain why drama can be more effective than words alone in communicating complex religious ideas and emotions.          I can explain the importance of creativity in helping people explore and express ideas about belief, emotion, and knowledge.          I can explain in more depth why religious ideas such as God, justice, and love are challenging to communicate, and how drama helps overcome these challenges.          I can analyse how different audiences might interpret the same performance differently, explaining why meanings can change.          I can analyse pieces of drama by interpreting character choices, symbolism, and staging, explaining how these communicate meaning.          I can evaluate how effectively different drama pieces express key religious beliefs, supporting views with evidence from the performance.</p>

